

To: Faculty Senate

From: Elizabeth Kuipers, Chair of Faculty Affairs

Re: Revisions to the Faculty Handbook

Date: March 25, 2009

Recommendation #1

The Appendix entitled "Policy on Academic Integrity" should be moved to Section 4 (University Policies) to ensure logical organization and ease of use for larger document.

Recommendation #2

Appendix on Procedure for Faculty Flower Fund should be removed.

Recommendation #3

The committee recommends a number of changes to the handbook that largely bring the handbook in line with current practice. The changes are designed to cover topics in a way that allows the handbook to remain unchanged by BOR "business" decisions (i.e, changing health care providers, changing the percentage of health insurance faculty pay, etc.). We are proposing these as a group since we don't anticipate ideological problems with the changes. The suggested changes are highlighted below. Deletions of specific company names have been made.

II. Faculty Affairs

Original:

[G. Academic Freedom](#)

A faculty member who believes he or she has been deprived of academic freedom by any member of the faculty or administration and has exhausted all informal means of resolving the difficulty may, in writing, file a grievance as provided in Section G, Article II of the Faculty Handbook. (University Statutes, Article III, Section 8)

Revision:

[G. Academic Freedom](#)

A faculty member who believes he or she has been deprived of academic freedom by any member of the faculty or administration and has exhausted all informal means of resolving the difficulty may, in writing, file a grievance as provided in **Section II, Article H** of the Faculty Handbook. (University Statutes, Article III, Section 8)

V. Faculty Welfare

Original:

A. Payroll Payments

Payroll payments are made by check and may be picked up by the employee in the Business Office (Administration Building) on payday after 9:00 a.m. Faculty and other exempt employees are paid once per month, distributed on the last working day of the month. If a payday falls on a holiday, checks will normally be distributed the preceding day.

Revision:

A. Payroll Payments

Payroll payments are made by direct deposit. All checks that are not direct deposited will be mailed to employees using the address provided through Human Resource's employee self-serve website. Faculty and other exempt employees are paid once per month, distributed on the last working day of the month. If a payday falls on a holiday, checks will normally be distributed the preceding day.

Original:

G. Group Insurance Plans

Health Insurance. Georgia Southwestern State University, through the University System, offers comprehensive health care coverage to all regular employees who work on at least a half-time basis. This plan is presently self-insured through the University System of Georgia and is administered by Blue Cross/Blue Shield of Georgia. The University currently contributes 75 percent of the premium for three levels of coverage: Individual, Individual and one dependent, and Individual and two or more dependents. Employee contributions (25 percent) are automatically pretaxed. The rate schedule is published annually by the Human Resources Office. A dependent who is over 19 but less than 26 years of age who is a full-time student at an accredited school, can be covered under this Plan. Employees may be eligible for retiree health benefits if they retire from active service with certain age and service requirements having been met. For more details, contact the Human Resources Office.

Dental Insurance. The University makes available comprehensive dental coverage for all regular employees who work at least on a half-time basis. The employees pay 100 percent of the monthly premium for either individual or family coverage. An eligible dependent who is over 19 but less than 25 years of age who is a full-time student at an accredited school can be covered under this plan. Employees may be eligible for retiree dental benefits if they retire from active service having met certain age and service requirements. This Plan is also self-insured through the University System of Georgia, and Blue Cross/Blue Shield is the Plan Administrator.

Life Insurance. The University provides all regular employees, who work on at least a half-time basis, with \$25,000 in basic life insurance coverage at no cost to the employee. In addition, the University offers a supplemental life insurance plan, whereby eligible employees may purchase additional life insurance for themselves, their spouse, or children, with the employee paying the full monthly premium through convenient payroll deduction. Details are available in the Human Resources Office. This Plan is also self-insured. The Plan Administrator is Connecticut General Insurance Company of North America (CIGNA).

Cancer and/or Intensive Care Insurance. Supplemental specialized cancer care and/or intensive care insurance is available through American Family Life Assurance Company of Columbus, Georgia. The GSW employee pays the total monthly cost through convenient payroll deduction; premiums vary according to the level of coverage. Contact the Human Resources Office for additional information.

