

**Department of Dance Tenure Criteria and Procedures**  
**DRAFT April 28, 2011**

**Purpose of this Document:**

This document on Department of Dance tenure criteria is designed to provide additional information on the process of achieving tenure and specific criteria by which tenure-track faculty members of the Utah Valley University (UVU) Department of Dance will be judged by their peers pertaining to professional qualifications and conduct. It is intended to ensure a clear understanding of how a tenure-track faculty member (hereafter referred to as "the candidate") must perform to be granted tenure to the Department of Dance, and to give them an active role in designing their own tenure plan.

**Procedure:**

In accordance with Policy 637 Section V-D Orientation of New Faculty, Development and Annual Review of the Tenure Plan, immediately upon hire, all tenure-track faculty members will be assigned to a mentor, which will be the Department of Dance tenured member of the RTP Committee, or a tenured Department of Dance faculty member assigned by the RTP Committee. The mentor will orient the new faculty member to the tenure process within four (4) weeks of hire and will mentor them through the tenure process. The faculty mentor will assist the new faculty member to learn and assimilate the tenure process into her/his schedule.

Goals for the first year of the tenure process have been pre-determined by the RTP Committee and are outlined below. These goals will assist new faculty members in becoming acquainted with the university tenure requirements and will help to prepare them in formulating their own tenure plans.

First year tenure-track goals for all new faculty members:

- Attend all new faculty orientations.
- Meet with mentor at least three times a semester (beginning, middle, end).
- Attend at least one UVU-sponsored workshop.
- Attend and participate in regular department meetings.
- Fulfill assignments relating to the common work of the department in a timely manner.
- Attend and participate on department committees as assigned.
- Post and maintain office hours.
- Receive satisfactory student evaluations in each semester taught.
- Begin documentation of tenure-related activities in scholarship, teaching, and service portfolios.
- Meet with Department Chair at least once a semester.

Tenure plans should consider career-long activities that may also be used as part of post-tenure reviews and/or rank advancements. Documentation of advancement toward goals and/or completion is the responsibility of the candidate and must be included in the tenure file portfolios.

Candidates who have been granted years toward tenure upon hire must meet the goals for first year

**Comment [KS1]:** My recommendation after having served as Chair is to meet once a semester and more if necessary. Don't want people to stress if they don't manage 3 x per semester.

tenure-track faculty (listed above). In addition, by November 1<sup>st</sup> if hired Fall semester (March 15<sup>th</sup> if hired Spring semester) they must also submit a tenure portfolio with sections for teaching, scholarship/creative work, and service. Each section will include documentation of activities completed in each area. Such candidates must continue their tenure-related activities while in the probationary period at UVU; a candidate may include work completed prior to being hired at UVU in their portfolio but tenure-related activities completed since their hire at UVU must constitute a minimum of 50% of that required for achieving tenure. Along with their portfolio, the candidate who has been granted years toward tenure upon hire must also submit a tenure plan that covers the remainder of the probationary period, setting goals that will allow for documented growth in each of the areas of teaching, scholarship/creative work, and service

A candidate's proposed tenure plan must contain detailed goals and performance measures, including intended completion dates when appropriate; identified goals and performance measures are to be as clearly measurable as possible. The candidate's tenure plan must be approved and signed by the candidate, department chair, and RTP Committee Chair; a copy shall be placed in the faculty member's official file.

#### **Dance Department RTP Committee Assessment Techniques**

The RTP committee decision to recommend retention at midterm or the awarding of tenure will be based on a holistic evaluation of the candidate's entire tenure file, not on a system of numerical points or percentages, nor on *how much* the candidate has done but on the *quality and significance* of what they have done during their probationary tenure track within the Department of Dance. It will be up to the candidate to make a convincing case for the quality of their work through the materials they place in their tenure portfolio.

While the candidate is in the probationary period on the tenure-track they should choose to engage in those types of activities which will meet the university requirements for tenure and the specific department requirements for tenure in the areas of teaching, scholarship, and service. Tenure policy F 637 requires that the candidate demonstrate competent performance in all three areas and excellent performance in one Excellence in teaching that is informed by current scholarship and professional service is valued highly by the Department of Dance; tenure-track faculty members are strongly encouraged to focus their efforts and energies on establishing a record of excellence in teaching as identified in this document.

