# Criteria for Course Release for Scholarship

Responsibilities of faculty members fall into three areas: teaching, scholarship, and service. Every faculty member is expected to contribute departmental service to include, but not limited to, advising, departmental governance, curriculum development, assessment, scheduling, supervision of independent study students, self-studies and accreditation, regardless of teaching load. Additional service expectations may be met by service to the campus, profession, or, in some cases, community. Exceptional service, determined by the Provost, may also justify release time, such as chairing a Middle States review or the Faculty Senate.

The Report of the Provost's Review Committee on the Use of the Boyer Principles in Evaluating Faculty Scholarship (November 27, 2007) sets the governing principles used in defining scholarship. The process, product, or outcome must be accessible to others and assessed by them, and must be public. Generally, intellectual contributions must satisfy the following requirements:

1. Scholarship must result in a product or outcome;
2. Scholarship is best expressed in a forum for presentation appropriate to its outcomes;
3. The product of scholarship must be subjected to a process of peer or professional review or evaluation, and
4. Scholarly products must be evaluated using appropriate quality standards.

These criteria for course release do not set standards for promotion and continuing appointment. During times of mandatory increased course load, such as a 4/3 load, the expectations for scholarship set below are halved.

To be considered for a course release for scholarship each semester from the normal 12 credit teaching load (Supple memo of October 1, 1982), a tenured full-time faculty member must continually engage in significant scholarly or creative activities in his/her academic field in terms of quality and quantity. Faculty members are expected to be involved in a variety of intellectual development and professional growth activities that are directly related to their primary teaching responsibilities. A faculty member must meet at least one of the attached criteria related to the faculty member's discipline over a five year period. (In recognition of the special role of department chairs, the five year window stops during their term of office.) Since examples of appropriate scholarly and creative work are highly varied, no lists can include all possibilities. Departments are encouraged to develop more detailed lists of appropriate activities at each of these levels, and distribute the list to all tenure track faculty after the list has been approved by their dean.

**Process and Appeal.** Deans make recommendations for faculty to have the release time based on evidence provided in Annual Activity Reports. A faculty member who wishes to appeal should first discuss it with the dean, and then may appeal to the provost. Faculty teaching the 4/4 course load who wish to reengage with their scholarship and receive the course release may work with their chair and dean to develop a very specific program and timeline for scholarship and publication that may be implement with the consent of the Provost.

1. **Major scholarly or creative work** (one of the following in the last five years) at the level of:

   A. Two peer reviewed articles (published in refereed scholarly journals)
   B. A sole authored book or textbook (peer reviewed and published by a university press, academic, or equivalent publisher)
   C. National solo exhibition, concert, or recording (juried)
   D. Two book chapters (peer reviewed and published by a university press, academic, or equivalent publisher) or a book chapter and a peer reviewed article.

**-OR-**

**2. At least _four_ significant intellectual contributions** (within the last five years)

Examples: Publication of a refereed proceedings article; a multi-authored scholarly book or textbook; edited book; refereed presentations or posters at academic or professional national or regional meetings, presentation in a regional exhibition or concert (juried)

**-OR-**

**3. A combination of scholarly or creative work** (within the last five years.)

One peer reviewed article or book chapter; solo exhibition, concert, or recording (juried) AND two other intellectual contributions from the list in 2, OR with four other intellectual contributions from the Other contribution category below.

**Other contributions:** Other types of intellectual growth activities and original scholarly contributions are also valued, but are insufficient as the only type of scholarship.

Examples: These activities include work at the level of editor, associate editor, or editorial board service for an academic journal, trade journal, magazine, or newspaper; obtaining a new degree, professional certification, or required continuing development; work with students in independent research that results in a local presentation; refereed presentations at academic or professional local meetings; organizing and chairing a panel at a professional national meeting; judging a state or national competition for peers; a major encyclopedia entry (>1500 words); an invited or peer-reviewed address, presentation, lecture, or colloquium in a faculty member's area of expertise; other types of productions, exhibitions, concerts, usually at the local level; and professional recognition or awards by an external organization of peers.

