



SCHOLARSHIP AT UNION

DEFINITIONS AND EXPECTATIONS FOR UNION FACULTY





Scholarship holds a special place in the vocation of a university professor. For many of us, it was our initial forays into scholarship on the undergraduate level that developed our love for our disciplines. As we moved on to graduate school, our scholarship deepened as we were initiated into the methods, practices, and habits of mind within our scholarly guilds. These were years of proving ourselves as competent scholars within our fields. Now, as professors at a Christ-centered teaching-oriented university, scholarship continues to hold a significant place in our professional responsibilities. It prompts us toward lifelong learning, it keeps us fresh and creative in our disciplines, it informs our teaching, and it enables us to contribute to our professional societies, to our communities, and to the church.

At Union University, we value a wide variety of scholarship that serves multiple purposes for diverse audiences. Our practices have been informed by Ernest Boyer's model of scholarship, with its four broad types of scholarship. The scholarship of discovery is what generally comes to mind when we think of research that leads to discoveries of new knowledge. The scholarship of integration involves work that explores relationships amongst different disciplines. For many Christian scholars, this can take the form of explicitly integrative scholarship that brings biblical and theological understanding to topics in one's discipline. The scholarship of application takes knowledge from our disciplines and applies them to address various problems in industry or society. Finally, the scholarship of teaching involves the study of pedagogical theory and teaching practices for the purpose of improving the quality of teaching and learning. To these four categories, we also acknowledge that in performative disciplines, performances and exhibitions are also a form of scholarship that provides beauty and enrichment for the lives of others. At Union, we value all these forms of scholarship and affirm that a healthy university community will find space and encouragement for faculty to pursue the forms of scholarship that best fit their gifts and professional aspirations.

It is our joy to present the inaugural edition of Scholarship Definitions and Expectations for Union Faculty to all departments and faculty. This is a document that represents years of hard work by departments and schools to articulate the kinds of scholarship that best express the knowledge and methods of inquiry in each academic discipline. We hope this will be a useful guide both for new faculty and for experienced faculty and that it will inspire helpful conversations within departments as we support each other in our growth as scholars and teachers.

A handwritten signature in black ink, appearing to read "John Netland".

John Netland, Ph.D.
Provost and Vice President for Academic Affairs

SCHOLARSHIP DEFINITIONS AND EXPECTATIONS FOR UNION FACULTY

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DEPARTMENT OF ART

All are based on the assumption that each is a legitimate expression of professional practice within Christian and secular communities. Major community effort that involves professor's discipline should be a consideration.



INSTRUCTOR

- Terminal degree; scholarship not required but recommended (i.e. – shows, etc.)
- A terminal degree in Art Studio or specific Art Discipline (M.F.A., D.A., E.D.D, Ph.D)
- Pursuit of a terminal degree in a specific Art Discipline with the approval of department Chair and Dean of the College of Arts and Sciences
- Maintain an active record of scholarship, exhibition, or research in the discipline
- Exhibit appropriate classroom teaching, management and student engagement in an Art discipline
- Meet all requirements for rank advancement as outlined in the university faculty handbook

ASSISTANT PROFESSOR

- Regional gallery group show
- Published article (regional)
- Regional art/craft fair participation
- Five projects/consultations in the professional field
- Observable teaching excellence through department Chair and course evaluations

ASSOCIATE PROFESSOR

- Certification in a secondary art related discipline
- Articles in professional journals or professional presentations (CAA, SEACAC, or professional organization)
- Group museum show
- Solo show/public commission/workshop leader
- Regional art/craft fair participation
- Ten projects/consultations in the professional field
- Observable teaching excellence through department chair and course evaluations

PROFESSOR

- Second terminal degree
- Business in professional field (30 plus clients per year)
- Museum show solo and/or
- Solo show/public commission/workshop leader
- National art/craft fair participation
- 15 projects/consultations in the professional field
- Composition of professional catalog/book (can be illustrated or written)
- Observable teaching excellence through department Chair and course evaluations
- Curate shows at the local or regional level
- Curate shows with in-house catalog publication
- Article publications in professional journals

UNIVERSITY PROFESSOR

- Solo shows or major, public commissions; group shows (national or international)
- Session chair at conferences OR book publication (essay or entire monograph)
- National honors (honorary degrees, societies, etc.)
- Articles / books in field or professional conference presentations or group; business in professional field (30 plus clients)
- One of the following:
 - Major public commission
 - Museum show
 - Retrospective
 - Published book
- Plus three of the following:
 - Solo show / public commission / workshop leader / published article
 - National art / craft fair participation
- Observable teaching excellence through department chair and course evaluations.
- Curate show(s) at a major institution
- Publication of exhibition catalog(s)
- Monograph publication



SCHOLARSHIP

As an institution committed to excellence, Union University believes scholarly pursuits enhance classroom teaching. All faculty at Union University shall be involved in scholarship which supports classroom instruction and are encouraged to engage in scholarship that expands the knowledge in their discipline and may be disseminated. These two types of scholarship often overlap, and both serve to further the mission of Union University.

CATEGORIES OF SCHOLARSHIP (FOUND IN THE SCHOLARSHIP/CREATIVE ACTIVITY SECTION OF THE FDP)

- The generation and/or application of new knowledge in the discipline
- The integration of knowledge within and across disciplines
- Original creative writings, or works of art, or artistic performance
- Empirical and applied research
- Reviews of academic, literary, or artistic works
- Publishing pedagogical research

ASSISTANT PROFESSOR

- Writing ability
- Areas of creativity
- Collaborative scholarly pursuits, or
- Attends professional or academic meetings
- Other means

ASSOCIATE PROFESSOR

- Participates regularly at professional meetings
- Contributes measurably to scholarship that supports teaching or scholarship intended for dissemination

PROFESSOR/UNIVERSITY PROFESSOR

- Is recognized for expertise in the discipline through scholarship that supports teaching and/or scholarship intended for dissemination

DEPARTMENTAL RESOURCES FOR SCHOLARSHIP

“For an activity to be designated as scholarship,’ argues Lee Shulman, the President of the Carnegie Foundation for the Advancement of Teaching, ‘it should manifest at least three key characteristics: It should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community.’” These are the core components of all forms of scholarship, and the features by which “scholarship properly communicated and critiqued serves as the building blocks for knowledge growth in a field”

[\[http://docplayer.net/288039-The-scholarship-of-teaching-what-s-the-problem.html\]](http://docplayer.net/288039-The-scholarship-of-teaching-what-s-the-problem.html)

SCHOLARSHIP OF DISCOVERY

Scholarly research; what we typically think of as “research,” the discovery of previously unknown information or analysis

SCHOLARSHIP OF INTEGRATION

“By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too. In calling for a scholarship of integration, we do not suggest returning to the “gentleman scholar” of an earlier time, nor do we have in mind the dilettante. Rather, what we mean is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research.” (Boyer, *Scholarship Assessed*, 2016)

SCHOLARSHIP OF APPLICATION

- “To be considered scholarship, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is serious, demanding work, requiring the rigor-and the accountability-traditionally associated with research activities.” (Boyer, *Scholarship Reconsidered*, 1997)
- our troubled planet “can no longer afford the luxury of pursuits confined to an ivory tower. . . . [S]cholarship has to prove its worth not on its own terms but by service to the nation and the world.” (Boyer, *Chronicle of Higher Ed*, 1994)
- “one is struck by the gap between values in the academy and the needs of the larger world” (Boyer, *Scholarship Reconsidered*, 1997)
- “*The scholarship of engagement* connects any of the above dimensions of scholarship to the understanding and solving of pressing social, civic, and ethical problems.”
[https://www.luc.edu/experiential/engaged_scholars.shtml]

SCHOLARSHIP OF TEACHING

- “great teachers ... stimulate active, not passive, learning and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over.” (Boyer, *Scholarship Reconsidered*, 1997)
- “When defined as scholarship, however, teaching both educates and entices future scholars.” (Boyer, *Scholarship Reconsidered*, 1997)
- The Scholarship of Teaching and Learning is scholarly inquiry into student learning that advances the practice of teaching by making inquiry findings public. <https://josotl.indiana.edu/issue/view/1467>
- As with other forms of scholarship, the *Scholarship of Teaching* is defined as scholarship in relation to its having been disseminated publically.

SCHOLARSHIP OF DISCOVERY

- Publication in peer-reviewed journals
- Posters or oral presentations at conferences
- Mentoring student projects which result in public presentations
- Grant applications

SCHOLARSHIP OF INTEGRATION (WITH FAITH OR WITH OTHER DISCIPLINES)

- Contribution to an interdisciplinary article or book chapter
- Science and Faith articles or presentations
- Review articles
- Meta-analyses

SCHOLARSHIP OF APPLICATION

- Publications or presentations that aim to address specific practical problems
- For example, articles aimed at solving local pest problems, growing difficult plants, eradicating invasive species, solving a methodological problem
- Contracts to solve a particular problem

SCHOLARSHIP OF TEACHING AND LEARNING

- Publications developing new or alternative teaching methods
- Development of new lab manuals available publically
- Publication of the effectiveness of various teaching models vs controls, or effectiveness over time

For Biology, there isn't an expectation of an increase in either quantity or quality of work as one increases in rank. Because of the challenges in producing publically disseminated scholarship in Biology, along with excellence in teaching and professional/community service, maintaining the energy and inertia to continue working with students on research projects can be increasingly difficult. In addition, much of the scholarship in Biology is expensive. Part of the ongoing challenge is not just to continue developing ideas, but to acquire the funding to implement them. Excellence in scholarship in Biology, at least at Union, is more about consistency over time than about achieving higher and higher recognition.



The American Chemistry Society (ACS) defines scholarship as follows:¹

Scholarship in the chemical sciences and engineering may include discovery of chemical principles, integration of chemical knowledge within both formal academic and informal public arenas, application of chemical knowledge to new problems and situations, and the study of teaching and learning of chemistry and related issues.²

1. The Union University Bachelor of Science degrees in chemistry, biochemistry and chemical physics are certified by the American Chemical Society.

2. ACS Office of Legislative and Governmental Affairs, Statement on Scholarship, 2007, available at <https://acswebcontent.acs.org/education/student/statement.pdf> (accessed April 2018).

The ACS definition recognizes a broader definition of scholarship than what has traditionally been thought of as “research”; the ACS work parallels the important work of Ernest Boyer, which expanded the definition of scholarship beyond traditional research into four scholarship categories: scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching.³ The ACS document on scholarship further states

Rigorous scholarship in discovery, integration, application, and the study of teaching and learning is needed to foster the innovations that will ensure our economic health in a global economy. By endorsing a broader definition of scholarship, ACS will join other professional organization in many disciplines . . . in acknowledging the importance of converting information into knowledge that builds upon and informs the work of others.⁴

Each faculty member of the Department of Chemistry will pursue scholarship consistent with their gifts, teaching load, student advising, committee assignments, and other service opportunities. Each faculty member will work with the Chair of the Department of Chemistry to develop and carry out a scholarship plan within the framework of the Faculty Development Plan (FDP) process. While developing the FDP, each faculty member will work with the chair to determine which of the four areas of scholarship will be most appropriate to pursue.

Using the four ACS categories, scholarship in the Department of Chemistry and Union University means the following with different faculty members applying different weights to the four areas:

SCHOLARSHIP FOCUSED ON DISCOVERY OF CHEMICAL PRINCIPLES

As the Union University Faculty Handbook states, “All faculty at Union University shall be involved in scholarship . . . which expands the knowledge in their discipline and may be disseminated.”⁵ In the chemical sciences the generation of new knowledge may involve both theoretical as well as laboratory work. The chemistry curriculum at Union University is structured so that each chemistry major is required to complete a research project. The results of these research projects are ordinarily presented at regional and national meetings as either poster or oral presentations. A combination of several of these projects can result in publications in referred chemical journals.

Assistant Professor

research expectations are that the faculty starts a research program into which undergraduates may contribute. The faculty is highly encouraged to seek research funding, such as, UU Undergraduate Research Grant or external research funding, such as funding from the Petroleum Research Foundation and Research Corporation. Present (either personally or in collaboration with a mentored research student) an oral or poster presentation at a regional/national chemistry meeting or the research sponsor.

3. Boyer, Ernest, *Scholarship Reconsidered: Priorities of the Professoriate*; Carnegie Foundation for the Advancement of Teaching (Princeton, NJ, 1990.) Boyer served as Chancellor of the State University of New York, United States Commissioner of Education, and President of the Carnegie Foundation for the Advancement of Teaching.

4. acswebcontent

5. Faculty Handbook, page B-12.

Associate Professor

research expectations are that the faculty deepens the research projects that they began as an Assistant Professor and look into expanding the scope of their interests by adding projects that diversify their research portfolio. Seeking research funding is expected. Present (either personally or in collaboration with a mentored research student) an oral or poster presentation at a regional/national chemistry meeting or the research sponsor.

Professor/University Professor

research expectations are that the faculty have a diverse research portfolio and is active advancing these projects by publishing and seeking research funding. Present (either personally or in collaboration with a mentored research student) an oral or poster presentation at a regional/national chemistry meeting or the research sponsor.

SCHOLARSHIP FOCUSED ON INTEGRATION OF CHEMICAL KNOWLEDGE

Union University, with its liberal arts focus, offers many opportunities for bringing together information from different disciplines to discover convergence. Opportunities include interaction with the disciplines of

- ♦ Biology
- ♦ Physics
- ♦ Pharmacy
- ♦ Education
- ♦ Art
- ♦ Theology

Assistant Professor

peruse the literature for topics in best practices in integration of disciplines. Partake of The Center for Faculty Development activities concerning integration of disciplines. Select a topic for integration. Work with faculty member of another department to develop an approach. Participate in The Center for Faculty Development's Course Design Institute to design the integrative approach. Implement the integrative approach. Dissemination of one's findings at regional and national conferences.

Associate Professor

deepen the innovative approach. Perform pedagogical research. Continue to dissemination of one's findings at regional and national conferences.

Professor/University Professor

continue pedagogical research. Continue to dissemination of one's findings at regional and national conferences. Summarize the pedagogical research in publications, such as, *Journal of Chemical Education*, *The Science Teacher*, or *Journal of College Science Teaching*.

SCHOLARSHIP FOCUSED ON APPLICATION OF CHEMICAL KNOWLEDGE

The Union University Faculty Handbook states, "Institutional service is defined as meeting the needs and furthering the purposes of Union University on campus, in various communities in which resides, in the church, and in the broader community of higher education."⁶ The scholarship of application goes beyond the important institutional service of advising or serving on committees and task forces. The scholarship of application involves discovering ways that discipline knowledge can be used to solve real world problems. Examples could include:

- Professional consulting
- Strengthen the teaching of chemistry outside the university

An example of the latter is the faculty's outreach through the Department of Chemistry's Student Affiliation of the American Chemical Society (SMACS) group. The faculty advisors of SMACS interface with local chemistry/science teachers to share chemistry activities with the teachers and their students. An example of this outreach is the faculty advisors working with the SMACS students to present chemistry-themed plays in the local elementary and high schools. Other department faculty members are involved in the production of these plays. These activities allow the chemistry faculty members to keep in contact with local teachers and aid these teachers in strengthening their science curriculum.