The sections of the Department of Dance criteria document that are labeled "Measures of"-suggest possible activities which may be offered as evidence of excellent and/or competent performance in those areas, but the candidate is not limited to these activities. Carefully selected evidence of teaching, scholarship and service which will provide reviewers with means to assess her/his work for purposes of tenure should be included in the portfolio.

As part of the midterm and tenure review of the candidate's tenure file, the candidate will provide copies of their scholarly/creative work to the Chair of the RTP Committee. The RTP Committee Chair will send the candidate's scholarly/creative work by a process of blind review to at least two tenured external reviewers. A list of potential external reviewers will be published and the candidate will have the option of placing a letter in her/his tenure file concerning any of the potential external reviewers. The two external reviewers will be chosen by the RTP Committee by a process of

random selection. When the RTP Committee Chair receives the completed reviews, she/he will make a copy of the review, redacting any information that might identify the external reviewer, for the Department Chair and for the candidate. The observations of the external reviewers will be included in the summary report the committee sends to the Department Chair along with their recommendation for retention or tenure.

### **Standards of Performance Assessment in Teaching**

The RTP committee members, in discussion with one another and with the candidate, shall consider whether the evidence presented indicates that the candidate's teaching meets Dance department standards for excellence. In addition, the faculty member **must** create a written plan to address teaching practice that does not meet department standards and demonstrate the capacity to remediate any identified areas of weakness discovered during the retention review (c. 3<sup>rd</sup> year).

#### **Excellent Performance:**

Candidate demonstrates exceptional ability and consistently exemplary practice as a teacher. Excellence in teaching is identified as: 1) superior content expertise including maintaining currency in best practices in dance pedagogy, 2) superior instructional delivery skills including effectiveness in communicating with students, in appropriately challenging students, and in developing innovative approaches to new subject matter, 3) outstanding instructional design skills including effective assessment of student learning and effective innovation in the class room, particularly with new subject matter, 4) consistently outstanding course management skills that reveal the candidate's ability to organize, initiate, and manage a course, 5) ongoing flexibility in accepting and being successful in varied teaching assignments. □

To demonstrate excellence in teaching, the candidate **must** include sufficient evidence from SRIs, narratives of peer observations on significant classroom observation, teaching materials (syllabi, assignments, grading rubrics and other assessment tools, etc.), and other appropriate forms of evidence that **document student learning**. See page 13 of this document under the heading *Report and Measures of Teaching Effectiveness for Teaching Portfolio* for possible criteria to consider in reporting and documenting teaching effectiveness. □

- The Dance department considers excellent SRI ratings to be consistently above 4.0 □

#### **Competent Performance**

Candidate demonstrates consistently strong ability as a teacher. Competence in teaching is identified as: 1) thorough content expertise including maintaining currency in best practices in dance pedagogy, 2) strong instructional delivery skills including effectiveness in communicating with students, in appropriately challenging students, and in developing innovative approaches to new subject matter, 3) competent instructional design skills including effective assessment of student learning and effective innovation in the class room particularly with new subject matter, 4) consistently strong

course management skills that reveal the candidate's ability to organize, initiate, and manage a course, 5) observable flexibility in accepting and being successful in varied teaching assignments. □

To demonstrate competence in teaching, the candidate **must** include sufficient evidence from SRIs, narratives of peer observations based on significant classroom observation, teaching materials (syllabi, assignments, grading rubrics and other assessment tools, etc.), and other appropriate forms of evidence that **document student learning**. See page 13 of this document under the heading *Report and Measures of Teaching Effectiveness for Teaching Portfolio* for possible criteria to consider in reporting and documenting teaching effectiveness. □

#### **Unsatisfactory Performance:**

Candidate demonstrates an inability to fulfill or maintain competent performance requirements in their teaching.