If you have any questions, please discuss with your chair and dean.

Approved by Deans' Cabinet 3/17/11
Approved by President's Cabinet 4/4/11

# Report of the Provost's Review Committee on the Use of the Boyer Principles in Evaluating Faculty Scholarship

## November 27, 2007

Members:
Chair, Thomas Moran, Institute for Ethics in Public Life
Mark Cohen, Anthropology
Timothy Clukey, Communication Department
Lonnie Fairchild, Computer Science
Lise Heroux, Marketing & Entrepreneurship
Thomas Morrissey, English
Steve Saiz, Counselor Education
Denise Simard, Special Education
Mila Su, Feinberg Library

**Purpose of this Document**
In 1995, the College Administration and UUP jointly signed the *Agreement on the Performance Reviews of Academic Employees,* the document that serves as the blueprint for faculty evaluation. That agreement affirmed the use of what are known as the "Boyer Principles" in the evaluation of scholarly activity. The purpose of this document is to help Academic Employees and those who evaluate them to better understand how the Boyer Principles can function to broaden the scope of scholarly enquiry and how scholarship as defined by Boyer might appear in candidates' Review Files.

**1. Why Scholarship?**
By mandate of the SUNY Board of Trustees, tenure-track Academic Employees must engage in scholarship. At Plattsburgh State we believe that good teaching and scholarship (as broadly defined below) are fundamentally interdependent. Outstanding teaching reflects a synergy between instructional skill and scholarly (and/or creative) expertise.

**2. What are the Boyer Principles?**
In a *Scholarship Reconsidered* (1990), Former SUNY Chancellor Ernest L. Boyer broadened the definition of scholarship well beyond its traditional meaning. He recognized four categories of scholarship:

1) "The *scholarship of discovery* is disciplined investigation closest to the traditional meaning of research. Such scholarship "contributes to the stock of human knowledge but also to the intellectual climate of a college or university." Researchers engaging in discovery ask, "What is to be known what yet is to be found?"

2) The *scholarship of integration* gives meaning to isolated facts, putting them in perspective. Closely related to discovery, the scholarship of integration makes "connections between disciplines." It is "fitting one's own research—or the research of others—into larger intellectual patterns." The operative question is "What do the findings mean?"

3) The *scholarship of application* is professional service requiring a high degree of expertise. "To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and grow directly out of, this professional activity." Some examples of applied scholarship are consultation, technical assistance, policy analysis and program evaluation. "In documenting applied work—of whatever kind—faculty should include not only their own written record of the project, but also the evaluations of those who received the service." Some questions asked by scholars of application are "How can knowledge be responsibly applied to consequential problems?...How can it be helpful to both individuals and institutions?...Can social problems themselves define an agenda for scholarly activities?"

4) The *scholarship of teaching* recognizes that teaching is not a "routine function, tacked on, something almost anyone can do." It recognizes that knowing and learning are communal acts. Writing about teaching, presenting workshops and papers on pedagogical concerns, and publishing textbooks are examples of the scholarship of teaching."

## 3. Role of Creative Work

Academics often produce what might be called "creative" work such as fiction, poetry, drama, nonfiction popular writing, accomplishments in the fine arts, or technical achievements, such as developing new technologies. Such endeavors enrich the college and the world and should be considered as demonstrations of "scholarship," even when accomplished by a faculty member for whom such work is not the principal expectation. Where creative work is undertaken by someone in a field in which scholarship (as defined above in 1 through 4) is a normal and indispensable expectation, such creative work should not be considered as a substitute for scholarly output unless a good case can be made the creative work depended on scholarly knowledge and ability.

