Appendix G. Rank And Tenure Forms And Scholarship Guidelines

G.1. Dossier Forms

See http://wallawalla.edu/resources/forms/faculty-forms/.

G.2. Sample Evaluation Form Request

MEMORANDUM

DATE: 
TO: All Teaching Faculty
FROM: Academic Administration Office
SUBJECT: Course Evaluations

As voted by the faculty, each teacher should have at least three classes evaluated and sent to the Vice President for Academic Administration and department chair/school dean each year. Additional classes may be evaluated if you wish.

Please indicate below the classes you would like to have evaluated and the form you wish to use, and return this to the Academic Administration Office. Evaluation packets will be sent to you.

<table>
<thead>
<tr>
<th>COURSE PREFIX AND NUMBER:</th>
<th>COURSE TITLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE TITLE:</td>
<td>CREDIT:</td>
</tr>
<tr>
<td>ENROLLMENT:</td>
<td>*FORM: A B C D E G H J K (Circle one)</td>
</tr>
</tbody>
</table>

Instructor's Signature:
The forms are briefly described on the reverse side of this page. The default is Form A for courses with an enrollment of 20 or less; Form B for courses with more than 20.

Form A is designed for small lecture/discussion courses. Items emphasize the clarity and quality of information transmitted, as well as the nature of the interaction between instructor and student.

Form B is designed for large lecture classes, with little or no in-class interaction between instructor and student. Items strongly emphasize the quality of course organization and information transmitted.

Form C is designed for seminar discussion classes which include a minimal amount of formal lecturing by the instructor. The items emphasize quality of discussion as well as course organization and interest level.

Form D is designed for those classes whose purpose is the teaching of problem-solving or heuristic methods. Clear explanations, dealing with student difficulties and quality of problems are emphasized.

Form E is designed for those classes which are skill oriented and in which students get “hands on” experiences related to future occupational demands. Such classes include clinical nursing, art studio, social-work field experience, etc.

Form G is designed for use in large lecture classes (such as those in math) which rely heavily on homework problems and a textbook. Emphasis is on the instructor’s ability to communicate with students, and the value of assigned problems and readings.

Form H is designed for lab sections generally taught in conjunction with classes in the physical sciences. Items emphasize the instructor’s ability to introduce meaningful questions, assist students, and deal with unexpected problems.

Form J is designed to evaluate instruction provided through clinical experience rather than traditional academic course work. Such courses are often found in the health professions or the arts. Items focus on the instructor’s ability to provide information, stimulate learning, and demonstrate skills.

Form K is designed for studio and design courses in which students work independently or in small groups to produce artistic, graphic, or other projects. Items on this form emphasize student skill development and quality of instructor guidance.
G.3. Definitions And Evaluation of Scholarship Activity

**Definition of Scholarship Activity**
Scholarship is creative intellectual activity or work that is “reviewed and judged to be meritorious and significant.”[1] Its results are documented and disseminated in an effective and reflective manner. It “requires a high level of discipline-specific expertise”[3] and is conducted with “clear goals, adequate preparation and appropriate methodology.”[1]

The definition of scholarly activity can be expanded beyond the traditional concept of original research. A broad view of scholarship will recognize and reward diversity in scholarly activity and foster, as stated in the University's mission statement, the unique gifts of individual faculty members.

In his report for the Carnegie Foundation for the Advancement of Teaching[2], Ernest Boyer asserts that “the work of the professoriate” might be thought of as having four separate, yet overlapping functions. These are the:

- **Scholarship of Discovery**
  Scholarly activity in this area comes closest to the traditional research that advances knowledge. Those engaged in the scholarship of discovery ask, “What is to be known, what is yet to be found?”[2] A non-exhaustive list of possible scholarly activities includes:
  1. Present at professional conferences, seminars, workshops, etc.
  2. Publish articles or books for peer-reviewed, professional and vetted forums
  3. Conduct scientific or technical research
  4. Create original works of art, plays, poetry, literature, music, or film
  5. Obtain a patent