Revision:

G. Group Insurance Plans

Health Insurance. Georgia Southwestern State University, through the University System, offers comprehensive health care coverage to all regular employees who work on at least a half-time basis. This plan is presently self-insured through the University System of Georgia and is administered by Blue Cross/Blue Shield of Georgia. The University currently contributes **a percentage** of the premium for three levels of coverage: Individual, Individual and one dependent, and Individual and two or more dependents. Employee contributions are automatically pretaxed. The rate schedule is published annually by the Human Resources Office. A dependent who is over 19 but less than 26 years of age who is a full-time student at an accredited school, can be covered under this Plan. Employees may be eligible for retiree health benefits if they retire from active service with certain age and service requirements having been met. For more details, contact the Human Resources Office.

Dental Insurance. The University makes available comprehensive dental coverage for all regular employees who work at least on a half-time basis. The employees pay 100 percent of the monthly premium for either individual or family coverage. An eligible dependent who is over 19 but less than 25 years of age who is a full-time student at an accredited school can be covered under this plan. Employees may be eligible for retiree dental benefits if they retire from active service having met certain age and service requirements.

Life Insurance. The University provides all regular employees, who work on at least a half-time basis, with \$25,000 in basic life insurance coverage at no cost to the employee. In addition, the University offers a supplemental life insurance plan, whereby eligible employees may purchase additional life insurance for themselves, their spouse, or children, with the employee paying the full monthly premium through convenient payroll deduction. Details are available in the Human Resources Office.

Cancer and/or Intensive Care Insurance. Supplemental specialized cancer care and/or intensive care insurance is available.. The GSW employee pays the total monthly cost through convenient payroll deduction; premiums vary according to the level of coverage. Contact the Human Resources Office for additional information

See Human Resources for specific plan administrators.

Original:

H. Long Term Disability Plan

Georgia Southwestern State University offers its employees a Long Term Disability Insurance to protect against protracted loss of income when one is totally and permanently disabled. This plan is designed to guarantee an employee monthly income of approximately 60 percent of his/her regular monthly salary (before taxes). There is a waiting period of 90 or 150 days before the employee can begin to receive benefits if disabled. The monthly premium is paid by the employee through convenient payroll deduction. Contact the Human Resources Office for current rates. Premium cannot be pre-taxed. Eligibility terminates at age 65. Carrier: ITT Hartford. All regular employees working one-half time or more and under 64 years of age are eligible. The cost is subject to change on an annual basis.

Revision:

H. Long Term Disability Plan

Georgia Southwestern State University offers its employees a Long Term Disability Insurance to protect against protracted loss of income when one is totally and permanently disabled. This plan is designed to guarantee an employee monthly income of approximately 60 percent of his/her regular monthly salary (before taxes). There is a waiting period of 90 or 150 days before the employee can begin to receive benefits if disabled. The monthly premium is paid by the employee through convenient payroll deduction. Contact the Human Resources Office **for information on the current carrier** and current rates. Premium cannot be pre-taxed. Eligibility terminates at age 65. All regular employees working one-half time or more and under 64 years of age are eligible. The cost is subject to change on an annual basis.

Original:

Private automobile travel allowance is .485 cents per mile

M. Private Automobile Travel Allowance

Private automobile travel allowance **is dictated by state policy.**

Section VI, Grants and Contracts

Original: Recommended revision is to cut highlighted portion and to add an appropriate citation for the handout that this is lifted from.

1.4 Travel Support

The following is adapted from a handout of the same title.

One of the most frequently asked questions facing a faculty is where to find funds for faculty travel. The answer varies depending on the specifics of the request. It is important to keep in mind that a federal agency will support travel only as it relates to the agency's basic mission. In general, travel is supported because it contributes to an individual funded research project, because it helps to strengthen the national or international infrastructure of science, or because it furthers international understanding.

A number of factors limit the federal government's ability to provide direct support for faculty travel: line items for travel support would be particularly susceptible to cuts in times of tight budgets and a large number of individual awards would be cumbersome and costly to administer. As a result, agencies generally support travel indirectly, either through a research project grant or through grants to sponsoring organizations, which in turn make awards to individuals.

Research

Travel related to a funded project (e.g. for fieldwork) is an allowable cost on most research grants. Agencies can easily justify the allocation of funds for travel in this context, since the project has been peer-reviewed and judged worthy of support.