## 4. Elements of the Scholarly Process and the Dissemination of Scholarship

The Boyer Principles permit an expansion of the ways in which scholarship can be demonstrated; however, they do not weaken the commitment to high quality or disregard traditional elements of the scholarly process. These elements are as follows:

1. Scholarship must result in a product or outcome;

2. Scholarship is best expressed in a forum for presentation appropriate to its outcomes;

3. The product of scholarship must be subjected to a process of peer or professional review or evaluation.

4. Scholarly products must be evaluated using appropriate quality standards.

Scholarship cannot consist solely of an interior monologue of a solitary scholar. Likewise, scholarship is more than the "doing" of the activity. The process, product or outcome of scholarship must be made **accessible** to others (preferably to a relevant, knowledgeable audience) and must be **assessed** by them. Assessment of scholarly work can occur via traditional peer-review and by other forms of professional commentary. The presentation of the product must be **public** as in being published in a print or electronic scholarly medium or being presented at a conference or at other forums that invite the judgment of qualified professionals.

Among potential qualified products are the following:
1. published (or at least submitted) books or scholarly articles Appropriately reviewed;
2. grant applications (unfunded grant proposals may also be reviewed for scholarly quality);
3. conference papers, panel presentations and addresses;
4. technical reports;
5. formal reports of professional service activities;
6. reviewed or evaluated web presentations;
7. expert testimony before government agencies.

## 5. The Properties of Good Scholarship

It is assumed that both external peer reviewers and internal (to the college) evaluators will be mindful of the following properties (which are drawn from the work of Glassick et al, 1997). Individuals applying for promotion or tenure and their mentors should understand and apply them.

Good work can be recognized and evaluated based on some combination of the following:
1. clear definition and statement of purpose;
2. attention to an important question or problem, one of value in the chosen field;
3. originality, fresh perspectives or insights;
4. clear statement of reasonable goals and means;
5. evidence of time, effort, commitment to the task;
6. use of appropriate strategies for carrying out the research;
7. effective presentation of results;
8. impact on its field or beyond
9. quality, quantity, and range of evaluation by other scholars;
10. the professional standing of those offering evaluations.

Campus evaluations of such scholarship should also consider these elements:
1. its position within the larger body of the scholar's work, and its emerging maturity;
2. the preparation of the individual for the work (including training, availability of facilities, awareness of other work in the field);
3. effective self evaluation; and effective response to feedback

Some degree of both quality and quantity must be present in the evaluation of a scholars work. In most cases, neither numerous products of limited merit, nor a very small amount of high-quality scholarship may suffice on its own. Evidence should be presented suggesting the scholar's ongoing commitment to good work. Presentation of research in non-traditional venues must also be considered when it meets the other values discussed above.

## 6. The Scholarships of Teaching and Application

Of Boyer's four categories of scholarship, these two have caused the most confusion. Please keep in mind that (1) being a good teacher is not tantamount to being a scholar of teaching and that (2) providing a service commensurate with one's mastery of subject matter or scholarly ability does not in and of itself constitute the scholarship of application. Whatever form such scholarship might take (see Boyer's examples in section 2 above), it must display the elements of scholarship (see #4 above) and meet the properties of good scholarship as specified in section 5 above.

## 7. Using Elaborations* to Guide Candidates and Reviewers

Departments can use "Elaborations" to help clarify issues surrounding the demonstration of scholarly ability. For example, disciplines experiencing a rapid growth in on-line publication opportunities might want to elucidate criteria for judging the relative merit of such work. Similarly, disciplines in which service opportunities are common might wish to produce guidelines that help distinguish service from the scholarship of application. Disciplines in which grant-writing is a prominent activity might wish to suggest what kinds of grants might qualify as scholarship even if the grants are unsuccessful. Disciplines in which creative work as described in section 3 is considered to be scholarship might wish to describe appropriate forms of creative output.

* **IV. 6. ELABORATIONS ON CRITERIA**: Organizational units (academic departments, centers, etc.) may propose academic discipline elaborations based on the Board of Trustees' and SUNY College of Arts and Science at Plattsburgh criteria which clarify expectations for academic employee performance by showing how the criteria can be applied to the academic employee's academic discipline. Prior to use, elaborations must be reviewed and approved in writing by the College President and the President of the Plattsburgh Chapter of United University Professions. (*Performance Review of Academic Employees: Policies and Procedures, 3rd Ed*, July 2005, p. 13).