Assistant Professor

peruse the literature for topics in best practices in integration of disciplines. Become involved in the department's current projects. Work with the department to strengthen the scholarship of application in current projects. Dissemination of one's findings at regional and national conferences.

Associate Professor

continue to be involved with Department's current projects. Propose and implement new service projects. Dissemination of one's findings at regional and national conferences.

6. *Ibid.*

Professor/University Professor

continue to be involved with department's current projects. Propose and implement new service projects. Dissemination of one's findings at regional and national conferences.

SCHOLARSHIP FOCUSED ON STUDY OF TEACHING AND LEARNING

As the Union University Faculty Handbook states, "Teaching is the primary focus of the faculty of Union University."⁷ Scholarship of teaching and learning goes beyond "effective teaching [that] communicates and edifies" and that develops "students intellectually and morally."⁸ As Aristotle said, "Teaching is the highest form of understanding."⁹

Assistant Professor

peruse the literature for topics in best practices in teaching. Determine innovative approaches to disseminate chemistry knowledge. Participate in The Center for Faculty Development's Course Design Institute to design the innovative approach. Implement the innovative approach. Apply for UU Teaching & Learning Grant. Dissemination of one's findings at regional and national conferences.

Associate Professor

deepen the innovative approach. Perform pedagogical research, such as, comparing the innovative approach to traditional approach. Continue to dissemination of one's findings at regional and national conferences.

Professor/University Professor

If available, receive Certification for course or curriculum. Continue pedagogical research. Continue to dissemination of one's findings at regional and national conferences. Summarize the pedagogical research in publications, such as, *Journal of Chemical Education*, *The Science Teacher*, or *Journal of College Science Teaching*.

7. Union University Faculty Handbook 2017-2018, page B-12, available at <https://portal.uu.edu/employee/FormsAndDocuments/FacultyHandbook.pdf> (accessed April, 2018)

8. *Ibid.*

9. Quoted in Boyer, page 23.



Each faculty member in the Department of Communication Arts will engage in scholarship consistent with teaching load, student advising, committee assignments, and other opportunities to serve students, the university, the church and society. The structure of our scholarship guidelines follows the model of Ernest L. Boyer, elucidated in *Scholarship Reconsidered: Priorities of the Professoriate* (Carnegie, 1990). Each category below includes examples of the scholarship of teaching, discovery, and application. The scholarship of integration is uniquely woven into the nature of the Department of Communication Arts, where the lines between communication, journalism, media studies, photography, film studies, public relations and performance studies are often blurred.

PROMOTION

The chair will work with individual faculty members to encourage and assist them in meeting their scholarship goals as outlined in their Faculty Development Plan (FDP). As faculty move through the professorial ranks, they will be encouraged to develop a scholarship plan compatible with their gifts, opportunities, and other factors, so that they develop a well-rounded body of work.

TENURE

Candidates for tenure in the Department of Communication Arts must be recommended by the chair following a formal interview with tenured colleagues.

The following standards of performance are intended to serve as a reference point for scholarship in determining promotion and tenure in the Department of Communication Arts.

INSTRUCTOR

- Demonstrates current understanding of the appropriate scholarship in classroom teaching, observed through chair assessments and student evaluations
- Exhibits potential for scholarly work through research, publication, performance, exhibits and/or other creative works

ASSISTANT PROFESSOR

- Demonstrates current understanding of the appropriate scholarship in classroom teaching, observed through chair assessments and student evaluations
- Exhibits potential for scholarly work through research, publication, performance, exhibits and/or other creative works
- Presentations and/or participation at state and/or regional associations and conferences for communication and/or related fields (photography, journalism, film/video, public relations)
- Engages with the local community and beyond, using respective expertise (i.e. strategic communication plans for local non-profits, websites for churches, or consulting with local churches, ministries, or non-profits)

ASSOCIATE PROFESSOR

Demonstrates excellence in integrating scholarship in classroom teaching, through a variety of activities, such as:

- Incorporating research in classroom teaching, contributing to teaching excellence.
- Exhibiting leadership in curriculum and program development
- Investigating or incorporating new teaching techniques.
- Providing leadership in undergraduate research projects
- Supervising students in Discipline-Specific Honors (DSH) courses

Contributes to ongoing scholarly work through research, publication, performance, exhibits and/or other creative works, such as:

- Published book reviews and/or literature reviews
- Presentations at regional and/or national conferences for communication and/or related fields

- Leadership positions in state/regional associations
- Group and/or solo gallery exhibits
- Official selection at a film festival
- Non-academic publications that address discipline-related concerns
- Professional projects, i.e. books, newspaper/magazine articles, photo essays, documentaries, short films, television programs, theatre productions

Engages with the local community and beyond, using respective expertise (i.e. strategic communication plans for local non-profits, websites for churches, or consulting with local churches, ministries or non-profits).

PROFESSOR/UNIVERSITY PROFESSOR

Demonstrates recognized leadership in integrating scholarship in classroom teaching, through a variety of activities, such as:

- Writing textbooks in the discipline
- Exhibiting leadership in curriculum and program development
- Presentations and/or peer-reviewed publications discussing new teaching techniques
- Providing leadership in undergraduate research projects
- Supervising Discipline-specific Honors (DSH) students and thesis projects
- Designing and implementing a program-level assessment system

Is recognized for expertise in the discipline through scholarship, such as:

- Publications in peer-reviewed forums, i.e. journal articles, book chapters and books
- Edited volumes
- Presentations at national/international conferences for communication and/or related fields
- Leadership positions in national/international associations
- Solo gallery exhibits
- Official selection/awards at film festivals
- Professional projects, i.e. books, newspaper/magazine articles, photo essays, documentaries, short films, television programs, theatre productions
- Awards recognizing excellence in the discipline from recognized organizations

Provides leadership in the community and/or the academy through:

- Serving industry or government as an external consultant
- External review for academic program reviews and/or tenure and promotion reviews
- Board director for academic associations and/or non-profit organizations



BASELINE SCHOLARSHIP

A minimum level of scholarship appropriate for all faculty members in computer science is defined as participation in all of the activities below:

- Attendance at a scholarly meeting or applicable industry conference at least once every two years
- Presentation of a departmental colloquium at least once every three years

SCHOLARSHIP BEYOND THE BASELINE

In the spirit of what is commonly called the “Boyer model” of scholarship, the following four categories of scholarship shall be recognized: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching.

There is an element of progressiveness: for promotion of Associate Professor, a faculty member should be judged as having gone beyond the baseline in at least one of the four Boyer categories; for promotion to Professor, a faculty member should be judged as having gone beyond the baseline in at least two of the Boyer categories; for promotion to University Professor, a faculty member should be judged as having gone beyond the baseline in at least three of the Boyer categories. In all cases, the evidence should be of work performed since the last promotion.

Beyond the Baseline Scholarship of Discovery

The scholarship of discovery is aligned with what would be considered traditional research in computer science. Examples include, but are not limited to:

- Obtain a grant for traditional research and publish/present the results
- Write a book or chapter(s) of a book that is subsequently published
- Work individually or part of a team to develop new models in an applicable field and publish the results
- Publish an article in an academic journal or conference proceedings, at least twice in the last six years
- Give talks at professional conferences/meetings, other universities, or similar venues, at least twice in the last six years
- Referee papers for scholarly journals, at least twice in the last six years

Beyond the Baseline Scholarship of Integration

This scholarship shall be understood as work that integrates the discipline with other disciplines or areas of thinking; this can be interdisciplinary work or the integration of faith and learning. Examples include, but are not limited to:

- Obtain a grant for study in this area and publish/present the results
- Write a book or chapter(s) of a book that is subsequently published
- Give talks at professional conferences/meetings, other universities, or similar venues
- Publish an article in an academic or professional journal or conference proceedings
- Present on significant work in colloquia at Union, at least twice in the last six years
- Referee papers for scholarly journals, at least twice in the last six years

Beyond the Baseline Scholarship of Application

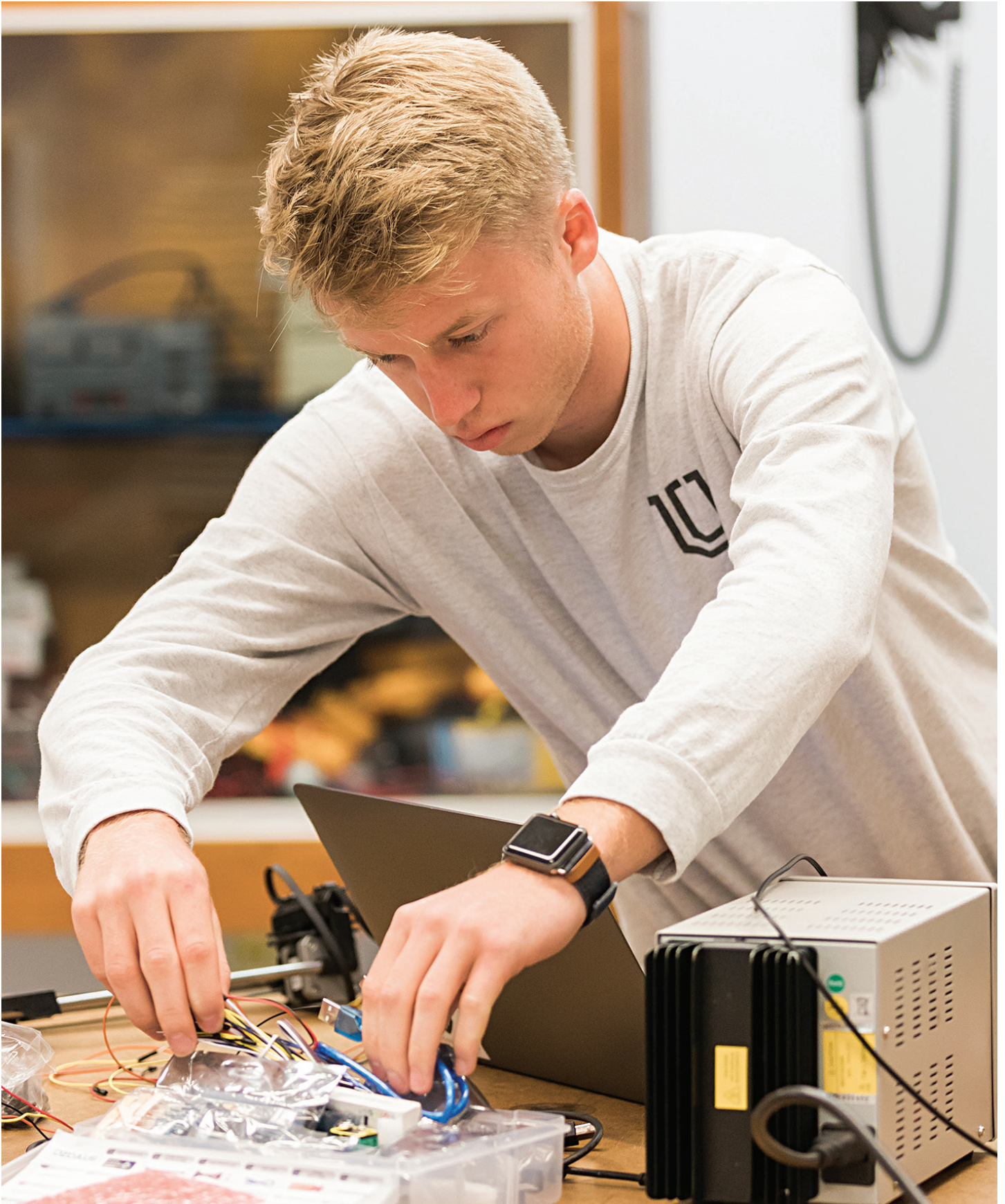
The scholarship of application shall be understood as a form of discipline-related community service. Examples include, but are not limited to:

- Performing relevant consulting work on either a major project or several smaller projects
- Present workshops for teachers or similar audiences
- Present talks for student groups at club, society, or other organizational meetings, at least three of the last six years
- Review a textbook or software for a publisher
- Obtain a technology grant for hardware and/or software that contributes to the department mission

Beyond the Baseline Scholarship of Teaching

The scholarship of teaching shall be understood to extend beyond the baseline to include scholarly work to build or revise courses to maintain relevance with the discipline and current applicable industries. Examples include, but are not limited to:

- Develop original and significant course materials to serve as or supplement a textbook of a course
- Present a talk at professional conferences or meetings, other universities, or similar venues
- Original creative expression in the form of a significant software or hardware project that contributes to the discipline or applicable industry
- Write a textbook, or chapter/section of a textbook
- Obtain a grant for study in this area and publish the results
- Serve as a new faculty mentor
- Win an innovative teaching award for work in this area



INTRODUCTION

Guidelines for scholarship in engineering have the characteristics listed below.

Activities are divided into “baseline scholarship” and “beyond the baseline scholarship,” with baseline activities required for all faculty members in the department.

Faculty members who apply for promotion and tenure are expected to engage in activities beyond the baseline.

- Flexibility exists, with the possibility of doing a few activities beyond the baseline or focusing on a single activity and pursuing it in greater depth. Another aspect of the flexibility inherent in these guidelines is that the individual faculty member is free to choose activities that align with personal strengths and interests.
- An element of progression is assumed, so that expectations increase with professorial rank. For example, going beyond the baseline in at least one category might be sufficient for promotion from Assistant to Associate Professor, while going beyond the baseline in at least two categories or far beyond the baseline in a single category might be required for promotion from Associate to Full Professor or from Full Professor to University Professor. Also, promotion requires evidence of work performed since any prior promotions.

Activities listed in the categories beyond the baseline are neither prescriptive nor exhaustive but rather are examples of the types of work that might be done. Furthermore, examples listed in a particular category might also fit in another category or multiple categories, depending upon the specifics of the scholarly work being pursued. The intent of the categories is to provide a general framework without imposing a structure that might not be a good fit for every valid scholarly pursuit.

Recognizing that a wide variety of effort is reflected among listed activities, completion of an individual activity in any given group does not necessarily fulfill the requirement for “going beyond the baseline.” The expectation is that people responsible for making tenure and promotion decisions will have sufficient wisdom and experience to appropriately discern the value of various activities and will accordingly exercise a reasonable level of discretion in making their decision.

In preparing for promotion, faculty members are encouraged to plan activities and goals in consultation with the department chair and to list them in the annual Faculty Development Plan. When applying for promotion, it is the faculty member’s responsibility to produce a persuasive portfolio that demonstrates how scholarly activities meet the requirement to go “beyond the baseline” or “far beyond the baseline.”

The department reserves the right to continue to revise and refine the document as we consider the various types of activities that constitute good scholarship in our discipline.

DEFINITION OF SCHOLARSHIP

Baseline Scholarship

A minimum level of scholarship for engineering faculty members includes the elements listed below.

