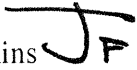


November 7, 2006

MEMORANDUM

TO: Michael Ogawa
Chemistry

FROM: John W. Folkins 
Provost and Vice President for Academic Affairs

RE: Updates to Promotion and Tenure Document

Your recent revision to your unit's promotion and tenure document has been reviewed and approved at all levels. This represents a significant step forward for the University, as it creates an unambiguous standard for the recognition of engaged activities. Although all agree that engagement with community partners is not necessary for successful fulfillment of faculty duties in teaching, research, and service, the revision of the promotion and tenure documents opens the door to allow, recognize, and encourage faculty to engage with community partners in all their scholarly undertakings.

C: D. Nieman
D. Madigan

Dean's Office
SEP 13 2006
Arts & Sciences

Preamble: The purposes of this document are:

- a) to guide and assist faculty and their academic units in the development of merit, contract renewal, promotion and tenure policies;
- b) to promote, protect, and ensure that the policies and processes so delineated reflect the autonomy and unique characteristics of the academic units;
- c) to assure that faculty personnel processes are reflective of the current BGSU vision statement;
- d) to assure that internal faculty peer review and judgment that lie at the core of our values are maintained in reappointment, promotion, tenure, and merit decisions;
- e) to ensure that all faculty experience fair, equitable and consistent processes in the evaluations that take place at their career mileposts, and
- f) to ensure that the relevant sections of the Academic Charter are followed.

DEPARTMENTAL POLICIES FOR ANNUAL REVIEW, MERIT, CONTRACT RENEWAL, PROMOTION, AND TENURE OF TENURED AND PROBATIONARY FACULTY ¹

Department of Chemistry
College of Arts and Sciences
Bowling Green State University
2006

I. Department Policy

The Department of *Chemistry* explains by means of this policy statement the procedures, criteria, and standards that it will use in the annual evaluation of tenured and probationary faculty for salary changes (merit), promotion, tenure, and contract renewal. This statement complies with the policies of the Board of Trustees of Bowling Green State University, the Academic Charter, and the College of *Arts and Sciences*. This statement is provided to all faculty in the department upon request or annually and a copy is maintained in the department office. It has been approved by the faculty of the department in accord with department policies.

A. Vision Statement

The department recognizes that in matters relating to annual review, contract renewal, promotion, and tenure of faculty, Bowling Green State University supports performance consistent with the University's aspiration to be the premier learning community in Ohio and one of the best in the nation. As defined by the Academic Charter (Article II.A, Section A), "The persons who create and maintain the University constitute the University Community. There are five groups within this Community: students, faculty, administrators, administrative staff and classified staff." To achieve its objectives, the University expects faculty participation in the interdependent areas of teaching, research/creative work, and service that is of the highest quality, grounded in intellectual discovery, and guided by rational discourse and civility. The essence of this department's evaluation process is to improve faculty members' performance through appropriate evaluation and timely feedback. Careful and consistent application of the criteria and standards in evaluating faculty performance in teaching, research/creative work, and service are of fundamental importance in achieving the

department's mission and in protecting the rights of the individual faculty member. Department review processes are to be conducted clearly, openly, responsibly, and fairly.

B. The Academic Charter

The University Policy on Faculty Appointment and Tenure (section B-I.C) and the statement on Evaluation of Faculty Personnel (section B-I.D), as contained in the Academic Charter, identify the three relevant evaluation criteria as teaching, research/creative work, and service and define the basic requirements for merit, contract renewal, tenure, and promotion. As stated in the Academic Charter (section B-I.D.2a), for promotion policies "An academic unit may develop a promotion policy with more specific or more rigorous criteria in teaching, service, or scholarly activity, provided that such criteria are equitable and appropriate and provided that they do not conflict with the criteria below. More specific or more rigorous criteria shall be ratified by the majority of the faculty members of the academic unit." As stated in the Academic Charter for tenure policies, section B-I.D.2 b, "An academic unit may develop . . . more precise statements of what is expected under teaching effectiveness, scholarly or creative activity, or service, but may not add other criteria. All such statements shall be approved by the tenured faculty of the appropriate academic unit. . ." These criteria and standards allow for differentiation among faculty members with regard to their roles and contributions within the department in fulfillment of the, department, college and University mission.