Grants specifically for research in foreign countries are awarded by the Council for International Exchange of Scholars (with funds provided by the United States Information Agency) and by such organizations as the International Research and Exchanges Board and the Committee on Scholarly Communication with the People's Republic of China. Certain agencies, notably the National Science Foundation and the National Institutes of Health, have programs that provide funding specifically for travel and other activities needed to develop collaborative projects with scientists in other countries.

A limited number of programs provide grants that support only the travel component of a research project, but with funding decisions based on the merit of the overall research proposed. Examples include the National Endowment for the Humanities' Travel to Collections program and certain CIES programs. Grants-in-Aid from the American Council of Learned Societies may also be used for travel expenses related to a specific research project in progress.

Fellowships for research at government laboratories and at various centers for advanced study may include travel to the lab or center as part of the award.

Educational and Cultural Exchanges

The Council for International Exchange of Scholars also awards grants for university lecturing in over 100 countries, while the U.S. Department of Education operates a number of programs for teachers who wish to enhance their familiarity with foreign cultures and improve their teaching ability by participating in seminars and other exchange programs.

Conferences

Travel to attend a scientific or disciplinary meeting is also an allowable cost on a research grant, if attendance at the meetings or conferences will enhance the investigator's capability to perform the research, plan extensions of it or disseminate its results.

Support for conferences is generally provided through grants to a sponsoring organization for a particular meeting or for meetings in a particular field or discipline. These organizations may then make awards for travel support of meeting participants. In addition to this direct support for conferences, NEH also annually awards "regrant" funds to the American Council of Learned Societies for travel grants to humanists. Participants in humanities conferences should apply to ACLS for support. In a similar fashion, the National Science Foundation provides support to the NATO Institutes, which in turn provide travel support from the organization running the meeting, rather than directly from a federal agency.

No programs provide direct support for travel to a meeting by non-speakers, for fairly obvious reasons. Lacking sufficient criteria to weigh competing requests, agencies would find it difficult to assess who should be funded and program officers would be susceptible to criticisms of supporting their cronies. **Furthermore, the amount of funds available even in the best of times (certainly not now!) would be minuscule in relation to the total need.**

Foundations

Private foundations face many of the same constraints mentioned above and are not generally a promising source of support for individual faculty travel requests, with the exception of those foundations that run specific international program competitions (for example, the Japan Foundation or the Pacific Cultural Foundation). Foundations with regional or local affiliations/interests might be more likely to contribute to an internal faculty development fund, which in turn could support individual faculty travel.

Suggestions

Please keep in mind that, like all programs, travel grant applications take six to nine months for processing and review and, in the case of bilateral programs, sometimes longer.

Original in Parentheses—revision suggested is highlighted.

Section 2

Application Procedures

2.1 Application Procedures

6. Facilities

List such items as laboratory equipment and apparatus, laboratory space, field resources, library services, data processing capabilities, and other institutional services. Be sure to include an explanation of any equipment which you propose to buy with the funds of the grant you are seeking. Include only those university facilities to be utilized in conjunction with the project being proposed. If appropriate, discuss (handicap access) **disability accessibility** .

Recommendation #4

The Committee was charged by Dr. Adler to attempt to clarify some of the language in the Promotion and Tenure Sections of the Handbook. We recommend the following:

Section II. Faculty Affairs

F. Annual Evaluation

Criteria

The broad areas of achievement for faculty are Teaching, Service to the Institution, and Scholarship, including academic achievement and professional development. The level of performance will be determined by individual academic units based on criteria established by those units.

1. TEACHING

The faculty supports the Mission Statement of Georgia Southwestern State University, which emphasizes quality of instruction. Accordingly, quality teaching, including responsibilities that accompany it, is the primary criterion for annual evaluations. It is acknowledged that excellent teaching is a skill that should develop and improve as the individual faculty member grows in experience. Excellence in teaching must be encouraged, nurtured, rewarded, and helped.

Measuring Quality Teaching

Objectively measuring the quality of teaching is a difficult task. For example, variables such as admission standards, motivation, and student expectations can complicate any attempt to measure teaching quality. The performance of individual teachers is affected by numerous factors including, but not limited to, physical environment, course loads, teaching assignments, class size, time spent on other faculty criteria for evaluation, and institutional support for creative endeavors. In addition, departmental/school variations influence measurement of teaching performance. Therefore it is not feasible to expect specific criteria to compare quality teaching across the campus. Faculty appointed to positions in the Library should indicate how their service contributes to the teaching process.