- Attend an engineering conference at least once every three years
- Attend a departmental “distinguished speaker” lecture at least once every two years
- Write at least one blog article per academic year for the official departmental website
- Improve teaching, with a special emphasis on the three-year course improvement rotation schedule developed for ABET. (Note: While teaching and scholarship are intertwined in all fields, they are particularly inseparable in engineering due to the necessity of keeping courses current in a rapidly changing technological environment.)
- Pursue dissemination opportunities for discovery, integration, application, or teaching, with the goal of publicly sharing information in at least one of those areas each year

SCHOLARSHIP BEYOND THE BASELINE

Scholarship of Discovery – traditional research in engineering.

- Publish a book chapter, a journal article, or an article in conference proceedings
- Present work at professional meetings, other universities, or similar settings
- Referee papers
- Obtain a grant for traditional research
- Collaborate with students to obtain an undergraduate research grant
- Mentor discipline-specific honors students on the honors research project

Scholarship of Integration – work related to other disciplines, including the integration of faith and learning.

- Implement a significant integration of faith and learning component into a standard departmental course
- Present work on the integration of engineering and some other discipline (including theological disciplines) to Union colleagues in an official setting, such as a colloquium or a panel discussion
- Publish a book chapter, a journal article, or an article in conference proceedings relevant to the interdisciplinary integration
- Present work at professional meetings, other universities, or similar settings relevant to the interdisciplinary integration
- Referee papers for relevant interdisciplinary journals or conferences
- Obtain a grant to study in this area

Scholarship of Application – discipline-related community service.

- Perform consulting work
- Present workshops to teachers or similar audiences
- Present talks to community organizations and student groups
- Lead a discipline-specific GO Trip
- Review a textbook chapter
- Write problems for the FE Exam

Scholarship of Teaching – research related to engineering pedagogy.

- Document a specific and significant example of keeping current with technology developments in order to enhance the content of a Union course
- Develop a set of original and significant resource materials to supplement a course textbook
- Publish a book chapter, a journal article, or an article in conference proceedings relevant to engineering education
- Present work at professional meetings, other universities, or similar settings relevant to engineering education
- Referee papers for relevant engineering education journals or conferences, particularly ASEE
- Serve as session chair or program coordinator for a relevant engineering education conference, particularly ASEE
- Obtain a grant to study in this area





Promotion and tenure in the English department should be based on a mix of effective scholarship, teaching, and service. This document attempts to assign values to a variety of scholarly activities to give a rough guide as to what mix of projects an English faculty member might take on in building a portfolio for promotion/tenure. In *Scholarship Reconsidered* (1989), Ernest L. Boyer outlines an expanded understanding of scholarship that involves “four separate, yet overlapping, functions. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching” (16). Our proposal focuses on the first three categories, as, under our present mandate, the scholarship of teaching will be evaluated in a different way. Faculty members’ projects on integrating faith and scholarship will be considered under the category of “the scholarship of integration.”

As several of our colleagues have pointed out, this attempt to quantify scholarly work cannot be separated from issues of quality. Some publications are considered more prestigious or more stringent than others, for example, so providing a quantitative value for any scholarly activity requires input from peers in our profession. Many of the scholarly achievements listed below have been assigned a range of values, recognizing that the final determination of any particular publication’s value needs to come from scholars in the department or from other institutions who can speak to the reputation of the periodical or press.

In most cases, the standard for promotion or tenure should require a QEAS (Quantitative English Assessment of Scholarship) score of 10; however, several members of the department have pointed out that in certain situations when a candidate has made unusual contributions in teaching or service, the department should have the flexibility to recommend promotion or tenure to a candidate with a lower QEAS score.

SCHOLARSHIP OF INTEGRATION/APPLICATION

QEAS	Quantitative English Assessment of Scholarship
1	Attending conference on faith and scholarship
1	Participating in Faculty Dialogue Group
1	Reading book / article / chapter on cross-disciplinary pedagogy
1	Attending sessions on teaching areas / pedagogy at professional conference
1	Researching / developing Special Topics course for department
1	Applying for on campus course development grants (Teaching & Learning, Innovative Teaching)
	Other

SCHOLARSHIP OF DISCOVERY

QEAS	Quantitative English Assessment of Scholarship
2-3	Conference presentation (moderating a session does not count)
2	<i>JUFF</i> publication
2-3	Popular press / newspaper article on a discipline-related subject
2-3	Book review in print
2-3	A written note, query, or contribution to an encyclopedia or similar short entry
2-3	Online publication in an established online venue (i.e., no blogs)
3-4	Online publication in a major or peer-reviewed online venue
3-4	Publication in a refereed / peer-reviewed journal
3-4	Book chapter
15-20	Book
	Other

STANDARDS FOR PROMOTION TO ASSOCIATE PROFESSOR MUST INCLUDE

Terminal degree

Evidence of effective teaching as defined by FDP teaching goals and course evaluations.

A minimum QEAS score of 10.

STANDARDS FOR PROMOTION TO PROFESSOR MUST INCLUDE

Baseline Scholarship

Terminal degree

Evidence of effective teaching as defined by FDP teaching goals and course evaluations.

A minimum QEAS score of 10, beyond the Associate Professor level (total of 20)



GENERAL DEFINITION

The history department views the publication of books, book chapters, and journal articles – either in print form or online – as the highest expression of historical scholarship. Refereed works qualify, as do non-refereed materials that make a substantial contribution to our historical understanding and have dissemination as an intended purpose. Contributions can be in traditional historical content fields, history pedagogy, or interdisciplinary work that engages the historical past. In addition, book reviews for print or online professional publications, research paper presentations at conferences either as parts of panels or as keynote addresses qualify as scholarship. Other forms of scholarship consist of the following: serving as a chair/commentator at history conferences; making important contributions – such as work as a consultant, paper presenter, or event organizer – to local, regional, state, or national history projects; evaluating other historians' scholarship as part of a refereeing process for publication; regularly attending professional history conferences; serving as a national officer in history organizations; acting as the speaker for college or university lectureships; reading books to use in new or currently offered history courses; and participating in legitimate off-campus seminars or programs designed for college professors.

ASSISTANT PROFESSOR

Assistant professors of history have shown an ability in writing, whether it be doctoral dissertation, professional journal article, book, book reviews in professional journals, or papers presented at history conferences. They also have a demonstrated track record in at least one of the other scholarship areas listed in the department's definition.

ASSOCIATE PROFESSOR

Associate professors of history have published or have pending at least one important piece of historical scholarship, whether it be a book, book chapter, or long article for a professional journal. A pending work can be confirmed by letter from an academic journal editor or a contract from an academic press indicating its intention to publish. Associate professors also have a strong record of regular participation in several other areas of scholarship as described in the department's general definition.

TENURE

Candidates for tenure from the history department will have a solid record of scholarship consisting of several items mentioned in the department's general definition of scholarship. The candidate will already have published a history book, book chapter, or major article or, lacking that, have incontrovertible evidence – a book contract, for example, or galley proofs – that publication is certain and imminent.

PROFESSOR

Professors of history have a well-recognized record of continuous scholarly achievement in their field. This includes publications such as history books and journal articles as well as some of the following: book reviews for professional journals; participation at history conferences as a regular attendee, a panel chair/commentator or a paper presenter; service as a national officer in a professionally recognized history organization; and one or more of the other activities listed in the history department's definition of scholarship.

UNIVERSITY PROFESSOR

University professors of history have a distinguished record of scholarly achievement. They have a clearly demonstrated record of consistent, ongoing scholarly activity. This is evident in their publications, where they have produced one or more history books and other forms of written scholarship such as book reviews and articles for history journals. They are well-respected among their peers, and they meet with distinction many of the criteria the history department states in its definition of scholarship.



The Department of Language places a high priority on an innovative, interdisciplinary approach to our curriculum. This interdisciplinary approach to teaching language and culture places high demands on our teaching faculty, particularly in upper-level courses to work, research, teach and write across a range of disciplinary perspectives and approaches. Our faculty are intensely invested in this approach, but it requires commitment and sustained research beyond a specialized research agenda. Offering special topics courses keeps our curriculum fresh and contemporary and requires a heavy research investment to develop those courses. Across the majors offered in the department, our faculty work hard to continually innovate and revise existing courses in order to provide the most up-to-date and relevant courses and experiences for our students. This priority reflects Union's goal of excellence in the classroom and focus on our students and their preparation for the future.

In addition to the expectations we have for faculty to continually improve, restructure, and innovate in the classroom, we also have the expectation that faculty will stay current and involved in a research agenda that can be disseminated through a variety of professional channels. This research agenda can be focused on practice and pedagogy or be more focused on literary, cultural, critical or theoretical areas. We are committed to an inclusive vision of scholarship that takes into consideration the variety of scholarship dissemination modes and venues, including the digital humanities. The Modern Language Association and HASTAC (Humanities, Arts, Science and Technology Advanced Collaboratory) provide excellent guidance in assessing these newer types of scholarship. In keeping with the statements of those organizations, we acknowledge the frequently overlapping categories of teaching and research and support a vision of scholarship that can encompass both.

Tenure and promotion recommendations from the department would be based on the demonstrated and consistent participation or performance in the following categories. The particular configuration and focus would be determined through the on-going FDP process with the faculty member and the chair. Department recommendations for tenure and promotion would be based on the quality and consistency of scholarly and professional performance in these categories.

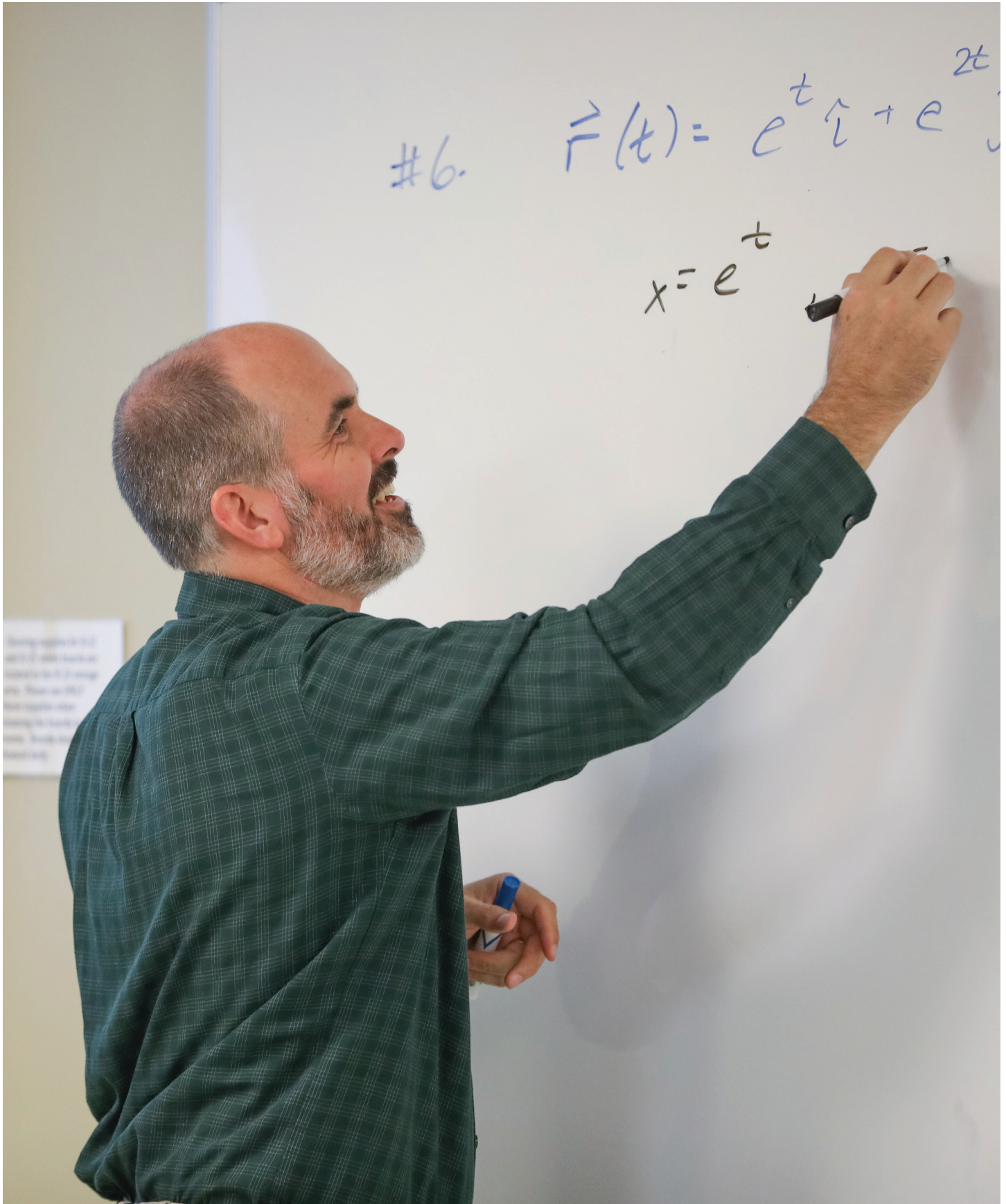
SCHOLARSHIP TO SUPPORT TEACHING

- ♦ Lead training and workshops focused on pedagogy and curriculum development (domestic or international)
- ♦ Presentation at a conference focused on teaching, curriculum development, or external study
- ♦ Application of specialized training to field of practice
- ♦ Researching /developing Special Topics course
- ♦ Restructuring/ revising existing course
- ♦ Cross-department collaborative projects
- ♦ Research to support areas of capstone projects
- ♦ Specialized grant writing
- ♦ Participation/ membership in research centers and working groups

SCHOLARSHIP FOR DISSEMINATION

- Workshop presentation related to specialty area
- Conference presentation (national, regional, local)
- Book review
- Published translation
- Interpreting for specific professional purposes
- Contribution to data base, encyclopedia or compendium related to field of expertise
- Contribution to online publication
- Publication in peer-reviewed/refereed journal
- Book chapter
- Book
- Publishing a textbook
- Giving an invited lecture
- Organizing a scholarly panel for a state, regional or national conference
- Organizing a conference or colloquium
- Editing a book
- Editing a journal
- Serving as a book review editor for an academic journal
- Bibliographic scholarship
- Serving as peer reviewer for a scholarly press or academic journal
- Publishing a book for a general audience





PREAMBLE

Whereas Union University is not primarily a research institution, and whereas scholarship enhances classroom teaching; be it resolved that the following guidelines for scholarship in mathematics, applied mathematics, mathematics education, and statistics be set forth. We shall hereafter refer to the aforesaid disciplines collectively as the mathematical sciences. It shall also be understood that the guidelines beyond baseline scholarship herein are to be applied only for faculty seeking promotion or tenure.