### **Report and Measures of Teaching Effectiveness for Teaching Portfolio**

A teaching portfolio in your tenure file is part of the tenure process. The candidate should include:

- 1) Student evaluations of candidate's teaching effectiveness.
- 2) Self-assessment strategies and outcomes.
- 3) Professional development activities.
- 4) Evidence of excellent achievement in teaching.
- 5) **A focused narrative of pedagogy** to context the materials you provide as evidence of teaching effectiveness. Suggested length is no more than two word-processed pages. In your narrative present evidence of successful practices you have used during this evaluation period that characterize your teaching effectiveness in the five areas below.
  - a. **Content Expertise** is that body of skills, competencies, and knowledge in a specific subject area that are developed through advanced experience, training, education, and research/creative activity
  - b. **Instructional Delivery Skills** are human interactive skills and characteristics that (1) lead to clear communication of information, concepts, and attitudes, and (2) promote or facilitate learning by creating an appropriate and effective learning environment
  - c. **Instructional Design Skills** are technical skills in (1) designing, sequencing, and presenting experiences that induce student learning, and (2) designing, developing, and implementing tools and procedures for assessing student learning outcomes
  - d. **Course Management Skills** are bureaucratic skills in operating and managing a course

**e. Other areas determined by you**

The following list offers possible criteria to consider in reporting and documenting your teaching effectiveness. This list serves as a guide only. If there are appropriate measures other than those listed here that you wish to include in your portfolio you are encouraged to do so.

**Content Expertise**

- Taught regular course offerings and incorporated in them new information, skills, or technologies as appropriate.
- Developed a new course/lab that reflects new information, skills, or technologies.
- Developed laboratory or other instructional materials.
- Conducted training workshops for library use and other specific skills.
- Prepared and coached students for performances or presentations.
- Integrated new materials into course based on the results of your own scholarly activities.

**Instructional Delivery Skills**

- Presented content with clarity and helped students understand complex concepts.
- Demonstrated enthusiasm toward the subject matter, student learning, and the discipline.
- Demonstrated the ability to motivate and capture the interest of students.
- Encouraged students' questions and expression of ideas.
- Demonstrated respect for students as individuals.
- Demonstrated ability to moderate tensions or conflicts in class.

**Instructional Design Skills**

- Developed course materials, syllabi, examinations, quizzes, and assignments that demonstrate student achievement of course objectives.
- Utilized appropriate texts, audio-visual aids, handouts, demonstrations, and other instructional materials or equipment to enhance dissemination of knowledge and student learning.
- Enhanced a course by developing a web site that incorporated such elements as the syllabus, course calendar, study guides, solutions to problems, student-student communication, etc.
- Developed a replicable system of instruction.
- Specified course objectives and provided a reasonable opportunity for students to achieve them.
- Experimented with instructional methods that have enhanced student learning.
- Engaged in the scholarship of teaching and learning in order to enhance instructional methods (you may include attempts that did not succeed).
- Demonstrated clearly how student learning is measured and how research of own teaching practice resulted in changes in teaching.

**Course Management Skills**

- Adhered to the syllabus or to a change in the syllabus that was provided in a timely manner.
- Provided students with periodic summaries of performance.

- Issued mid-semester warnings to students performing at the “D” or “F” quality level.
- Provided evaluation remarks on the content, logic, organization, clarity, and grammatical correctness of all written assignments, such as essays, research papers, projects, and case studies.
- Graded and returned tests, papers, and other assignments in a reasonable amount of time that is established in the course syllabus.
- Posted and maintained office hours as required of all faculty members, or if office hours were preempted, provided adequate notice.
- Held classes according to required contact hours.

### **Possible Items to Include as Samples of Course Materials**

The candidate’s Department RTP Committee and Department Chair will review the candidate’s sample of course materials as a source of information to aid them in determining the candidate’s content expertise and instructional design skills.