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October 1, 1982

MEMORANDUM TO: Department Chairperson and Center Directors

FROM: Jerome H. Supple

SUBJECT: Faculty Workload

In light of some recent studies undertaken by the division of Audit and Control, it seems prudent for us to formalize a Faculty Workload Policy. The attached policy does not introduce any new elements but is merely a formalization of our current practices. After discussion with you, the deans and the President over a two-year period, I am pleased to forward the enclosed statement on Faculty Professional Responsibilities. The statement, with any suggested editorial revisions, will be included in the next edition of the Faculty Handbook.

I have asked the faculty deans to review the teaching assignments for Spring 1983 and in the future according to the principles outlined.

Thank you for your assistance in developing this document. You may feel free to share it with your faculty.
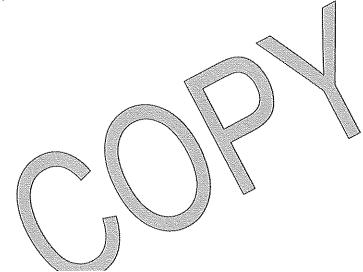
JHS:pa

cc: Dr. Burke
Dr. Hasting
Dr. Liu
Dr. Mowry
Dr. Skopp
Dr. Roman

# FACULTY PROFESSIONAL RESPONSIBILITIES

1.  All aspects of a faculty member's professional responsibility, including teaching, advising, scholarship, and service, shall be termed, for want of a more succinct phrase, faculty workload,

2.  It is the responsibility of the department chairpersons and center directors to ensure as much as possible, an equitable distribution of workload among their faculty. The faculty deans and Academic Vice President are responsible for reviewing the distribution on a faculty-wide and college-wide basis.

3.  It is the expectation of the College that all faculty members will participate in scholarship and service activities in addition to their teaching and advising assignments, In some cases, it may be appropriate for a department chairperson or director to increase the teaching assignment of a faculty member who is not involved in scholarship or artistry, In determining teaching load it is appropriate for chairpersons to take into consideration that the "normal" teaching load generates the FTE equivalent of 12-credit hour of instruction in "average sized" classes and to work out a reasonable equivalency for those faculty teaching studio and laboratory courses in which the contact hours may significantly exceed the credit hours generated. The Deans also should review those instances in which faculty are given less than 12-hour teaching loads by virtue of having large enrollment classes at the introductory level. All other factors being equal, it may be more appropriate for instructional purposes to assign those faculty a greater course load and split those sections into smaller enrollment units. It also may be desirable to offer fewer courses at the advanced level, or offer those courses less frequently, in order to support smaller class sizes and more sections at the introductory level.

4.  It is up to the discretion of the department chairpersons and directors, subject to review and approval by the Dean of the Faculty, to vary the assignments of faculty members under their jurisdiction according to the total workload of individual faculty members. To reduce the teaching load of faculty members within their departments in those instances where there is extraordinary commitment to research or creative activity and/or extraordinary commitment to college or community service or to increase the teaching assignment when other professional activities are below expectations is within the chairperson's authority. We would not anticipate, however, that teaching load reductions, in view of total workload, would be more than two courses (six hours) on a short-term basis except in those cases where a portion of a faculty member's salary might be written off against external funding. At any rate, instances of two course reductions should be rare and subject to approval of the Dean. In summary then, the teaching load policy at the college is stipulated as 12-credit hours (or its equivalent in those departments in which the normal teaching load has been nine hours).

5.  It is the chairperson's obligation to review faculty assignments with the appropriate Dean prior to the establishment of the teaching schedules. Of course, first priority of the institution is the instructional needs of the students and no      teaching load reductions should be made unless it is clear that the instructional needs of the students can be met either by increasing assignments of other members of the faculty or suitable modifications in the course offerings.

    Within the instructional resources available to us by appropriate management at the departmental and center level, we can meet the needs of our students in our classrooms and at the same time encourage scholarly and service activities on the part of the faculty. This requires creative supervision of our most important resource, the faculty.

JHS:pp
10/1/82

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