BASELINE SCHOLARSHIP

A minimum level of scholarship appropriate for all faculty members in the mathematical sciences is hereby defined as follows:

- Attendance at a scholarly meeting at least once every two years
- Presentation of scholarly work at a departmental colloquium or scholarly meeting at least once every three years
- Mentorship of senior seminar projects (frequency depending on department needs)

SCHOLARSHIP APPROPRIATE FOR ASSOCIATE AND FULL PROFESSORS

Recognizing that Union University is a leader in the broader community of Christian scholarship and that it should continue to enhance its role as such, it is appropriate for a level of scholarship beyond the minimum set forth above to be required of its faculty for promotion to higher rank. It should also be understood, however, that scholarship is not the most important factor in determining such promotions. Additional factors considered are set forth in the *Faculty Handbook*. The guidelines for those emphasizing scholarship shall be as follows:

- For promotion to associate professor, a faculty member should be judged as having gone “beyond the baseline” in at least one of the four categories of scholarship as defined below.
- For promotion to full professor, a faculty member should be judged as having gone “beyond the baseline” in at least two of the four categories of scholarship as defined below, or having gone exceedingly far above the baseline in one category, after having been promoted to associate professor.

SCHOLARSHIP BEYOND THE BASELINE

In the spirit of what is commonly called the “Boyer model” of scholarship, the following four categories of scholarship in the mathematical sciences shall be recognized: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Going beyond the baseline in any category shall mean having accomplished any of the examples listed in the category or having accomplished something similar in spirit to the examples listed in the category.

Beyond the Baseline: Scholarship of Discovery

The scholarship of discovery shall be understood as traditional research in the mathematical sciences. The activities listed below are to be counted in this category only if they meet that understanding. Examples include, but are not limited to, the following:

- Publish an article in a refereed journal
- Give talks at professional meetings, at other universities, or similar settings, at least twice in the last five years
- Solve or propose problems in scholarly journals, at least twice in the last six years
- Referee papers for scholarly journals, at least twice in the last six years
- Obtain a grant for traditional research, along with appropriate progress toward completion
- Publish an article in a conference proceedings
- Write a scholarly monograph or book
- Edit a scholarly book or monograph
- Mentor a student project that results in a published article
- Mentor student projects that result in presentations at scholarly meetings, at least twice in the last five years

Beyond the Baseline: Scholarship of Integration

The scholarship of integration shall be understood as work that relates the discipline to other disciplines or other areas of thinking; this can be the integration of faith and learning or other interdisciplinary work. The activities listed below are to be counted in this category only if they meet that understanding. Examples include, but are not limited to, the following:

- Implement a significant integration of faith and learning component into a course taught at Union University, along with a conference presentation or submission of an article
- Publish an article in a refereed journal
- Give talks at professional meetings, at other universities, or similar settings, at least twice in the last five years
- Referee papers for scholarly journals, at least twice in the last six years
- Write a book or chapter of a book
- Edit a book
- Publish an article in a conference proceedings
- Obtain a grant for study in this area, along with appropriate progress toward completion

Beyond the Baseline: Scholarship of Application

The scholarship of application shall be understood to be the application of mathematics or mathematics education to support a project, creative work, or others in the community. The activities listed below are to be counted in this category only if they meet that understanding. Examples include, but are not limited to, the following:

- Edit a scholarly journal or section of a scholarly journal, one or more years
- Edit a book
- Perform consulting work, either one major project or several small projects
- Present workshops for teachers or similar audiences, at least three times in the last five years
- Present talks for student groups at club, society, or other organization meetings, at least three times in the past five years
- Publish a review of a book or software in a refereed journal
- Review a textbook or software for a publisher, at least two times in the past five years
- Obtain a grant for study in this area, along with appropriate progress toward completion

Beyond the Baseline: Scholarship of Teaching

The scholarship of teaching shall be understood to be not just good teaching, but scholarly work related to ones' teaching. The activities listed below are to be counted in this category only if they meet that understanding. Examples include, but are not limited to, the following:

- Publish an article in a refereed journal
- Give talks at professional meetings, at other universities, or similar settings, at least twice in the last five years
- Referee papers for scholarly journals, at least twice in the last six years
- Publish an article in a conference proceedings
- Write a textbook or chapter for a textbook
- Edit a book
- Design and teach a course new to Union, along with a conference presentation or publication of an article
- Significantly redesign and teach an existing Union course, along with a conference presentation or submission of an article
- Obtain a grant for study in this area, along with appropriate progress toward completion



PREAMBLE

Union University is not primarily a research institution. The current statement of beliefs says that Union “prioritizes liberal arts based undergraduate education,” and this is reflected in faculty teaching loads. At the same time, a certain level of discipline-related scholarship is expected as part of faculty development and as part of the continued enhancement of classroom teaching. The types of activities that constitute Physics-related scholarship at Union are broader than those at a typical research university.

BASELINE SCHOLARSHIP

All faculty members in the Department of Physics are expected to participate in scholarship at a minimum baseline level.

- Attend a scholarly meeting at least once every three years. This may be a meeting focused on physics, teaching, the public engagement of Christian faith, or a combination of these. This expectation is contingent on university financial support for faculty development.
- Enhance education at Union. This could involve giving a presentation to students and the department, working with other members of the department to plan and implement strategies that improve Physics education, or contributing to the integration of faith and learning within the department or within the university more broadly.

SCHOLARSHIP AND PROMOTION

Scholarship beyond the minimum baseline is expected as a prerequisite for promotion. Scholarship is one of several relevant factors for promotion set forth in the Faculty Handbook. Union University aspires to be an increasingly important leader within the broader community of Christian scholarship.

Scholarship beyond the baseline may be classified into four categories, in the spirit of Boyer's model of scholarship.

- ◆ **Scholarship of Discovery:** Traditional research in physics. This may include direct experimental, computational, or theoretical work, as well as instrumental or software development relevant to physics.
- ◆ **Scholarship of Integration:** Work that relates physics to other disciplines. This includes interdisciplinary work such as mathematical methods, cross-discipline software development, philosophy of science, and history of science. Within Union's context, it also includes the integration of faith and physics.
- ◆ **Scholarship of Application:** Communicating physics concepts and research to the public. This is scholarship with a direct community-service component.
- ◆ **Scholarship of Teaching:** Scholarly work related to physics education specifically or teaching itself more broadly.

For promotion to associate professor, a faculty member is expected to go beyond the baseline significantly in at least one of the four categories of scholarship listed above. For promotion to full professor, a faculty member is expected to go beyond the baseline significantly in at least two of the four categories listed above, or go beyond the baseline exceedingly in one category, after having been promoted to associate professor. Specific examples of scholarship that counts toward promotion are listed under the next heading below.

EXAMPLES OF SCHOLARSHIP

In planning for promotion, faculty members are encouraged to discuss scholarship plans with the department chair. Scholarship can take a variety of forms, and in some cases can fit into more than one of the four categories of scholarship listed above. A list of examples of scholarship is provided below to serve as inspiration. Potential scholarship that is not obviously similar to one of these examples or does not obviously fall under one of the four categories listed above should be discussed with the chair and other department colleagues.

Publications and Presentations

- Write a scholarly monograph or a book or a book chapter
- Write an article for an edited collection or encyclopedia
- Write a textbook or a chapter for a textbook
- Edit or write a popular book in the discipline
- Edit/co-edit a scholarly book or monograph
- Publish research in an appropriate refereed journal
- Publish research in conference proceedings
- Publish an article in a professional, educational, or theological journal. For example, present a solution to a problem or pose a problem that needs to be solved
- Present a talk or poster at an appropriate professional meeting, at a conference, or at another university
- Publish an editorial related to physics, science, education, and/or faith in an edited public newspaper or magazine

Reviewing

- Publish a review of a book or software in a refereed journal
- Contribute a book or software review to a scholarly journal or professionally sponsored magazine
- Serve as a referee for a scholarly journal
- Serve as a reviewer for a professional, educational, or theological journal

Research and Consulting

- Obtain a grant for research, study, or implementation
- Develop or significantly contribute to software useful in the discipline
- Perform consulting work relevant to the discipline

Teaching and Education

- Develop and write new laboratory procedures for Union classes
- Implement a significant integration of faith and learning component in a course taught at Union. This should involve giving a presentation to Union faculty

Community

- Present demonstrations for students or similar audiences
- Give a talk for student groups at a club, society, or other organization meeting
- Present workshops for teachers or similar audiences





Each faculty member in the Department of Political Science will engage in scholarship appropriate to one's teaching load, committee assignments, leadership responsibilities, advising activities, church leadership, and community obligations. The department defines scholarship using Ernest Boyer's model in *Scholarship Reconsidered: Priorities of the Professoriate* (1990) to include the scholarship of discovery, application, integration, and teaching. These domains overlap and inform each other as discovery helps in teaching, teaching and application may stimulate new research ideas, integration may lead to new research ideas or opportunities for application, and more. Boyer's model suggests that a faculty member is not just a researcher but is a well-rounded individual who brings one's scholarship to all components of academic life.

THE FDP PROCESS

An integral part of the tenure and promotion process is the annual Faculty Development Plan (FDP). The chair and faculty member should discuss short and long-term goals for the faculty and layout a plan to help the faculty member achieve one's career goals based on the faculty member's gifts, opportunities, time of life, and other factors. The annual FDP should merge those short and long-term goals to ensure that the faculty member is making progress that reflects both the department's expectations and the faculty member's goals.

PROMOTION AND TENURE EXPECTATIONS

All tenure, promotion, and reappointment decisions are guided by the Union University *Faculty Handbook*. However, the department would like to be more specific about our scholarship expectations based on the resources available to Union faculty. In general, the department expects three things from its faculty. First, we expect our faculty to be active scholars presenting research related to political science. Second, faculty should demonstrate effective teaching by updating and revising courses, constantly improving their pedagogical approaches, and demonstrating good teaching through strong student evaluations and achieving FDP goals. Third, faculty are expected to integrate their faith in the content, performance, and management of classes. The specific scholarship expectations for each level are listed below with the expectation that the faculty member achieve the expectations since the last promotion.

Associate Professor

The faculty member will demonstrate competence in the discipline by publishing a book or two chapters/peer-reviewed journal articles and by presenting papers annually or almost annually at a professional conference.

Tenure

While promotion is a reward for past performance, Union awards tenure based on continued development and commitment to the institution. The successful tenure candidate must show solid progress toward meeting Full Professor expectations.

Professor

The department expects the faculty member to demonstrate competence in two of the four scholarship categories or excel in one of the categories. At a minimum, the department expects the faculty member to publish a book, chapter, or peer-reviewed journal article in one of the scholarship domains, present papers annually or almost annually at a professional conference and demonstrate continued performance in various ways in one of the other three scholarship domains.

University Professor

University Professors of Political Science should demonstrate competence in two of the four scholarship categories. At a minimum, the department expects the faculty member to publish a book, chapter, or peer-reviewed journal article in one of the scholarship domains, present papers annually or almost annually at a professional conference and demonstrate continued performance in various ways in one of the other three scholarship domains.

DEFINITIONS OF SCHOLARSHIP

The activities listed here are not exhaustive but are examples of the type of activity that meets departmental expectations.

Scholarship of Discovery

The scholarship of discovery focuses on the discovery of new information and knowledge and sharing it through traditional professional activities (e.g., papers, journals, invited lectures). The following is a list of examples of the scholarship of discovery:

- Publishing book reviews
- Reviewing articles for professional journals
- Preparation and receipt of grants
- Engaging in faculty-student research
- Working on a grant-funded activity
- Invited lectures
- Presenting papers at political science conferences
- Editor of book
- Publishing journal articles or a book
- Honors related to scholarship (e.g., best paper / article awards)
- Obtaining faculty development leave and producing a research-related product

Scholarship of Application

The scholarship of application seeks to improve society. This type of scholarship uses discipline-related knowledge to solve political or policy problems, improves political processes and behavior, or develops a practice used in the community. In these instances, faculty use their credibility as an expert to relate theory to practice and allow their practice to inform theory. Examples of scholarship of application are:

- Providing political analysis for a media organization
- Invitations to speak to local civic groups
- Writing columns in news outlets

- Publishing articles in a national political journal (e.g., *Federalist*, *American Conservative*) or public intellectual journal (e.g., *Touchstone*, *Public Discourse*)
- Serving on a board/commission (education, corporate, professional, or governmental)
- Serving in a leadership position on a board
- Serving industry or government as an external consultant on improving processes, performance, or outcomes
- Conducting workshops for public, private, or not-for-profit groups
- Publishing an article in a non-academic journal for practitioners
- Conducting a study for a governmental entity
- Consulting work that requires research and results in a publication

Scholarship of Integration

The department values the scholarship of integration that seeks to gain a deeper understanding of the connections of one's discipline with other disciplines/one's faith which could help identify trends, raise questions, advance societal concerns, or point to new directions for research. Examples of scholarship of integration could include:

- Publishing book reviews in interdisciplinary/faith integration journal
- Reviewing articles for an interdisciplinary/faith integration journal
- Writing literature reviews on faith integration or political science with another topic
- Presenting an integrative paper to an interdisciplinary/faith-based conference
- Publishing in an interdisciplinary/faith integration journal

Scholarship of Teaching

The scholarship of teaching and learning is not just about transmitting knowledge to students but about developing critical and creative thinking, a desire for life-long learning, and the ability to use one's knowledge and skills in virtuous ways. Examples of the scholarship of teaching include:

- Producing teaching materials and resources for students and other faculty
- Mentoring students in Discipline-Specific Honors
- Seeking grants to improve teaching
- Winning teaching awards
- Presenting papers at a teaching and learning conference
- Publishing an article in a journal dedicated to teaching



Scholarship in the Department of Psychology is multifaceted. It includes the general areas of investigation/discovery, integration, application, and teaching.

With our background as practitioners (psychologists/mental health service providers), we tend to emphasize application of theory to real-world problems in our community.

As we discover new trends and practices in psychology, we incorporate this knowledge into our courses using a variety of pedagogical methods as we integrate faith with our discipline. Listed below are some specific examples of ways this may be done.

INVESTIGATION/DISCOVERY

- ♦ Participation in psychology conferences, workshops, and seminars (for licensure/certification renewal CEUs and for professional growth)
- ♦ Research projects
- ♦ Presentations of research
- ♦ Published research articles in scholarly journals
- ♦ Supervision of students' research presentations at Union's Scholarship Symposium and psychology conferences

INTEGRATION

- Inclusion of the Issues in Psychology and Religion course
- Research on sacred emotions included in the Health Psychology course and in the SOAPS course Psychological Approaches to Stress Management

APPLICATION

- Creation and supervision of student practicums in community agencies
- Inclusion of Applied Research courses
- Working with other Union departments in joint projects
- Contributing to and supporting other Union departments' projects
- Counseling students and others in the community
- Leading support groups for mental health service agencies
- Facilitating grief support groups in the Christian community
- Informal class research
- Textbook reviews for publishers
- Media contributions to newspapers and television

TEACHING

- Keeping abreast of literature, trends, and practices in psychology from professional psychological conferences/seminars and journals and incorporating this information in classes
- Utilization of a variety of teaching methods in classes to promote curiosity and active learning
- Development of videos for instruction
- Presentations to university and community groups
- Formal and informal student evaluations used for improvement of teaching
- Careful advising and mentoring of students



The Department of Sociology and Family Studies bases its definition of scholarship on Earnest L. Boyer’s foundational work, *Scholarship Reconsidered*. For our department’s purposes, scholarship will be understood as any peer-reviewed publication or presentation related to the teaching, discovery, integration, or application of sociology. “Peer-review” may be formal (e.g. blind peer review for a journal article submission) or informal (e.g. conference organizers accepting a paper). This includes but is not limited to the following forms of scholarship: articles, books, book chapters, book reviews, research reports, commentary articles for journals or magazines (e.g. *Public Discourse* or *First Things*), conference presentations, or materials accepted by the American Sociological Association’s *Teaching Resources and Innovations Library for Sociology* (TRAILS).