The following is a list of categories of course materials appropriate for inclusion in the candidate’s teaching portfolio. To facilitate the review of the candidate’s course materials, the candidate must clearly identify each component. The tenure evaluation system recognizes that faculty members select materials from a variety of sources; therefore, any materials included that were not developed by the candidate should acknowledge the original source

1. Syllabi for courses the candidate teaches or has taught while in their probation for tenure. Refer to the Course Syllabus Policy C-5.5 under “Responsibility to Students) for a description of required and suggested components for all Utah Valley State College syllabi.
2. Sample of materials demonstrating how the candidate assesses student achievement on expected learning outcomes. These materials may include tests but are not limited to tests. Such things as a Course or Curriculum Alignment Grid including instructor input and student input provides evidence of how the candidate makes visible student learning objectives that are implicit in the syllabus.
3. Sample of materials demonstrating innovative instruction.
4. Sample of materials demonstrating the use of writing in a course.
5. Sample demonstrating a revision of course materials.
6. Sample of materials demonstrating grading techniques and comments to students.
7. Sample (from one course) of instructional support materials designed to help students master concepts and content (e.g., study guides, original problem-solving sets, concept maps, annotated bibliographies, etc.).
8. Sample of materials demonstrating efforts to incorporate instructional technology into course content.

**Professional Development** refers to activities that focus on the individual faculty member. Faculty development provides opportunities for faculty members to improve as teacher and as a scholar. Activities that fulfill this focus include, but are not limited to, attending professional conferences or conferences that focus on evaluation of students, content design of class, in class presentation skills, grant writing workshops, and assistance with publishing. □



**Course Materials Review Criteria & Self Evaluation/ Assessment Form**  
**See Appendices pgs..13-15**

**Standards of Performance Assessment in Research/Scholarship/Creative Work:**

The RTP Committee members, in discussion with one another and with the candidate, shall consider whether the documentation presented indicates that the candidate's research/scholarship/creative work is excellent, competent, or unsatisfactory.

**Excellent Performance**

Candidate demonstrates a significant and ongoing contribution to the profession in scholarship or creative work. This contribution is evident from at least two of the following sorts of evidence:

- 1) yearly (or equivalent) publication and/or presentation or performance of creative work/scholarship/research in juried settings (includes but is not limited to commissioned work, grant support, editorial and peer review);
- 2) exceptional quality of materials as judged by both the RTP committee and relevant experts in the field (ascertained in part by the process of blind external peer review described previously in this document);
- 3) ongoing publication and/or presentation or performance in a prestigious forum (regional, and particularly national and or international professional dance organizations such as National Association of Schools of Dance, Congress on Research in Dance, Society of Dance History Scholars, National Dance Education Organization, American College Dance Festival Adjudication, Utah Dance Education Organization, National Association of Humanities Education, Dance and the Child International, etc.)

**Competent Performance**

Candidate demonstrates both currency in the field of dance and the ability to contribute to the field. Evidence provided by the candidate should demonstrate ongoing production of scholarly and/or creative materials that are accessible to others in the profession through generally accepted formats, e.g. publication, performance, or conference presentation. It is expected that these materials undergo appropriate forms of editorial or peer review.

**Unsatisfactory Performance:**

Candidate demonstrates an inability to fulfill or maintain competent performance requirements in their scholarship/creative work.

### **Report and Measures of Scholarship/Creative Activities for Scholarship/Creative Work Portfolio**

**Scholarship** refers to activities that generate new knowledge, further dialogue within the discipline, and are creative, innovative or original. Scholarship in dance can be defined as those activities of high quality that advance the teaching, research, intellectual discourse or practice of the discipline through rigorous inquiry or production. □

A scholarship portfolio in the tenure file is part of the tenure process. Evidence of scholarship activities must be provided. The candidate is expected to be engaged in academic discourse beyond the classroom, and to contribute to your respective field(s) of study. The candidate may establish that you have fulfilled these expectations through a record of regular scholarship, which may include a variety of activities appropriate to your discipline, including collaborative cross-disciplinary activities.

The quality and ongoing nature of your scholarly or creative contributions to your field will be considered more important than how many contributions you make. Indices for measuring scholarly or creative activity may include the nature of the forum in which your scholarly or creative work has been delivered to the academic community (for example, publishing and/or presenting in forums that are unusually selective and held in high esteem in the academic community), honors, awards, and recognitions received, and the significance of the contribution to the academic community.