Nonetheless, the faculty agrees that there are basics of quality teaching that should be included in the evaluation when appropriate. These basics for use with specific criteria set by individual departments and schools are:

- exhibiting mastery of subject matter
- being respectful to students, their differences, and their individual learning needs
- using contemporary strategies and materials suitable to the needs of the students
- being responsive to academic needs of individual students.

Further, evidence of quality teaching should be demonstrable in peer observations, student opinionnaires, and any additional material submitted from any source.

It is essential that individual faculty not be restricted by any generic criteria when demonstrating the quality of their teaching, so individual faculty members should be encouraged to supplement any evaluative instruments with other information. It should also be recognized that quality teaching is not limited to the confines of the classroom, but may be carried on in many other ways.

3. SERVICE TO THE INSTITUTION

Most service activities are oriented to the needs of the University but may also address needs of the community at large. Examples of the ways faculty members provide service to the institution may include, but are not limited to, the following:

- a. Renders conscientious and effective academic advisement and/or career counseling, **with the exception of Library faculty.**
- b. Develops and/or participates in recruitment activities
- c. Participates in professional activities, such as consulting, clinical work, and providing technical assistance in ways that reflect favorably on the University
- d. Performs notable work collaboratively or individually with a University committee, group, project, etc. including organization of campus programs and preparation of special reports and other accreditation documents
- e. Cooperates in out-of-the-ordinary undertakings like off-campus courses, night courses, honors courses, Saturday activities, parents' receptions, etc. f. Supports campus activities by working with clubs, attending campus events, participating in student functions, etc.
- g. Brings outside funds to the institution, such as grants or contracts
- h. Participates in community activities that render service to community, further the mission of the University, or reflect favorably on the University (community should not be construed in narrow geographic terms).

B. Promotion

Promotion presents an opportunity to encourage, recognize, and promote excellence in the performance and accomplishments of faculty members. The progression of its faculty through the ranks serves as a measure of the excellence of the University.

Promotion Criteria

Faculty will be considered for promotion according to the following criteria.

1. Rank: Each rank has requirements in terms of terminal degrees and years in rank. Terminal degree refers to the highest degree awarded in a discipline; the doctorate is the terminal degree for most disciplines within the University except for a few areas including studio and performing arts and library science.

- a. Instructor: Candidates will hold at least a master's degree appropriate to their discipline.
- b. Assistant Professor: Candidates will hold at least a master's degree appropriate to their discipline; candidates do not need a minimum number of years in a lower rank.
- c. Associate Professor: Candidates are expected to have the terminal degree or its equivalent; candidates must have served four full academic years as an Assistant Professor before becoming eligible **to apply** for promotion to Associate Professor.
- d. Professor: Candidates are required to have the terminal degree appropriate to their discipline or its equivalent in training, ability, or experience; candidates must have served five full academic years as an Associate Professor before they are eligible **to apply** for promotion to Professor.

Requests for exceptions must be recommended by the dean of the respective school and approved by the Vice President for Academic Affairs. Requests must be accompanied by strong supporting documentation and the recommendation of the appropriate dean.

2. Areas of Achievement: All faculty members must excel in the Teaching area of achievement and in one of the other two areas — Scholarship or Service to the Institution. The faculty member must document satisfactory performance in the third area. Specific criteria for the three areas of achievement of the annual evaluation will serve as criteria for promotion. **Individual academic units will establish criteria for annual evaluation which will be used for promotion.** Annual evaluations for each year of service will be considered.

(NOTE: Replace the underlined with the highlighted.)

- 3. While the cumulative record will be considered, it is required that accomplishments be significant in each rank before progressing to the next higher rank.
- 4. Length of service in the University shall be considered in promotions; however, longevity of service will not guarantee promotion.

D. Tenure

The following is the tenure policy of the Board of Regents as stated in the Policy Manual. It is the tenure policy for Georgia Southwestern State University.

1. The requirements listed below shall be the minimum standard for award of tenure, but they are to be sufficiently flexible to permit an institution to make individual adjustments to its own peculiar problems or circumstances. These policies are to be considered a statement of general requirements which are capable of application throughout the System and are not a limitation upon any additional standards and requirements which a particular institution may wish to adopt for its own improvement. Such additional standards and requirements, which must be consistent with the Regents' policies and approved by the Board of Regents, shall be incorporated into the statutes of an institution. (BOR Policy Manual 803.9 A.)

2. Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a one hundred percent workload basis for two out of every three consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency or program modification as determined by the Board.

3. Normally, only assistant professors, associate professors, and professors who are employed full-time (as defined by Regents' policies) by an institution are eligible for tenure. Faculty members with adjunct appointments shall not acquire tenure. The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments. (BOR Policy Manual 803.9 C.)

The term "full-time" is used in these tenure regulations to denote service on a 100% work load basis for at least two out of three consecutive academic terms. (BOR Policy Manual 803.9 C.)

Note for below: The highlighted section is intended to replace the bold section.

4. Tenure may be **applied for at the beginning of the fifth year of the five year probationary period (awarded, upon approval of the president, upon completion of a probationary period of at least five years)** of full-time service at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted, provided, however that an award of credit for the probationary period of an interruption shall be at the discretion of the President. In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence. A maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the president at the time of the initial appointment at the rank of assistant professor or higher. Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases an institution president may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is otherwise referred to as tenure upon appointment. Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution (BR Minutes, 1983-84, p. 94; May, 1996, p. 52; April 2000, pp. 31-32). If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the Chancellor. (BOR Policy Manual 803.9 D.)

5. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the president. The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be 10 years, provided, however, that a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the president (BR Minutes, 1992 - 93, p. 188; April 2000, pp. 31-32). (BOR Policy Manual 803.9 F.)

6. Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven years (BR Minutes, April 2000, pp. 31-32). (BOR Policy Manual 803.9 G.)

7. Tenure or probationary credit towards tenure is lost upon resignation from an institution, or written resignation from a tenured position in order to take a non-tenured position, or written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given. In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another institution.

8. Upon approval of the award of tenure to an individual by the president, that individual shall be notified in writing by the president of his/her institution, with a copy of the notification forwarded to the University System chief academic officer. (BOR Policy Manual 803.9 I.)

Tenure Criteria

After fulfilling the probationary period, a faculty member may be considered for the award of tenure according to the following criteria.

1. A faculty member whose primary responsibility is teaching must excel in the Teaching area of achievement and a least one of the other two areas – Scholarship or Service to the Institution. **The faculty member must document satisfactory performance in the third area.** Specific criteria for each broad area of achievement are found in the previous section under “Annual Evaluation.”
2. A faculty member’s expertise must be compatible with the mission of the University and the academic unit in which tenure will be awarded.

Recommendation #5 (probably the most potentially contentious, so it’s all by itself! This moves the information on Scholarship from the Appendix into the Handbook proper. We deleted the list from the original because it is delineated in the different categories outlined in the Appendix information.)

Section II, Faculty Affairs

F. Annual Evaluation:

Original:

2. SCHOLARSHIP

Scholarship is not limited to publications or conference presentations but can include a number of professional activities where expertise in the discipline or in the area of professional education is utilized, demonstrated, or enhanced. The principal standards should always be quality, rather than quantity, and

consistency with the teaching mission of the University. Examples of scholarship may include, but are not limited to:

- a. Professional awards and recognition
- b. Conference presentations and publications, particularly those which are peer reviewed or invited, whether in the discipline or in professional education
- c. Conference participation as a panelist, discussant, or session chair
- d. Generation of creative products including recitals, compositions, exhibitions, patents, and other discipline appropriate artistic performance or creative activities
- e. Peer review, either in the discipline or professional education, of publications, recitals, exhibitions, contests, performances, and other discipline appropriate activities
- f. Submission of and/or participation in grants, fellowship programs, or other externally funded support for scholarship activities
- g. Attendance and/or active involvement in professional organizations
- h. Participation in formal course work, special courses, and workshops to improve professional competencies, including emerging technologies
- i. Achievement or maintenance of professional certification or licensing pertinent to area of teaching or professional education
- j. Continuation of practical experiences outside the University pertinent to teaching duties such as professional work with schools and/or outside entities
- k. Other discipline-appropriate academic or developmental activities as defined by the respective units.