The following standards represents the minimum scholarly productivity for promotion and tenure. These standards offer each member of the department many pathways to promotion based on their interests and calling with the field and the academy. Faculty members may count any research that is submitted after they begin their employment at Union, including scholarly work originating in their dissertation.

The most prevalent form of scholarship in the discipline of sociology is the peer-reviewed journal article, which is equivalent to one point. Other types of scholarship will be converted into points (or fractions of a point) based on the relative effort required to complete the work in comparison to the typical peer-reviewed journal article. For example, a 200 page book may be considered 5 points, while a book review may be considered 1/3 of a point.

Associate Professor: 3 points

Tenure: 4 points

Full Professor: 7 points

University Professor: 12 points

Faculty members may request additional points based on the prestige of the journal, publisher, or conference. These standards are meant to be a general guide for promotion and tenure. Overall, faculty members seeking promotion should be able to demonstrate ongoing engagement with their discipline and the academy as a whole.





In the School of Education, *scholarship* is defined as the dissemination of original ideas that have been subject to peer review, or are substantial in scope or depth, and are shared beyond the typical classroom setting. While there are many scholarly activities in which a faculty member might engage, only those that include dissemination of ideas count as scholarship. Attending a conference and taking additional coursework are worthwhile academic endeavors; however, these examples would not be considered scholarship because they do not involve the faculty member actively sharing knowledge with others.

Union's annual Faculty Development Plan captures a greater breadth of a faculty member's work by including teaching and service in addition to scholarship. Many activities, such as the examples mentioned above, might be appropriate to include in the FDP (probably in the teaching category, particularly if the scholarly activities result in more effective teaching practices). Examples of service also typically do not involve the dissemination of ideas and, therefore, would not count as scholarship.

The chart below lists sample scholarly activities that meet the definition of scholarship. The activities are divided into three levels in descending order of significance. Relevant connections to Boyer's four-part model of scholarship are noted. A description of scholarship that meets the School of Education's minimal expectations for promotion and tenure follows the chart.

Scholarly Activity	The Scholarship of			
(Level 1 Activities)	Discovery	Integration	Application	Teaching
Published books and book chapters	✓			
Published articles in refereed journals based on original, empirical research	✓			
Meta-analyses or literature reviews published in refereed journals		✓		
Internally or externally funded research projects (such as Union's Pew Research Grant)	✓		✓	
Publication of textbooks or teaching materials				✓

Scholarly Activity	The Scholarship of			
(Level 2 Activities)	Discovery	Integration	Application	Teaching
Peer-Reviewed Presentations: International, National, State, Local	✓			
Service on an editorial review board for an academic journal			✓	
Completion of a manuscript draft	✓		✓	
Development of new or substantially revised curricula and/or programs				✓

Scholarly Activity	The Scholarship of			
(Level 3 Activities)	Discovery	Integration	Application	Teaching
Other Presentations: In-Service/ Professional Development, Community, University			✓	✓
Other published articles in magazines, newspapers, and online professional outlets			✓	
Consulting activities in field or industry that directly relate to the intellectual work of the faculty member			✓	✓
Production of instructional videos for public consumption			✓	✓

DESCRIPTIONS OF BOYER'S FOUR TYPES OF SCHOLARSHIP

1. **The Scholarship of Discovery** contributes not only to human knowledge but also to the intellectual and instructional climate of a university. Not just the outcomes, but the process, and especially the passion, give meaning to the effort through disciplined, investigative efforts. *Is research activity and productivity linked?*

Descriptors:

- Search for new knowledge
- Traditional definition of scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publications

2. **The Scholarship of Integration** explores the need for scholars to give meaning to isolated facts, putting them in perspective. It is making connections across the disciplines, looking at data in revealing ways that seeks to interpret and bring new insight to original research. *What do the findings mean?*

Descriptors:

- Integration of knowledge from different sources
- Presents overview of findings in a resource topic
- Bringing findings together from different disciplines to discover convergence
- Identify trends and see knowledge in new ways

3. **The Scholarship of Application/Engagement** moves to engage the scholar to ask how knowledge can be applied to problems to reflect new intellectual understandings. *What specific act of service is demonstrated?*

Descriptors:

- Discovering of ways that new knowledge can be used to solve real world problems
- “New intellectual problems can arise out of the very act of application.”
- Theory and practice renew each other
- Using resources of the university to engage and focus on pressing social needs

4. **The Scholarship of Teaching** both educates and entices future scholars creating a common ground of intellectual commitment. Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. *What is the link between teaching and research?*

Descriptors:

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge
- Informal/formal. Teaching, advising, mentoring
- “Knowing and learning are communal tasks.”
- “Faculty, as scholars, are also learners.”

MINIMAL SCHOLARSHIP EXPECTATIONS

For Promotion and Tenure

For consideration for the rank of...	Candidates should have evidence of the following...		
PROFESSOR	At least one scholarly activity each year (from any level),	AND since the last promotion,	<ul style="list-style-type: none"> • At least one Level 1 activity, and • Some Level 2 activities, or • Multiple Level 3 activities
ASSOCIATE	At least one scholarly activity each year (from any level),	AND since the last promotion,	<ul style="list-style-type: none"> • Some Level 2 activities, and • Multiple Level 3 activities
ASSISTANT	At least one scholarly activity each year (from any level),	AND since the last promotion,	<ul style="list-style-type: none"> • Some Level 3 activities

For consideration for...	Candidates should have evidence of the following...		
TENURE	At least one scholarly activity each year (from any level),	AND	<ul style="list-style-type: none"> • Some Level 2 activities, and • Multiple Level 3 activities

Note. A higher level activity may supersede a lower level activity. For example, in the consideration for tenure, Level 1 activities may substitute for the requirement of Level 2 activities.

For Annual Faculty Development Plans

At least one scholarly activity each year (from any level) is expected for all full-time faculty.



While there are many scholarly activities in which a faculty member might engage, only those that include dissemination of ideas count as scholarship. Attending a conference and taking additional coursework are worthwhile academic endeavors; however, these examples would not be considered scholarship because they do not involve the faculty member actively sharing knowledge with others. Union's annual Faculty Development Plan (FDP) captures a greater breadth of a faculty member's work by including teaching and service in addition to scholarship. Many activities, such as the examples mentioned above, might be appropriate to include in the FDP (probably in the teaching category, particularly if the scholarly activities result in more effective teaching practices). Examples of service also typically do not involve the dissemination of ideas and, therefore, would not count as scholarship. Boyer's Model of Scholarship is helpful to inform our view of what constitutes scholarship and what may not. Boyer's Model profiles four domains of faculty scholarship:

- Discovery: the building of new knowledge through traditional forms of academic research;
- Integration: the interpretation, connection and use of knowledge across disciplines;
- Application: the aiding of society and professions in addressing problems; and
- Teaching & Learning: the development of teaching models, practices, and approaches for achieving optimal learning.

The challenge of the department of Physical Education, Wellness, and Sport is applying Boyer's Model to a plan that sets scholarship expectations for faculty as they work toward promotion and tenure. Our colleagues in the School of Education have attempted to do this by classifying scholarly activities into levels—we affirm this practice. Faculty in PEWS must participate in annual scholarly activities from these levels, accumulating some in different levels, while working toward each promotion and tenure application. The tables that follow include examples that are not meant to be exclusive, but should be used as a guide for faculty as they develop the yearly Faculty Development Plan and consider the application process for promotion and tenure. The activities are divided into three levels in descending order of significance. Relevant connections to Boyer's four-part model of scholarship are noted.



Scholarly Activity (Level 1 Activities)	The Scholarship of			
	Discovery	Integration	Application	Teaching
Published books and book chapters	✓			
Published articles in refereed journals based on original, empirical research	✓			
Meta-analyses or literature reviews published in refereed		✓		
Internally or externally funded research projects (such as Union's Pew Research Grant)	✓		✓	
Publication of textbooks or teaching materials				✓

Scholarly Activity (Level 2 Activities)	The Scholarship of			
	Discovery	Integration	Application	Teaching
Peer-Reviewed Presentations: International, National, State, Local	✓			
Service on an editorial review board for an academic journal			✓	
Completion of a manuscript draft	✓		✓	
Development of new or substantially revised curricula and/or programs				✓

Scholarly Activity (Level 3 Activities)	The Scholarship of			
	Discovery	Integration	Application	Teaching
Other Presentations: In-Service/ Professional Development, Community, University			✓	✓
Other published articles in magazines, newspapers, and online professional outlets			✓	
Consulting activities in field or industry that directly relate to the intellectual work of the faculty member			✓	✓
Production of instructional videos for public consumption			✓	✓



MINIMAL SCHOLARSHIP EXPECTATIONS

For Promotion and Tenure

For consideration for the rank of...	Candidates should have evidence of the following...		
PROFESSOR	At least one scholarly activity each year (from any level),	AND since the last promotion,	<ul style="list-style-type: none"> • At least one Level 1 activity, and • Some Level 2 activities, or • Multiple Level 3 activities
ASSOCIATE PROFESSOR	At least one scholarly activity each year (from any level),	AND since the last promotion,	<ul style="list-style-type: none"> • Some Level 2 activities, and • Multiple Level 3 activities
ASSISTANT PROFESSOR	At least one scholarly activity each year (from any level),	AND since the last promotion,	<ul style="list-style-type: none"> • Some Level 3 activities
For consideration for...	Candidates should have evidence of the following...		
TENURE	At least one scholarly activity each year (from any level),	AND	<ul style="list-style-type: none"> • Some Level 2 activities, and • Multiple Level 3 activities

Note. A higher level activity may supersede a lower level activity. For example, in the consideration for tenure, Level 1 activities may substitute for the requirement of Level 2 activities.



Designed as a resource for faculty and administration of the Union University College of Nursing and Health Sciences (UUCONHS), this document offers a discipline-specific definitional statement about scholarship. This document is intended primarily for faculty who seek to generate ideas for faculty development under the guidance of their respective chairs and the Dean.

CREDITS

The scholarship definitions project was supported by the College of Nursing and primarily accomplished by the Scholarship subcommittee and the executive leadership team of the UUCONHS during the academic years 2019-2020 and 2020-2021.

SCHOLARSHIP MODEL FOR THE COLLEGE OF NURSING

This document is informed by Boyer's model of scholarship and the AACN Position Statement on Defining Scholarship for the Discipline of Nursing. The table represents an understanding and outlining of the mosaic of scholarship activities undertaken by the faculty of the College of Nursing and Health Sciences. The AACN Position Statement declares that it was itself derived from Boyer's Model and other work. The members of the subcommittee discussed scholarship assessment issues but do not here present any plan for such assessment.

The AACN provides a summary statement which broadly defines scholarship in nursing: "Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated and 5) can be peer-reviewed through various methods." During development of this draft document, the subcommittee applied this statement of standard, Boyer's broader scope, and our personal professional perspectives of scholarship. We also aimed to accommodating the unique nature and mission of Union University and the College of Nursing and Health Sciences.

The model is presented in the following way. The complete, copied AACN standard for each category will be provided first (enclosed in quotes) and then followed by the table section relevant to the AACN standard. The complete table of all categories is presented at the end of the document.

SCHOLARSHIP REQUIREMENTS FOR PROMOTION AND TENURE

Minimum Requisite Qualifications for Position as Educator

- Participate in Great Commandment thinking as a nursing scholar who expresses an active life of the mind
- Maintain certification in one's area of specialty
- Maintain membership in at least one professional organization
- Actively engages in institutional committees to further the academic pursuit of excellence

Instructor (must achieve/maintain 2 of 3 in this area for advancement)

- Uses evidenced-based findings for instruction
- Engages in the practice of teaching following individual pedagogy
- Participates in clinical practice setting while utilizing evidenced-based approach

Assistant Professor (must achieve/maintain 3 of 4 in this area for advancement)

- Uses evidenced-based findings for instruction
- Engages in the practice of teaching following individual pedagogy
- Participates in clinical practice setting while utilizing evidenced-based approach
- Conducts/participates in original research, and/or quality improvement projects, or mentors student(s) culminating in dissemination of findings by publication in a peer reviewed journal and/or presentation at university symposia, local, regional, state or national conferences

Associate Professor (must achieve/maintain 5 items in this area for advancement)

- Uses evidenced-based findings for instruction
- Engages in the practice of teaching following individual pedagogy
- Participates in clinical practice setting while utilizing evidenced-based approach
- Advances the knowledge of nursing and education through systematic inquiry
- Conducts/participates in original research, and/or quality improvement projects, or mentors student(s) culminating in dissemination of findings by publication in a peer reviewed journal and/or presentation at university symposia, local, regional, state or national conferences
- Obtain external sources of funding to support research endeavors
- Publishes in peer-reviewed journals and/or books
- Integrates intra-professional knowledge into nursing practice and instruction

Professor and University Professor (must achieve/maintain 6 items in this area for advancement)

- Actively engages in nursing and/or educational research contributing to the current body of knowledge
- Engages in the practice of teaching following individual pedagogy
- Participates in clinical practice setting while utilizing evidenced-based approach
- Conducts/participates in original research, and/or quality improvement projects, or mentors student(s) culminating in dissemination of findings by publication in a peer reviewed journal and/or presentation at university symposia, local, regional, state or national conferences
- Obtain external sources of funding to support research endeavors
- Publishes in peer-reviewed sources of information in the field of nursing
- Integrates intra-professional knowledge into nursing practice and instruction
- Submits integrative literature reviews related to nursing/educational practice and healthcare policy

AACN STANDARD: SCHOLARSHIP OF DISCOVERY

“The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits” (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that “takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort” (AACN, 1998, p.1). The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself.

Primary empirical research is the systematic collection of data to answer an empirical question or test a hypothesis. A variety of qualitative and quantitative designs is used, including experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography. Source materials include primary empirical measurements, observations and specimens, databases created for other purposes, and published reports of research.

Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.

Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience. Scientific theories suggest explanations for phenomena that may be subjected to empirical tests.

Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.

Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought and proof are followed.

Examples of Documentation of the Quality of the Scholarship of Discovery

- ♦ peer-reviewed publications of research, theory, or philosophical essays;
- ♦ presentations of research, theory, or philosophical essays;
- ♦ grant awards in support of research or scholarship;
- ♦ mentorship of junior colleagues in research or scholarship;
- ♦ state, regional, national, or international recognition as a scholar in an identified area; and positive peer evaluations of the body of work.