Include and label materials to which you make direct reference in your report on scholarly/creative activities. DVDs are appropriate for inclusion in your portfolio to provide documentation of choreography and/or performance. Be sure to clearly identify each segment of choreography and/or performance so reviewers can easily view and respond to your work.

**Professional Development** refers to activities that focus on the individual faculty member. Faculty development provides opportunities for faculty members to improve as teacher and as a scholar. Professional development activities that inform and lead to scholarly and creative work and presentation should be clearly identified in your narrative and documentation

### **Examples of Research/Scholarly/Creative Activities in Dance**

The following are examples of activities that are commonly regarded as research or scholarly and/or creative in the field of Dance. It is offered as a guide only:

#### **1. Scholarly and/or Creative Activities**



- Gave presentation at professional conference.
- Gave presentation for dance workshop or festival.
- Served on discussion roundtable/panel at professional conference, dance workshop, or festival.
- Gave keynote/plenary speech at professional conference, dance workshop, or festival.
- Published article in scholarly publication.
- Published book or new edition of book.
- Published book review in scholarly publication.
- Served as editor or referee of scholarly publication.
- Reviewed manuscript(s) for publication.
- Supervised student research or creative work.
- Gave public performance or showings of creative work.
- Performed in dance choreography or performance art event.
- Created dance work that was performed and/or broadcast.
- Invited and served as guest choreographer.
- Directed or produced dance concert or performance art event.
- Directed rehearsals for faculty or professional choreography.
- Designed and/or implemented the technical work (scene, costume, lighting, sound, etc.) for dance concert or performance art event.

## **2. Awards, Grants, Artistic Commissions, and/or Fellowships**

- Received award, grant, artistic commission, or fellowship.
- Served on grant review panel/committee.

## **3. Professional Development Activities**

- Attended professional conference.
- Attended professional level dance workshop or festival.
- Attended professional and peer concerts.
- Engaged in field work
- Received credit for graduate course (other than thesis hours).
- Participated in scholarly, pedagogical, or technological workshops or presentations at UVSC.
- Participated in workshops, institutes, short courses, graduate level courses, etc.
- Awarded certification in graduate program, somatic practice etc.
- Completed graduate degree from an accredited institution.

### **Standards of Performance Assessment in Service**

The RTP Committee members, in discussion with one another and with the candidate, shall consider whether the documentation presented indicates that the candidate's service is excellent, competent, or unsatisfactory.

### **Excellent Performance**

The candidate demonstrates an exceptional contribution by serving with distinction for at least one of the following entities; Department of Dance, School of Arts, University, colleagues, discipline, and, community. Additionally, he or she demonstrates ongoing contributions to at least three of those entities. The exceptional nature of any contribution must be clearly documented by an appropriate supervisor or colleague having acknowledged and identified expertise. The written evidence must be presented to the RTP committee as part of the discussion of the faculty member's service. Evidence must show - sustained and productive service, alignment with the department, school, and university missions, and high professional standards of conduct.

### **Competent Performance**

The candidate demonstrates a repeated contribution to the work of the Department of Dance, and a contribution to at least one other of these entities; School, University, colleagues, profession, and community. Evidence must show that the faculty member has supported the Department, School, and University missions including high professional standards of conduct.

### **Unsatisfactory Performance:**

The candidate fails to demonstrate competent performance requirements in their service.

### **Report and Measures of Service for Service Portfolio**

A service portfolio is a part of the tenure process. Evidence of activities must be included. Since service may be variable, some semesters involve heavy service commitments while others do not, and the candidate may not have the opportunity to serve on all the committees for which they apply or are invited, a balance of consistent service over time prior to midterm review and tenure is acceptable. The candidate is expected to engage in service to the Department, School, University, colleagues and community through such activities as are listed below.

### **Examples of Service**

The following are examples of activities that are commonly regarded as service in the Discipline of Dance.

#### **1. Service to the Department of Dance**

- Served as Department Chair
- Served as active member on standing department committee.
- Served on search committee.
- Served as chair of department committee.
- Served as program coordinator.
- Led department workshop/presentation.
- Mentored colleagues.
- Taught a class with a significant service learning component.
- Maintained a budget.
- Mentored students in their scholarly and creative work.
- Acted as Integrated Studies thesis advisor.
- Coordinated student travel or excursions such as attending conferences or festivals.
- Promoted collegial interpersonal interactions and demonstrated professionalism with other faculty, staff, and administrators.
- Wrote letters of recommendations for students and peer reviews for colleagues.
- Participated in department recruitment and retention events.
- Attended department performances in all genres.