Recommendation:

Scholarship is not limited to publications or conference presentations but can include a number of professional activities where expertise in the discipline or in the area of professional education is utilized, demonstrated, or enhanced. The principal standards should always be quality, rather than quantity, and consistency with the teaching mission of the University.

Because Georgia Southwestern State University is primarily dedicated to excellence in teaching, the University recognizes that the principal foundation of teaching is a sustained commitment to scholarship and the serious practice of disciplinary expertise. A creative process of inquiry and exploration, scholarship is comprised of four categories that are *equally* valued at the University. While these categories often overlap, an individual's scholarship may be concentrated in one of the categories defined herein. As elucidated in *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, 1990), *Scholarship Reassessed* (Glassick, Huber, Maeroff, 1997), and other works promulgated by the Carnegie Foundation for the Advancement of Teaching and its president Lee Shulman, these categories include the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching.

The scholarship of discovery

Such scholarship includes the discovery of new knowledge or insights in or between disciplines and the generation of new theories and techniques guiding discovery. Tangible evidence of such endeavors include:

- Conference presentations and posters; articles and books, especially those that are peer-reviewed or invited; postings to peer-reviewed, professionally affiliated Websites and electronic databases; the creation of peer-reviewed, research-oriented Websites

- Generation of creative products, including recitals, compositions, exhibitions, contests, performances, patents, novels, short stories, translations, or other peer-reviewed activities, as appropriate to each discipline.
- Professional awards and recognition for such efforts.

The scholarship of integration

Such scholarship includes the acquisition of knowledge through synthesis within or across disciplines or the development of pedagogical innovations that facilitate the dissemination of knowledge. It is interpretive, integrative, and/or interdisciplinary, fits isolated knowledge to larger contexts, illuminates data in a revealing way, or educates non-specialists. Examples of such endeavors include:

- The creation, and peer-review, of textbooks, video and multi-media classroom materials, or pedagogical software applications.
- The development of distance-learning classes and Web-Ct courses.
- The publication in print or electronic format of peer-reviewed works of synthesis conveying or summarizing knowledge for non-specialists.
- Conference participation as a panelist, discussant, or session chair.
- Participation as a panelist or speaker in campus colloquia and open seminars.
- Service as a referee for articles, extended reviews, editorial boards.
- Professional awards and recognition for such efforts.

The scholarship of application

Such scholarship includes the acquisition of knowledge through practice and the responsible application of knowledge to the solution of problems. Examples of such scholarship include:

- Service activities that flow directly from one's special field of knowledge where new intellectual understandings may result from the very act of application. Such activities can include medical diagnosis, service to clients in psychotherapy, the shaping of public policy, the creation of an architectural design, work with public schools, "workshopping" with public school teachers, and service as a consultant.
- Giving workshops to train other faculty members in a certain method or approach.
- Submission of and/or participation in grants, fellowship programs, or other externally funded support for scholarship activities.
- The award of institutional support for scholarship efforts.
- Attendance and/or assumption of leadership roles in discipline-related organizations.
- Achievement or maintenance of professional certification or licensure pertinent to teaching area or professional education.
- Continuation of practical experiences outside of the University pertinent to teaching duties, such as professional work with schools and/or outside entities.
- Participation in professionally organized, discipline-based field excursions.
- Professional awards and recognition for such efforts.

The scholarship of teaching

Such scholarship recognizes the critical importance to faculty of the reflective, systematic, replicable, and public examination of their teaching practices and of how students learn. Examples of such endeavors include:

- Peer-reviewed publications, presentations at professional conferences, or being a speaker at an invited talk related to pedagogy in one's area.

- Participation in formal course work beyond the terminal degree, special courses, and/or workshops to improve upon or acquire professional competencies in content-pedagogy, including emerging technologies.
- Writing extended reviews of recent books and/or articles in the content-pedagogy of your discipline, either for peer-reviewed publication or internal review as tangible evidence of remaining abreast of the successful instructional strategies of one's discipline.
- The creation and implementation of an innovative, original course with content-specific goals and a method for external assessment.
- The creation and/or implementation in a course of an innovative pedagogical approach whose outcome is publicly documented.
- Professional awards and recognition for such efforts.

Appendix on Scholarship should be moved to Section 2(Faculty Affairs), Part F (Annual Evaluation) #2 (Scholarship) to streamline the definition of scholarship as it pertains to annual evaluation and, ultimately, to promotion and tenure.