- **Scholarship of Integration**
  The synthesis of information across disciplines and across topics within a discipline is the scholarship of integration. It is “work that seeks to interpret, draw together, and bring new insights to bear on original research.”[4] A non-exhaustive list of possible scholarly activities includes:
  1. Publish a comprehensive literature review
  2. Publish a textbook
  3. Design inter/cross-disciplinary courses
  4. Present a poster at a conference
  5. Contribute articles, essays or commentary for publication in a journal, magazine, newspaper, anthology, online publication
  6. Deliver an invited public lecture

- **Scholarship of Application**
  The scholarship of application goes beyond the service duties of a faculty and involves the rigor and application of disciplinary expertise with results that can be shared with and evaluated by peers.[2] A non-exhaustive list of possible scholarly activities includes:
  1. Consult for industry, government, or professional organizations
  2. Lead in professional organizations
  3. Organize, lead, or contribute to professional workshops, lectures, conferences, competitions, or seminars
  4. Organize and disseminate knowledge electronically
5. Perform an artistic, musical or dramatic work

• Scholarship of Teaching
  "Teaching, at its best, means not only transmitting knowledge, but transforming it and extending it as well."[2] Scholars of teaching will study teaching practices in order to achieve maximum learning. A non-exhaustive list of possible scholarly activities includes:

1. Advance learning theory through classroom research

2. Develop and test instructional materials

3. Design and implement program-level assessment systems

4. Develop new courses that are significant contributions to the departmental curriculum

The above lists of possible scholarly activities are not exhaustive. Should a faculty member wish to engage in a scholarly activity that is not included in the above lists, a proposal may be submitted to the Rank and Tenure Committee for review and comment before undertaking the scholarship.

Evaluating Scholarship
External review is an integral part of scholarly activities. Traditionally, external review is performed by peers when the scholarship is accepted by a peer-reviewed journal, by editors when the scholarship is accepted by a professional journal or a book publisher, or by conference organizers when the scholarship is invited or accepted for inclusion in a professional conference. Other forms of traditional review include a technical report, a juried art show, a juried recital, or a patent.

If a faculty member's scholarship has not been subjected to a traditional form of external review at least two external reviews must be included in the candidate's dossier. In consultation with the candidate's chair or dean, a candidate will choose appropriate experts from outside WWU. Along with the scholarly materials, the candidate will provide reviewers with a statement giving an overview of the scholarship, a description of how the scholarship relates to a broader agenda, and evidence of the materials' merit. Each external reviewer will complete a form reviewing one or more of the work products of the scholarship which will be included in the candidate's dossier. Rank and Tenure Committee will develop and maintain the review form in consultation with relevant departments and schools. Rank and Tenure Committee shall consult with, and may request additional information from, the candidate's chair or dean on questions regarding external reviews.

It is the faculty member's responsibility to demonstrate that their submitted work meets the standards of scholarly activity. A signed cover page may substitute for a technical report completed under non-disclosure agreement.

Regardless of the type of scholarly activities, the following general standards will be used to guide the Evaluation of the quality of the scholarship:

• Clear Goals
  1. The basic purpose of the work is stated.
  2. Realistic and achievable objectives are defined.
  3. Important questions in the field are identified.

• Adequate Preparation
  1. An understanding of existing scholarship in the field is demonstrated.
  2. The necessary skills are brought to the work.
  3. Resources that are necessary to move the project forward are brought together.
• **Appropriate Methods**

  1. Methods that are appropriate to the goals are used.
  2. Selected methods are applied effectively.
  3. Procedures are modified in response to changing circumstances.

• **Significant Results**

  1. The goals are achieved.
  2. The work adds consequentially to the field.
  3. The work opens additional areas for further exploration.

• **Effective Presentation**

  1. The work is presented effectively using an appropriate style.
  2. The work is communicated to the intended audiences using the appropriate forum.
  3. The work is presented with clarity and integrity.

• **Reflective Critique**

  1. The scholar critically evaluates the work.
  2. An appropriate breadth of evidence is brought to the scholar's critique of the work.
  3. The scholar's critique of the work can be used to improve the quality of future work.
  4. The scholar evaluates the contribution of the work to teaching.

Should a faculty member choose to include more than one scholarly activity classified as non-standard, only one needs to undergo the review process.

**References**