## 2. Service to the School of the Arts

- Served as active member on school-wide council, task force, or committee.
- Served as chair of school-wide council or committee.
- Led school-wide workshop/presentation.
- Organized lecture series.
- Served as advisor to student organization recognized by UVU Inter Club Council.
- Served as guest lecturer.
- Promoted interdisciplinary work with colleagues.
- Attended School of Arts events.

## 3. Service to the University

- Served as member of Faculty Senate.
- Served as active member on university-wide council, task force, or committee.
- Served as chair of university-wide council or committee.
- Led university-wide workshop/presentation.
- Organized lecture series.
- Promoted interdisciplinary work with colleagues.
- Perform or organize performances for university – wide events.
- Attend University events.
- Contributed to fund-raising.

- **4. Service to Discipline**

- Participated as active member in professional discipline related organization.
- Served as committee member in professional organization.
- Fulfilled leadership role in state or local discipline related organization.
- Fulfilled leadership role in regional, national, or international discipline related organization.

**5. Service to Community**

- Participated in local, state, or national civic organizations and activities.
- Participated in university-sponsored outreach activities.
- Participated in service-learning project.
- Applied recognized area of expertise in community – with or without pay (see UVU Policy C-3.1. regarding faculty consultation).
- Provided consultation for organizations, corporations, or associations.

**Service activities, other than those noted above, that directly contributed to either the academic or administrative functioning of the university.**

## **APPENDICES**

### **Course Materials Review Criteria**

The following criteria will be used to evaluate the course materials the candidate provides as evidence of their teaching effectiveness.

#### **1. Syllabus**

- Syllabus follows guidelines identified in the Utah Valley State College Course Syllabus Policy (C-5.5).
- Syllabus clearly explains instructor's expectations (i.e., grading, attendance, assignments, deadlines, projects).
- Syllabus identifies means of assessment for assignments and projects.
- Syllabus identifies learning resources for the course and where they are located.
- Syllabus is free of grammatical errors and communicates in simple, clear, positive language.

#### **2. Assessment of Achievement of Expected Learning Outcomes**

- Assignments, projects, and exams are related to the outcome(s) identified for the course.

#### **3. Innovative Instruction**

- Instructional activity is clearly related to the outcome(s) identified for the course.
- Instructional activity is appropriate for the target student population.
- Instructional activity promotes mastery of concept(s) or content of the course
- Instructional activity involves student participation.

#### **4. Writing Activity**

- Writing activity is clearly related to the outcome(s) identified for the course.
- Writing activity is appropriate for the target population.
- Writing activity promotes mastery of concept(s) or content of the course.

#### **5. Revision of Course Materials**

- Revision of course materials is clearly related to course outcome(s).
- Revision of course materials is appropriate to target student population.
- Revision of course materials promotes mastery of concept(s) and content of course.

#### **6. Grading/Feedback to Students**

- Grading policy is consistent with Dance department policy.
- Grading techniques are fair and appropriate for course.
- Written feedback to students offers constructive criticism and suggestions for improvement.

#### **7. Instructional Support Materials**

- Instructional support materials are clearly related to the outcome(s) identified for the course.
- Instructional support materials are appropriate for the target student population.
- Instructional support materials promote mastery of concept(s) or content of the course.
- Instructional support materials are free of grammatical errors and are written in simple, clear, positive language.

#### **8. Instructional Technology**

- Instructional technology use is clearly related to the outcome(s) identified for the course.
- Instructional technology use is appropriate for the target student population.
- Instructional technology use promotes mastery of concept(s) or content of the course.