Scholarship Category	Activities – Examples / foci	Evidences - Examples
Scholarship of Discovery Description: Research but also including “...the creative work of faculty in the literary, visual and performing arts....fair and honest inquiry...” (Glassick et al., 1997, p. 9)	<ul style="list-style-type: none"> • Pedagogical / Outcomes / Improvement Projects <ul style="list-style-type: none"> o Simulation o Clinical Agency Instruction o Didactic <ul style="list-style-type: none"> Online On-The-Ground • Clinical Healthcare Research • Pursue advanced degree in nursing • Mentor Colleagues in Discovery Processes 	<ul style="list-style-type: none"> • Publications Related to Discovery • Presentations Related to Discovery • IRB Approval • Grant Dollars Received • Reports To Grantors • Mentorship of Colleagues in Discovery • Degree completion: interim evidence might be course completion

AACN STANDARD: SCHOLARSHIP OF TEACHING

“The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher’s understanding and the student's learning” (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge, and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

Knowledge of the discipline or specialty applied in teaching-learning includes innovations that demonstrate the knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids), technology application, and theory building in the teaching-learning assessment context.

Development of innovative teaching and evaluation methods includes research in teaching strategies, course development and outcome evaluation, curricular and faculty evaluation innovations, research related to the knowledge and pedagogy of nursing, and creation of innovative learning environments that support diverse groups of students.

Program development and learning outcome evaluation includes the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.

Professional role modeling includes the mentoring of students and novice faculty, leadership roles in curriculum and instruction, development of programs for lifelong learning, and leadership in shaping educational policy.

Examples of Documentation of the Quality of Scholarship of Teaching

- peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;
- positive peer assessments of innovations in teaching;
- state, regional, national, or international recognition as a master teacher;
- published textbooks or other learning aids;
- grant awards in support of teaching and learning;
- design of outcome studies or evaluation/assessment programs; and
- presentations related to teaching and learning.

Scholarship Category	Activities – Examples / foci	Evidences - Examples
<p>Scholarship of Teaching Description: <i>Each nurse educator in the College of Nursing employs an individualized pedagogical model of teaching and learning which underpins the Boyer approach to teaching and scholarship (Horsfall et al., 2012). Glassick et al. (1997) defines scholarship of teaching as initiating, “students into the best values of the academy, enabling them to comprehend better and participate more fully in the larger culture” (p. 9).</i></p>	<ul style="list-style-type: none"> • Course / Section Redesign • Academic Advising • Curriculum Development / Redesign • Teaching Improvement Projects • Clinical Instruction Redesign / Improvement • Mission trip (for student course credit) • Leadership and mentoring 	<ul style="list-style-type: none"> • Positive Peer Evaluation of Teaching Methods (Observation) • Advising Policy Development • Comprehensive Reports of Curriculum Development/Major Revisions • Reports Of Teaching Redesign Outcomes • Positive Accreditation Reports • Internal or External Presentations of Teaching/Learning • Publications Related to Teaching/Learning • Expert Reviewer of Teaching/Learning Publications • Development/Redesign Grant Award • Internal or External Recognition as a Master Teacher • Mentoring of Junior Faculty • Developing and implementing leadership models

AACN STANDARD: SCHOLARSHIP OF PRACTICE

Application

“The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline” (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty development; faculty role approaches, such as teacher, practitioner, administrator, and consultant; specialty practice arrangements, encompassing all types of clinical expertise in nursing, including community health, primary care, anesthesia services, midwifery services, clinical specialties, and others; and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models. In all models, the focus is on the scholarship generated through practice. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.

Components of the scholarship of practice include:

development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise;

professional development, which includes self-development to improve competency beyond the basic practice of professional nursing and research in specialty practice arrangements and faculty role concepts (Brown et al., 1995);

application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others; and

service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990).

Examples of Documentation of the Quality of Practice Scholarship

- peer-reviewed publications of research, case studies, technical applications, or other practice issues;
- presentations related to practice;
- consultation reports;
- reports compiling and analyzing patient or health services outcomes;
- products, patents, license copyrights;
- peer reviews of practice;
- grant awards in support of practice;
- state, regional, national, or international recognition as a master practitioner;
- professional certifications, degrees, and other specialty credentials;
- reports of meta-analyses related to practice problems;
- reports of clinical demonstration projects; and
- policy papers related to practice.

Scholarship Category	Activities – Examples / foci	Evidences - Examples
Scholarship of Practice (Application) Description: <i>In service by virtue of one's discipline(subcommittee) Engagement and responsiveness to "...the issues of the day...Theory and practice interact..." (Glassick et al. ; 1997, p. 9)</i>	<ul style="list-style-type: none"> • Clinical Practice - As Direct Or Indirect Caregiver (Clinical/ administrative) • Case Study Dissemination • Missions Service Within Discipline • Institutional Service – Union University • Healthcare Community Service 	<ul style="list-style-type: none"> • Clinical Days/Hours • Positive Peer Reviews of Practice • Grant Awards in Support of Practice • Post Medical Mission Report • Committee Minutes- Participation Documented • Professional Organizational Reports



	<ul style="list-style-type: none"> • Professional Organization Service • Dissemination of External Professional Meeting/Conference Findings • Student Organizations • Legal case review and/or testimony • Continuing Nursing Education (CNE) Management • EBP Projects 	<ul style="list-style-type: none"> • Attain/Maintain Certification • Internal or External Recognition as a Master Practitioner • Officer Of A Professional Organization: Local/State/Higher • Editorial Board Member • Book Or Manuscript Review • Event Report (Formal) • Sponsor/advise/mentor student organizations • Consultation or Legal Case review simply listed in FDP (confidentiality precludes provision of details) • Report of EBP Project • Product, Patents, License Copyrights • Publications Related to Nursing Practice
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AACN STANDARD: SCHOLARSHIP OF INTEGRATION

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas, and brings new insight to bear on original concepts and research. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.

Integrative scholarship requires participation from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies. Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines. Integrative reviews of the literature, analysis of health policy, development of interdisciplinary educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

Examples of Documentation of the Quality of Integrative Scholarship

- peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others;
- copyrights, licenses, patents, or products for sale;
- published books;
- positive peer evaluations of contributions to integrative scholarship;
- reports of interdisciplinary programs or service projects;
- interdisciplinary grant awards;
- presentations; and
- policy papers designed to influence organizations or governments.

Scholarship Category	Activities – Examples / foci	Evidences - Examples
<p>Scholarship of Integration Description: <i>Individual or team creation of the bigger picture involving synthesis of existing knowledge gained through teaching, service, practice and research (subcommittee)</i> “...makes connections within and between disciplines, altering the contexts in which people view knowledge...” (Glassick et al. 1997, p. 9)</p>	<ul style="list-style-type: none"> • Interdisciplinary Research and EBP Projects • Making Connections Between Disciplines (Integration) <ul style="list-style-type: none"> ◦ Core ◦ Cross-Disciplinary ◦ Worldview ◦ Organizational • Consultation Related to Integration • Source For Media Reports • Symposia / Forum / Workshop Design • Course/Curriculum Redesign With Integration Focus • Model/Theory Development • Healthcare-relevant Popular Writing • Healthcare Mission (not for student course credit) • Pursue advanced degree in nursing or related field • Clinical Practice - As Direct Or Indirect Caregiver (Clinical/administrative) with a demonstrable integrative focus 	<ul style="list-style-type: none"> • Presentations Related to Integration • Review of Integrative Publications • Media: Newspaper, Radio ,TV (Copy, Topic, Date) • Publications Related to Integration • Panel Expert (Topic, Location, Date) • Missions Report (not for student credit) • Symposium/Workshop/Forum (Program Brochure) • Revised Integrative Course/ Curriculum Approved • Degree completion of a program of study with integration focus or component • Clinical days/hours with submission of an integrative report or dissemination • Positive Peer Review of Integrative Scholarship



As an institution committed to excellence, Union University believes scholarly pursuits enhance classroom and experiential teaching. All faculty at Union University shall be involved in scholarship which expands the knowledge in their discipline and may be disseminated.

BOYER'S MODEL OF SCHOLARSHIP

Excellence in scholarship should be demonstrated and documented in one or more of the following areas: discovery, teaching and learning, integration, and application/engagement.

The scholarship of **discovery** contributes to the realm of human knowledge and to the intellectual climate of the college and university. The purpose of this evaluation is to demonstrate that the candidate is an independent researcher, capable of conducting high quality research.

The scholarship of **teaching and learning** must demonstrate innovation, discovery, or experimentation in the laboratory, classroom or clinical setting that enhances student learning. The requisites for teaching effectiveness include competence, integrity, independence, enthusiasm, a spirit of scholarly inquiry, a continuous vigor for new knowledge in one's content area, an ability to effectively work with learners to achieve their educational goals to arouse curiosity in students, and to inspire students to do creative work. Evaluation of teaching effectiveness can be manifested in assessment of classroom performance, development of curricular materials, educational development activities, and experiential student evaluation.

The scholarship of **integration** is the giving of meaning and perspective to isolated information and fitting information into larger, more meaningful patterns. Integration involves the critical evaluation, synthesis, analysis, or interpretation of the research or creative work produced by others; it is often interdisciplinary or multidisciplinary in nature.

The scholarship of **application/engagement** is the responsible application of professional knowledge to consequential problems in both preclinical and clinical arenas. Engagement activities directed toward the advancement of the profession of pharmacy and contribution to the improvement of societal health is valued at the local, state, national, and international levels.

The three tables below outline three levels of scholarship activities with Level 1 activities being considered higher in value. The activities contained within each level are only examples and are not intended to be an all-inclusive list. Department chairs will work in conjunction with the faculty member to appropriately categorize scholarly activities not specifically listed below. The faculty member's dossier and the chair's letter of Evaluation will provide details on how the candidate meets or exceeds each of the activities listed above.

Scholarly Activity	The Scholarship of			
(Level 1 Activities)	Discovery	Integration	Application	Teaching
Published peer-reviewed articles, book chapters, books, monographs, and/or technological learning materials, among others, emanating from one's research or area of expertise	✓	✓	✓	
Secured internal or external scholarship funding	✓	✓		
Filing a US or International patent	✓			✓

Scholarly Activity	The Scholarship of			
(Level 2 Activities)	Discovery	Integration	Application	Teaching
Giving invited presentations on teaching concepts/issues at the local, regional or national level		✓	✓	✓
Presentations of research at conferences	✓		✓	
Presentation/publication of meta-analysis (contrasting or combining results from different studies)			✓	✓
Presentation of professional development programs which the candidate has initiated, administered, conducted, supervised, and evaluated				✓
Submission of an internal or external grant application	✓	✓	✓	✓

Scholarly Activity	The Scholarship of			
(Level 3 Activities)	Discovery	Integration	Application	Teaching
Developing and delivering continuing education		✓	✓	✓
Demonstrated recognition by peers that indicates significant contributions to the field is important. Examples of such evidence include invited presentations at national scientific/professional meetings, conferral of recognition awards, and/or election to prestigious national organizations that recognize excellence within the	✓	✓	✓	✓
Publishing articles in religious publications			✓	✓
Serving as a guest editor for a peer-reviewed journal		✓	✓	
Developing a multi-disciplinary course or lab		✓	✓	
Demonstrated leadership in principal conferences, workshops, certificate programs, and other organized educational activities that benefit pharmacists and the profession				✓
Examples of professional service dedicated to local, state, or national organizations (e.g., committee participation and leadership) with demonstrated outcome				✓
Awards or other recognition based on engagement activities				✓
Development and presentation of a professional development workshop				✓

MINIMAL SCHOLARSHIP EXPECTATIONS

For Promotion and Tenure

For consideration for the rank of...	Candidates should have evidence of the following (since the last promotion)		
Professor	At least two Level 1 activities,	Two Level 2 activities AND,	• At least one Level 3 activity
Associate Professor	At least two Level 1 activities,	Two Level 2 activities, AND	• At least one Level 3 activity
For consideration for...	Candidates should have evidence of the following (since the last promotion)		
Tenure	Must meet or exceed the requirements for promotion to Associate Professor		

*Four level 3 or three level 2 activities may be substituted for a level 1 activity.
Likewise, two additional Level 1 activities will satisfy the Level 2 and 3 requirements.*



The McAfee School of Business (MSB) deploys and maintains a faculty consistent with the standards established by the Association to Advance Collegiate Schools of Business International (AACSB) as prescribed in their criteria for AACSB accreditation. These standards are detailed in the MSB's *Faculty Qualification and Engagement Criteria* document. The standards for faculty qualification include the requirement for individuals to produce acceptable intellectual contributions in order to attain or maintain qualification as faculty of the MSB. These standards recognize four distinct types of intellectual contribution following AACSB's schema. This schema includes intellectual contributions within the framework introduced by Boyer, and thus is consistent with the Boyer typology. The four types of intellectual contribution recognized by AACSB and MSB, and their alignment with the Boyer typology, are presented in summary form below.

Discipline-Based Scholarship (aligns with Boyer’s “Scholarship of Discovery”) which is basic research, written or orally presented, that contributes to the theory and knowledge base of the member’s field.

Contributions to Practice (aligns with Boyer’s “Scholarship of Integration”) which is applied research written or orally presented to influence professional practice in the member’s field.

Learning and Pedagogical Research (aligns with Boyer’s “Scholarship of Teaching”) which includes written and oral contributions that influence the teaching-learning activities of the school as well as the preparation of new and dynamic teaching methods, approaches or materials for use in the classroom.

Professional and Academic Engagement (aligns with Boyer’s “Scholarship of Application”) is the melding of theory and practice. Academic engagement includes participation in activities that place faculty in direct contact academics (presentations, non-peer reviewed publications, etc. Professional engagement puts the faculty in direct interaction with businesses, organizations, and/or their stakeholders. These could include consulting work, presentations, and teaching assignments beyond the faculty’s contractual obligations.

Minimum expectations for each level of promotion and tenure for faculty show currency in maintaining the faculty’s AACSB qualifying status for a “Scholarly Academic” (SA). “Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.” For the McAfee School of Business “as outlined below” is two peer-reviewed journal articles and at least one Academic Engagement activity in the preceding five years. Peer-reviewed journal articles may be discipline based, contributions to practice, or learning and pedagogical research. Peer-reviewed journal articles are required to be in journals with acceptance rates of 50% or lower which are not listed in Cabell’s list of Predatory Journals.

For individuals hired to be Practice Academics or Scholarly Practitioners require at least one scholarly peer-reviewed journal article and two significant Academic or Professional Engagement Activities in the preceding five years. Peer-reviewed journal articles are required to be in journals with acceptance rates of 50% or lower.

For each step faculty need to show reasonable evidence that continuing research would maintain their status. Full explanation of criteria and current definitions are available in the *McAfee School of Business Faculty Qualifications and Engagement Criteria* document.

FACULTY QUALIFICATIONS AND ENGAGEMENT

This policy outlines the academic and professional engagement activities necessary to attain a specific faculty status at the time of hire and the activities needed to sustain that status, based on the AACSB, *International 2020 Guiding Principles and Standards for Business Accreditation* (2020 Standards), as illustrated below.

		Sustained Academic and Professional Activities	
		Academic (Research/Scholarly)(SA)	Applied Practice
Initial academic preparation and professional experience	Terminal Degree	Scholarly Academics (SA)	Practice Academics (PA)
	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instruction Practitioners (IP)

The four categories in the above table (Scholarly Academics, Scholarly Practitioners, Practice Academics and Instructional Practitioners) correspond directly to the categories detailed in Standard 3 of the 2020 Standards.

I. MISSION OF THE COLLEGE AND UNIVERSITY

As faculty at Union University, we are expected to be teachers/scholars/servants. Section B of the *Union University Faculty Handbook* defines these terms of service as follows:

Teaching

Teaching is the primary focus of the faculty of Union University. Effective teaching communicates and edifies, developing students intellectually and morally.

Scholarship

As an institution committed to excellence, Union University believes scholarly pursuits enhance classroom teaching. All faculty at Union University shall be involved in scholarship which supports classroom instruction and are encouraged to engage in scholarship which expands the knowledge in their discipline and may be disseminated. These two types of scholarship often overlap, and both serve to further the mission of Union University.

Institutional Service

Institutional service is defined as meeting the needs and furthering the purposes of Union University on campus, in the various communities in which it resides, in the church, and in the broader community of higher education.

II.

INITIAL ACADEMIC PREPARATION AND PROFESSIONAL EXPERIENCE

At the time of initial hire, the determination of academic status is based on the applicant's academic preparation and the depth and duration of the applicant's professional experience and responsibility. Upon hiring, faculty members are given an initial qualification status as describe below.

Scholarly Academics (SA) sustain currency and relevance through scholarship and related Academic Engagement Activities. A newly hired faculty member will be considered SA for five years from the date of conferral of the terminal degree. Doctoral students who have attained all-but-dissertation ("ABD") status will be considered SA for three years from the commencement of ABD status. On no occasion will initial qualification of SA status exceed five years. Individuals who have terminal degrees that are less research oriented or if their highest degrees are not doctorates, may qualify as SA with levels of sustained, substantive academic and engagement activities to support their currency and relevance in their fields of teaching and their contributions to other mission components. SA status is sustained as outlined below.

Practice Academics (PA) sustain currency and relevance through Academic and Professional Engagement Activities. Occasionally, PA status is granted to newly hired faculty members who earned their research doctorates if their employment and prior engagement is significantly related to professional engagement and they have earned a research terminal degree. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement based on the faculty members' earlier work as an SA faculty member. Individuals who have terminal degrees that are less research oriented, may qualify as PA with levels of sustained, substantive Academic and Professional Engagement Activities to support their currency and relevance in their fields of teaching and their contributions to the McAfee School of Business mission. Faculty members with the initial academic preparation, who continue in a full-time position or who resigned from a full-time position in business within the last five years prior to the review dates may earn initial PA status. PA status is sustained as outlined below.

Scholarly Practitioners (SP) sustain currency and relevance through continued Academic and Professional Engagement Activities related to their professional background and experience. Initial qualification of SP faculty members includes individuals, who continue in a full-time position or who resigned from a full-time position in business within the last five years prior to the review dates. Normally, SP faculty members have master's degrees in disciplines related to their fields of teaching. In limited cases, SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree. Initial SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching consistent with the guidelines for sustaining SP status as outlined below. SP status is sustained as outlined below.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Initial qualification of IP faculty members includes individuals, who continue in a full-time position or who resigned from a full-time position in business within the last five years prior to the review dates. Normally, IP faculty members have master's degrees in disciplines related to their fields of teaching. In limited cases, initial IP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree. IP status is sustained as outlined below.

SUSTAINED ACADEMIC AND PROFESSIONAL ENGAGEMENT ACTIVITIES

In order to sustain academic status, faculty members must show evidence of Academic and Professional Engagement Activities (detailed in Section IV) relevant to their teaching field during a rolling five-year period of time. The minimum requirements of faculty to assure their continued status for AACSB purposes are set forth below. To ensure high-quality intellectual contributions, as well as alignment to mission, expected outcomes, and strategies, Academic and Professional Engagement Activities, including peer-reviewed journal articles may be reviewed by the Accreditation Steering Committee and dean for inclusion or exclusion.

Scholarly Academics (SA) satisfy Initial Academic Preparation and Professional Experience criteria and publish at least two scholarly peer-reviewed journal articles and maintain one significant Academic Engagement Activity in the preceding five years. Any individual serving as an administrator (e.g. dean, associate dean, or university-level administrator) or for three years after retreating shall sustain SA status with one scholarly peer-reviewed journal articles and one significant Academic Engagement.

Practice Academics (PA) satisfy Initial Academic Preparation and Professional Experience criteria and publish at least one scholarly peer-reviewed journal article in addition to two significant Professional Engagement Activities in the preceding five years. Any individual serving as an administrator (e.g. dean, associate dean, or university-level administrator) or for three years after retreating shall sustain PA status with two significant Academic or Professional Engagements.

Scholarly Practitioners (SP) satisfy Initial Academic Preparation and Professional Experience criteria and at least one scholarly peer-reviewed journal article in addition to two significant Academic or Professional Engagement Activities.

Instructional Practitioners (IP) satisfy Initial Academic Preparation and Professional Experience criteria and at least three activities from Academic or Professional Engagement Activities.

IV. ACADEMIC AND PROFESSIONAL ENGAGEMENT ACTIVITIES

All engagement activities must be documented and readily verifiable to the McAfee School of Business AACSB Steering Committee. Significant activities must result in a lasting impact on the client, the public, or the faculty member. An activity is not allowed to be counted more than once.

Peer-Reviewed Journal Article is defined as a published or accepted article in a journal that has a peer-review process, for law journals, an editorial or law review process. A peer-reviewed article is scholarly in that it is based on generally accepted research principles, is disseminated to appropriate audiences, and involves either discipline, pedagogical, or practice-oriented research. Normally, the journal will have no more than a fifty-percent acceptance rate. On no occasion should faculty publish in predatory journals. Faculty are responsible to validate a journal meets McAfee School of Business acceptance rate guidelines and is not predatory by accessing Cabell's Predatory Report. A published scholarly book may be considered a peer-reviewed journal article after review by the accreditation steering committee.

Academic Engagement Activities that enhance the scholarship and teaching of faculty includes the following:

- a. Published peer-reviewed or editorial-reviewed journal article
- b. Published academic/professional meeting proceedings
- c. Accepted academic/professional meeting presentation
- d. Competitive research award
- e. Published textbook edition
- f. Published case study

- g. Professional practice standards or public policy contribution
- h. Published academic journal or periodical article
- i. Publication of an authored or edited volume published by an academic press
- j. Published book review in an academic journal
- k. Receipt of a significant peer-reviewed, funded academic grant
- l. Active professional certification that enhances the classroom and research
- m. Papers presented at faculty seminar or research colloquia.
- n. Service on editorial boards or committees
- o. Leadership positions in recognized academic societies
- p. Significant participation in academic associations, professional standard-setting or policymaking bodies
- q. Research awards
- r. Academic fellow status
- s. Invited presentation

Professional Engagement Activities that enhance the scholarship and teaching of faculty includes the following:

- a. Professional work experience supporting academic status
- b. Consulting activities that are material in terms of time and substance
- c. Development and presentation of continuing professional education activities or executive education programs
- d. Significant participation in academic associations, professional standard-setting bodies or policy-making bodies
- e. Faculty internships
- f. Relevant, active service on boards of directors
- g. Documented professional certifications in the area of teaching
- h. Participation in professional events that focus on the practice of business, management, and related issues
- i. Participation in activities that place faculty in direct contact with business and other organizational leaders
- j. Activities like those in Academic Engagement Activities, which are directed to professional audiences
- k. Appearance as an expert in the media or courts
- l. Publication of a book review in a practitioners' journal
- m. Documented continuing professional education experiences

V.**PARTICIPATING AND SUPPORTING DEFINITIONS**

A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. This normally includes participation in faculty meetings, committees, school and university events, other university leadership assignments, or other duties beyond direct performance of teaching responsibilities.

A supporting faculty member does not normally participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.



In support of Union University's mission to provide Christ-centered education that promotes excellence and character development in service to church and society is the Memphis College of Urban Theological Studies' commitment to providing a Christ-centered, transformational education to non-traditional students who will transform their communities and the cities.

MCUTS faculty engage in a structure of scholarship guidelines that facilitate a direct connection between education and community needs. Ernest L. Boyer, in his chapter on "Scholarship and Community," from his seminal work, *Scholarship Reconsidered: Priorities of the Professoriate*, asserts that scholars should do the collaborative work of seeking and exploring knowledge while connecting the knowledge to action for students. This integration of scholarship, faith, and work catalyzes students to activate and blend scholarship and service to affect change in their communities and cities.

PROMOTION

The dean works closely with individual and collective faculty to assist them in meeting their scholarship goals. The college serves to teach to the needs of the communities our students represent. The dean and director of faculty development utilize the Faculty Development Plan to guide faculty members through the professoriate ranks. Each of Boyers' four categories of scholarship will appropriately drive rank and promotion. Considering the college mission and Boyer's commentary on scholarship and community, particular attention is given to how academics work with larger social purposes through community-based research, engaged pedagogy, and collaborative practice.

TENURE

The dean recommends candidates for tenure at the Memphis College of Urban and Theological Studies. They must follow the faculty handbook's formal protocol and interview process outline.

PROMOTION AND TENURE

As the Faculty Development Plan outlines, faculty performance will be assessed at the department level. Teaching, Scholarship, and Institutional Service are dynamic concepts at Union University that determine promotion and tenure. The four domains of faculty scholarship: Discovery, Integration, Application, Teaching, and Learning, act as guides for how each concept is evaluated and assessed.

INSTRUCTOR

An Instructor has obtained at least a Master's degree with 18 hours in the teaching discipline.

Scholarship of Discovery

- Demonstrates mastery of knowledge and continues research of new trends in the discipline.
- Collaborates with colleagues on scholarly pursuits.

Scholarship of Integration

Shows evidence of the integration of faith and learning through assignments and classroom discourse.

Scholarship of Application

- Engages teaching discipline with community and church service.
- Researches and utilizes instruction models for differentiated learning.
- Shows evidence of scholarly writing.

Scholarship of Teaching

- Teaches subject matter with confidence and effectiveness.
- Engages learning outcomes.

ASSISTANT PROFESSOR

An Assistant Professor has obtained a doctorate or SACS-recognized terminal degree in the teaching discipline OR a Master's degree with 18 hours in the teaching discipline and two years of college teaching experience, or three years relevant professional experience, or three years of successful graduate work beyond the first master's degree.

Scholarship of Discovery

- Includes all concepts mentioned in the instructor descriptor.
- Attends professional or academic meetings.
- Presents at academic conferences.
- Participates in academic panels.
- Publishes in academic journals.

Scholarship of Integration

- Includes all concepts mentioned in the instructor descriptor.

Scholarship of Application

- Includes all concepts mentioned in the instructor descriptor.
- Serves the community and city through the instruction of students.
- Participates in professional, academic, and social organizations.

Scholarship of Teaching

- Includes all concepts mentioned in the instructor descriptor.
- Develops and tests instructional materials.
- Creates and modifies courses and course materials.

ASSOCIATE PROFESSOR

An Associate Professor meets the standards for Instructor and Assistant Professor, which may include six years of college teaching experience with three years at the assistant professor rank, OR Doctorate or SACS-recognized terminal degree in the teaching discipline and five years college teaching experience plus three years relevant professional experience; 4 years college teaching experience plus six years relevant professional experience; 3 years college teaching experience plus nine years relevant professional experience.

Scholarship of Discovery

- Includes all concepts mentioned in the instructor and assistant professor descriptors.
- Creates infrastructure for future studies.
- Publishes in peer-reviewed forums.

Scholarship of Integration

- Includes all concepts mentioned in the instructor and assistant professor descriptors.
- Engages Christian principles to mentor junior faculty, chair standing committees, and participate in ad hoc committees.
- Engages Christian principles in chairing standing committees.

Scholarship of Application

- Includes all concepts in the descriptors of instructor, assistant, and associate professor.
- Assumes leadership roles in professional organizations.
- Advises student leaders.
- Fosters professional and academic growth among student leaders and junior faculty.

Scholarship of Teaching

- Includes all concepts in the descriptors of instructor, assistant, and associate professor.
- Facilitates students' research activities.
- Promotes academic discipline through student involvement.
- Upholds standards of the discipline.

PROFESSOR/UNIVERSITY PROFESSOR

A Professor/University Professor adheres to those standards for Instructor, Assistant Professor, and Associate Professor, which may include ten years of college teaching experience with five at Associate Professor rank OR Doctorate or SACS-recognized terminal degree in the teaching discipline and nine years of college teaching plus three years relevant professional experience; 8 years college teaching plus six years relevant professional experience; 7 years college teaching plus nine years relevant experience.

Scholarship of Discovery

- Includes all concepts in the descriptors of instructor, assistant, and associate professor.
- Produces/performs creative work within the established field.

Scholarship of Integration

- Includes all concepts in the descriptors of instructor, assistant, and associate professor.
- Writes textbooks (excerpts or in entirety) for use in the discipline.
- Collaborates with colleagues to produce a core course.
- Contributes measurably to teaching discipline.
- Is recognized for expertise in the discipline through scholarship that supports teaching.

Scholarship of Application

- Includes all concepts in the descriptors of instructor, assistant, and associate professor.
- Assumes leadership roles in professional organizations.
- Advises student leaders.
- Fosters professional and academic growth among student leaders and junior faculty.

Scholarship of Teaching

- Includes all concepts in the descriptors of instructor, assistant, and associate professor.
- Facilitates students' research activities.
- Promotes academic discipline through student involvement.
- Upholds standards of the discipline.



As a division committed to educating adult learners, each faculty member in the School of Adult and Professional Studies (SOAPS) pursues scholarship consistent with their gifts, teaching load, committee assignments, and opportunities to serve students, the university, church, and society. SOAPS faculty are involved in scholarship which supports instruction and expands knowledge in their discipline that furthers the mission of Union University.

In the 1990 publication, *Scholarship Reconsidered: Priorities of the Professoriate*, Ernest L. Boyer challenged the academy to consider an expanded understanding of scholarship; a perspective that holistically combined and reinforced research, teaching and service in the life of the academy (Hill, 2010). The School of Adult and Professional Studies utilizes Boyer's Four Models of Scholarship to frame the categories and activities related to a holistic scholarship. Through scholarship of discovery, integration, application, and teaching, SOAPS faculty contribute to and disseminate knowledge. Consequently, scholars and students are transformed.

The SOAPS dean works individually with each faculty member to craft a Faculty Development Plan (FDP) which advances their scholarship goals and produces a well-rounded body of work. When considered for promotion and tenure, the following categories and examples represent scholarship deemed appropriate for these academic ranks: (1) Assistant Professor (2) Associate Professor, and (3) Professor.

TENURE

Candidates for tenure in the School of Adult and Professional Studies must be recommended by the SOAPS Dean following a formal interview with tenured colleagues.