(Original source: Southern Utah University *Faculty Portfolio for Evaluation*)

### Faculty Self-Evaluation of Instruction

The instructor may choose to submit this form to be included with the Student Rating of Instruction (SRI) report for a course, **but the form must be completed and entered into their teaching portfolio and a copy given to the Dance department chair by the end of the term, before the instructor receives the SRI report for this course.**

Instructor: \_\_\_\_\_ Term: \_\_\_\_\_  
Course: \_\_\_\_\_ Enrollment: \_\_\_\_\_

The quality of the students in this course this term was...

(Circle a number on the scale). Excellent ----- Poor  
5 4 3 2 1

Comments: (use a separate sheet if necessary for the following information)

What effect did classroom and course scheduling have on the effectiveness of the course?

My overall teaching effectiveness for this course was...

(Circle a number on the scale). Excellent ----- Poor  
5 4 3 2 1

Were there any personal or professional situations that significantly affected your performance during this semester?

What, if any, other factors (positive or negative) affected either the effectiveness of the course or



your performance as a teacher (e.g., new textbook, new objectives, etc.)?

The grade distribution (number of students per letter grade) for this course was...

A \_\_\_\_ B \_\_\_\_ C \_\_\_\_ D \_\_\_\_ F \_\_\_\_ UW \_\_\_\_ I \_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Original source: Southern Utah University *Faculty Portfolio for Evaluation*)

### Forms of Scholarship

Scholarship creates something that did not exist before that is validated and communicated to others: new understanding in the minds of students, new knowledge about ourselves and our universe, new beauty that stimulates the senses, new insights, and new technologies and applications of knowledge that can benefit humankind.

	Teaching and Learning	Discovery	Artistic Creativity	Integration	Application
<i>Nature of the Scholarship</i>	With learners, develops and communicates new understanding and insights; develops and refines new teaching content and methods; fosters lifelong learning behavior.	Generated and communicates new knowledge and understanding; develops and refines methods.	Interprets the human spirit, creates and communicates new insights and beauty; develops and refines methods.	Synthesizes and communicates new or different understandings of knowledge or technology and its relevance; develops and refines methods.	Develops and communicates new technologies, materials or uses; fosters invention; develops and refines new methods.
<i>Primary audiences for scholarship</i>	Learners; Educator peers.	Peers; Supporters of research; Educators; Students; Public.	Various Publics; Peers; Patrons; Students.	Users; Educators; Students; Peers.	Users; Customers; Educators; Peers.
<i>Primary means of communicating scholarship</i>	Teaching materials and methods; Classes; Curricula; Publications and presentations to educator peers and broader public.	Peer-reviewed publications and presentations; Patents; Public reports and presentations.	Shows, performances and distribution of products, reviews, new reports; copyrights; peer presentations and juries, publications.	Presentations, publications, demonstrations, and patents.	Demonstrations and presentations to audiences; Patents; Publications for users; Periodicals and reports; Peer presentations and publications.
<i>Primary criteria for validating scholarship</i>	Originality and significance of new contributions to learning; depth, duration and usefulness of what is learned; lifelong benefits to learners and adoption by peers.	Originality, scope, and significance of new knowledge; applicability and benefits to society.	Beauty, originality, impact, and duration of public value; scope and persistence of influence and public appreciation.	Usefulness and originality of new or different understandings, applications, and insights.	Breadth, value, and persistence of use and impact.
<i>How scholarship is documented</i>	Teaching Portfolio; summaries of primary new contributions, impacts on students and	Summaries of primary contributions, significance and impact in advancing	Summaries of primary contributions, public interest, and impact; communication to	Summaries of primary contributions, communication to users, scope of adoption and	Summaries of primary contributions, communication to users, significance and scope

	learning; acceptance and adoption by peers; evidence of leadership and team contributions.	knowledge, new methods, public benefits; communication and validation by peers; evidence of leadership and team contributions.	public, peer recognition and adoption; evidence of leadership and team contributions.	application, impact and benefits; acceptance and adoption by peers; evidence of leadership and team contributions.	of use and benefits; commercial and social value; acceptance and adoption by peers; evidence of leadership and team contributions.
--	--	--	---	--	--

Source: C.J. Weiser, *College of Agricultural Sciences, Oregon State University, Corvallis* February 3, 1994 Shared files, Scholarship Forms