THE SCHOLARSHIP OF DISCOVERY

- Initiate, lead, and/or conduct research
- Produce and/or aggregate data
- Analyze and Interpret data

Examples:

- Research projects (1)
- Academic papers (1)
- Publication and/or presentations of articles from dissertation (1)
- Presentations, performances, exhibits, and projects (1)
- Academic peer-reviewed journal articles (2)
- Non-academic/professional articles (2)
- Invited lecturer at academic or professional conferences (3)
- Book chapters and/or books for the Academy (3)

THE SCHOLARSHIP OF INTEGRATION

- Investigate interrelated academic disciplines
- Synthesize knowledge from interrelated academic disciplines
- Identify trends and correlations

Examples:

- Develop and/or facilitate professional development workshops with integrated applications of knowledge (1)
- Review literature/books (1)
- Present research at academic and professional conferences (2)
- Lead faculty development workshops on leadership or discipline-related themes (2)
- Contribute to Non-academic publications that address discipline-related concerns (2)
- Develop interdisciplinary courses, concentrations, and degree options (3)
- Collaborate with professional and/or community organizations to produce material (workshops, seminars, literature, etc.) to disseminate knowledge relevant to the workforce and community organizations (3)

THE SCHOLARSHIP OF APPLICATION

- Disseminate knowledge
- Support the academy, stakeholders, and students

Examples:

- Contribute to social media (1)
- Disseminate knowledge through teaching and service to the community (1)
- Challenge students to explore new applications of course content to promote inquiry, critical thinking, and discovery (1)
- Advance community activities in the field or industry that apply and promote the academic discipline (2)
- Conduct seminars or conferences on topics of one's disciplinary expertise (2)
- Develop formal partnership on behalf of the University that connect students with the field/industry as an opportunity to disseminate knowledge i.e., introduce and correlate concepts and findings beyond the classroom to implement as potential best practices (2)
- Contribute to traditional media (e.g., newspaper, magazine, radio, television) to establish connections with stakeholders outside the university (2)
- Contribute to digital media, (blogs, professional websites, or commentaries) (2)
- Develop curriculum to ensure current and relevant content to advance academic discipline and teaching (3)
- Consult with local business and/or industry using the intellectual work of the faculty member (3)

THE SCHOLARSHIP OF TEACHING

- ♦ Disseminate knowledge
- ♦ Promote inquiry

Examples:

- ♦ Develop new pedagogical models for teaching and disseminate at professional, local conferences and/or peer-reviewed publications (1)
- ♦ Design innovative teaching materials/strategies for online platform and disseminate at professional, local conferences and/or peer-reviewed publications (2)
- ♦ Complete educational research projects resulting in findings and disseminate at professional, local conferences and/or peer-reviewed publications (2)
- ♦ Produce training and/or teaching materials and disseminate to appropriate audiences (2)
- ♦ Write textbooks and/or develop other professional materials that are published by reputable publishers (3)

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press. <https://files.eric.ed.gov/fulltext/ED326149.pdf>

Hill, P. A. (2010). Twenty years on: Ernest Boyer, scholarship and the scholarship of teaching. [Unpublished manuscript]. Messiah College. https://www.teaching-learning.utas.edu.au/__data/assets/pdf_file/0004/326533/MASTER-COPY-of-Twenty-Years-On.pdf



This document is designed as a resource for faculty and administration of the Union University School of Social Work (SSW). It is discipline-specific and contextualized for this university. Its aim is to be instructive in generating ideas for faculty development as scholars and teachers and to suggest markers in scholarly achievement for the purposes of promotion and tenure decisions. It is not intended to limit the creativity and possibility of scholarship options that emerge in future endeavors, but instead is intended as a guide defined by past work and current possibilities.

The standards for the evaluation of faculty scholarship in the School of Social Work are structured based on *Boyer's Scholarship Reconsidered* (1990) and *Scholarship Assessed* (1996). Boyer suggested four types of scholarship: *scholarship of discovery*, *scholarship of integration*, *scholarship of application*, and *scholarship of teaching*. For each type, Boyer suggests six standards to assess scholarship in all of its forms: clear goals, well-defined plans, effective use of resources, good communications, significant results, and thoughtful critique.

The 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) also inform this document on scholarship and include the following two standards related specifically to faculty scholarship:

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Specific Scholarship Markers to Consider for promotion and tenure			
For consideration of promotion to...	Degree/ experience	Scholarship Activities	Minimal Expectations for Promotion
Instructor	Have an MSW and two years post-MSW practice experience;	Demonstrate evidence of interest in scholarship by: <ul style="list-style-type: none"> • Participating in professional associations, e.g. NASW, NACSW; • Excellence in teaching, scholarship, and faith integration (e.g. writing ability, creativity, scholarly pursuits) 	

Assistant Professor	Have an MSW and two years post-MSW practice experience;	<p>Demonstrate potential evidence of scholarship by:</p> <ul style="list-style-type: none"> • Participating in professional associations, e.g. NASW, NACSW; • Excellence in teaching and faith integration based on evaluations by students and Department Chair/Program Director/Dean • Presentations/workshops for continuing education and professional development for the community and university • Consulting activities with organizations that relate to master-level social work practice expertise • Development of new or substantially revised courses 	Exhibit at least one scholarship activity annually
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Assistant Professor	Have a doctoral degree OR have an MSW and two years post-MSW practice	<p>Demonstrate emerging leadership in scholarship by:</p> <ul style="list-style-type: none"> • Making progress toward completion of a doctoral degree; • Making presentations at national academic and professional conferences; • Engaging in IRB-approved research; • Participating in research collaborations across disciplines or specific to social work; • Showing evidence of significant progress toward professional publications 	Engage in continued activities annually from the Assistant Professor level AND at least one activity from Associate Professor level
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Professor/ University Professor	Have a doctoral degree in Social Work (or related field) or significant years of post-MSW practice experience prior to becoming faculty	Demonstrates continuous leadership in scholarship by: <ul style="list-style-type: none"> • Leadership in national professional associations, e.g. NASW, CSWE, NACSW • Developing and leading IRB-approved research projects with publications associated; • Developing and leading research collaborations across disciplines or specific to social work with publications associated; • Producing professional publications for dissemination in books, book chapters, and peer-reviewed journals; • Mentoring junior faculty and students in research and other scholarly pursuits; • Serving on an editorial review board for a journal; • Reviewing proposals for presentations at national academic conferences; • Being recognized for expertise in the discipline through their scholarship 	Engage in continued activities from the Assistant and Associate level AND at least one publication since promotion to Associate (e.g. book chapter, article in a peer-reviewed journal, case study) and one other activity at Professor level.
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For consideration of ...	Degree/ experience	Scholarship Activities	Minimal Expectations for Promotion
Tenure	Have a doctoral degree OR have an MSW and two years post-MSW practice experience;	<p><i>Assistant Level:</i> Demonstrate potential evidence of scholarship by:</p> <ul style="list-style-type: none"> • Participating in professional associations, e.g. NASW, NACSW; • Excellence in teaching and faith integration based on evaluations by students and Department Chair/Program Director/Dean • Presentations/workshops for continuing education and professional development for the community and university • Consulting activities with organizations that relate to master-level social work practice expertise • Development of new or substantially revised courses <p><i>Associate level:</i> Demonstrate emerging leadership in scholarship by:</p> <ul style="list-style-type: none"> • Making progress toward completion of a doctoral degree; • Making presentations at national academic and professional conferences; • Engaging in IRB-approved research; • Participating in research collaborations across disciplines or specific to social work; <p>Showing evidence of significant progress toward professional publications</p>	Engage in continued activities annually from the Assistant Professor level AND at least one activity from Associate Professor level



According to the 2017-2018 Union University *Faculty Handbook* (B-12):

Union University believes scholarly pursuits enhance classroom teaching. All faculty at Union University shall be involved in scholarship which supports classroom instruction and are encouraged to engage in scholarship which expands the knowledge in their discipline and may be disseminated. These two types of scholarship often overlap, and both serve to further the mission of Union University.

Therefore, the School of Theology and Missions faculty has affirmed the following categories and examples for scholarship within the school. These categories generally follow the model of Ernest L. Boyer, elucidated in *Scholarship Reconsidered: Priorities of the Professoriate* (Carnegie, 1990).

Each faculty member in the School of Theology and Missions will engage in scholarship consistent with teaching load, student advising, committee assignments, and other opportunities to serve students, the university, the churches, and the Kingdom. The dean will work with individual faculty members to encourage and assist them in meeting their scholarship goals as outlined in their Faculty Development Plan (FDP). As faculty move through the professorial ranks, they will be encouraged to develop a scholarship plan compatible with their gifts, opportunities, and other factors, so that they develop a well-rounded body of work.

For the purposes of consideration for promotion and tenure, the following parenthetical numerals represent scholarship generally appropriate for assistant professor (1), associate professor (2), and professor (3).

Tenure: Candidates for tenure in the School of Theology and Missions must be recommended by the dean of the STM following a formal tenure interview with School of Theology and Missions tenured colleagues.

SCHOLARSHIP OF DISCOVERY

Searching for new knowledge

Discovering new information and new models

Examples:

- Internally/externally funded research projects (2)
- Working academic papers/paper presentations (1)
- Academic journal articles (2)
- Book chapters and/or books for the academy (3)
- Invited lectures in academic conferences (3)
- School colloquia (1)
- Publication of articles from, or presentations from dissertation (1)

SCHOLARSHIP OF INTEGRATION

Integrating knowledge from different sources

Bringing findings together from different disciplines to discover convergence

Examples:

- Faculty development workshops on theological or faith/learning integration themes (2)
- Literature reviews/book reviews (1)
- Presentations of research at academic and church conferences (2)
- Non-academic publications that address discipline-related concerns (2)
- Edited volumes (2/3)
- Critical monographs (3)

SCHOLARSHIP OF APPLICATION

Discovering ways that new knowledge can be used to solve real world problems

Examples:

- Application of a biblical-theological motif or work of a theologian to real world problems, including church-related concerns (3)
- Development of centers for study or service (2)
- Media contributions (e.g., newspaper, magazine, radio, television, popular blogs) (2)
- Publication of Sunday School lessons, or teaching materials for the churches (2)
- Scholarly disciplinary support of denominational or church-based organizations (2)
- Conducting seminars or conferences on topics of one's disciplinary expertise (2)

SCHOLARSHIP OF TEACHING

Searching for innovative approaches and best practices to develop skills and disseminate knowledge through teaching

Examples:

- Short articles analyzing innovative teaching strategies (2)
- Conference presentations evaluating teaching strategies (2)
- Conducting seminars on enhancing student learning in theological education (3)
- Peer-reviewed articles or chapters in books on theological pedagogy (3)



The following categories correspond to developmental areas on the librarian's FDP (Faculty Development Plan). These criteria apply to promotion and tenure considerations for librarians with a Masters degree in Library Science (the terminal degree in the field) who have been granted faculty rank by the university administration.

1 ACADEMIC LIBRARIANSHIP / PROFESSIONAL COMPETENCE

This is the equivalence of Teaching for Union Faculty. It is defined as "capability in assigned area of responsibility in the Library." Examples include (but are not limited to):

- Selecting, cataloging, organizing, and circulating a well-rounded, accessible collection based on Union curricula and including print, audiovisual, and electronic resources
- Facilitating research of non-Union materials through interlibrary loan
- Providing course-related instruction to classes
- Providing research assistance to Union students, faculty, and staff
- Creating tools like tutorials, workshops, research guides, and finding aids to facilitate research for Union students, faculty, and staff
- Collaborating with teaching faculty to ensure access to resources and services that support the curriculum
- Preserving and organizing historical materials related to the founding and development of Union University
- Developing policies and incorporating practices and/or procedures that improve the library's functionality and performance
- Supervising and training of library staff and student workers

2 PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP

It is defined as "a wide range of activities that reflect growth in the library faculty member's responsibilities, talents and interests." Opportunities may be limited by funds and time. Examples of Professional Development include (but are not limited to):

- Participating in individual and/or collaborative learning experiences, including completing additional course work
- Attending professional meetings and conferences
- Achieving additional certification or relevant credentials
- Participating in grant activities and/or visible collaborative projects

Examples of Scholarship include (but are not limited to):

- Leading collaborative learning experiences (e.g. workshops, panel discussions) at the regional, state, and national levels
- Doing professional library consulting
- Publishing book reviews for professional journals
- Creating scholarly work with the intent of publication and/or presenting original research at appropriate colloquia, seminars, conferences, and other venues
- Publishing and/or presenting research
- Leading grant activities and/or collaborative projects outside the Union University Library

3 SERVICE TO THE INSTITUTION, THE LIBRARY PROFESSION, AND SOCIETY

Defined as “service outside of assigned area of responsibility in the library”

Examples include (but are not limited to):

- Serving actively on departmental committees, task teams, and strategic planning teams
- Serving actively on University committees, task teams, Faculty Forum, and special projects
- Drafting accreditation and related statistical reports required by the University and related accrediting agencies
- Serving and being involved in a local church
- Serving actively in the community, including volunteer and charitable organizations

Having a range of activities available in each category above allows each librarian to select those activities which best match their gifts, experiences, and interests. The designated point values accrue between promotions and help the librarian determine how they are progressing in regards to expectations for both professional development and scholarship.



<u>Professional Development Activity</u>	<u>Point Value</u>	<u>Max Points Allowed Per Rank</u>
Participating in individual and/or collaborative learning experiences, including completing additional course work	1 pt per credit hr or CEU	
For promotion to Associate		10
For promotion to Professor		15
For promotion to University Professor		15
Attending professional meetings and conferences		
National meeting/conference	5	
State or regional meeting/conference	3	
For promotion to Associate		6
For promotion to Professor		10
For promotion to University Professor		15
Achieving initial certification or relevant credentials	4-8	
For all ranks		8
Achieving recertification	4	
For all ranks		4
Participating in grant activities and/or visible collaborative projects	3	
For all ranks		9

<u>Summary of Scholarship Activity Required</u>	<u>Point Value</u>	<u>Max Points Allowed Per Rank</u>
Leading collaborative learning experiences (e.g. workshops, panel discussions)	5	
For promotion to Associate		15
For promotion to Professor		25
For promotion to University Professor		35
Doing professional library consulting	1 per consultation	4
Publishing book reviews for professional journals	1 per review	7
Creating scholarly work with the intent of publication and/or presenting original research at appropriate colloquia, seminars, conferences, and other venues	5	
For promotion to Associate		15
For promotion to Professor		25
For promotion to University Professor		35
Publishing and/or presenting research		
National meeting/peer-reviewed journal	10	No max
State or regional meeting/professional magazine	7	No max
Local meeting/university presentation or publication (e.g. JUFF)	4	No max
Leading grant activities and/or collaborative projects outside the Library		
For promotion to Associate		5
For promotion to Professor		10
For promotion to University Professor		20

<u>Summary of Scholarship Activity Required</u>	POINT VALUE
Total points (min) required to be considered for Associate Prof	30
Total points (min) required to be considered for Professor	50
Total points (min) required to be considered for University Prof	70



SINCE 1823, UNION UNIVERSITY

has been providing students with a Christ-centered education that promotes excellence and character development in service to Church and society. Through rigorous academics and a commitment to the authority of Scripture, Union has transformed the lives of thousands of students and prepared them to be salt and light in thriving careers, ministries, and graduate education across the globe.