1. Faculty Appointments

The Academic Charter (B-I.C.2) defines two types of faculty appointments (tenure track and non-tenure track) and distinguishes between two types of tenure track appointment (probationary and tenured). Non-tenure track appointments are discussed in Section B-I.C.2.a of the Academic Charter. Probationary appointments and the policies associated with them are described in Section B-I.C.2.b of the Academic Charter. Tenured appointments and the policies associated with such appointments are described in Section B-I.C.3 of the Academic Charter, which includes statements on the meaning, obligations, and termination of tenure.

2. Annual Review for Reappointment

The Academic Charter mandates a comprehensive annual review of all non-tenure track continuing faculty members in Section B-I.D.4 (Instructor) or Section B-I.D.5 (Lecturer), and of probationary tenure track faculty members in B-I.D.2.b. For probationary faculty members, the overriding question to be considered by the department and the dean during the annual review is whether or not the candidate is making satisfactory progress toward tenure. Probationary faculty members who are awarded two or three-year contracts shall be reviewed during the last year of the contract to determine whether the candidate is making satisfactory progress toward tenure and whether the contract shall be renewed.

3. Review for Tenure

The department has the primary responsibility for evaluating probationary faculty for tenure. In addition to annual reviews, the Academic Charter at B-I D.2.b.(2) mandates

that a probationary faculty member be evaluated no later than the next-to-last year of the probationary appointment. Probationary faculty members may seek tenure at any time during the probationary period. Because department and college review committees apply tenure standards without discounted expectations based on a shorter probationary period, faculty members are discouraged from seeking early tenure decisions unless there are compelling reasons for doing so.

4. Review for Promotion

The department also has the primary responsibility for the comprehensive review of all faculty members nominated for promotion. The qualifications for assistant professor, associate professor, and professor are described in B-I.D.2.a.(1).(b), (c), and (d) of the Academic Charter. The department may stipulate criteria and standards for promotion that differentiate among the ranks with regard to their expected contributions to the department's performance as long as those criteria and standards do not conflict with the provisions of the Academic Charter and of the College.

5. Review for Merit

Finally, the department has the primary responsibility for making all recommendations of salary changes (merit) for faculty (Section B-I.D.1 of the Academic Charter). Although the Academic Charter does not require that this be done annually, University practice has been to encourage such reviews on an annual basis to provide feedback on performance to the faculty member regardless of whether or not a merit salary allocation is made in a particular year.

II. Allocation of Effort

Each faculty member needs to allocate time and effort to a wide range of teaching, research/creative, and service obligations that promote the mission and goals of the University, college, and department. All faculty members have a right to know what allocations of effort are expected of them and to understand how departmental expectations, evaluative criteria, performance indicators, and weightings will be used in assessing their performance.

A. Departmental Norms

The department expects its faculty to maintain a standard allocation of effort that approximates 40% teaching, 40% research/creative work, and 20% service.² These weights will apply to most faculty who are carrying full teaching loads as defined by department policy. Modification of the allocation of effort for a faculty member who receives released time from teaching duties for administrative responsibilities, research, service, differential faculty workload policies, or reduced workloads or leaves granted by the academic charter or special projects needs to be specified and agreed upon at the time of assignment and at any rate no later than the beginning of the academic year. Probationary faculty will be evaluated for tenure based upon the department's standard allocation of effort.

B. Individual Variations

The department's standard allocation of effort applies to all faculty in the department unless specific, formal agreements are made to the contrary. All individual variations must be in accord with the Department's differential faculty workload policies, or reduced workloads, or leaves granted by the Academic Charter made in writing, signed by both the faculty member and the department chair, and endorsed in writing by the dean of the college. Faculty on leave shall have the right to determine with the department chair the appropriate variation in the standard departmental allocation of effort in accordance with the purpose of the leave.

Although all percentage allocations are approximations and not exact time measurements, reasonable attempts must be made to insure that a faculty member's allocation of effort is consistent with his/her actual distribution of workload for instruction, research/creative work, and service responsibilities. Unless otherwise specified in writing, a faculty member's allocation of effort will be considered to apply as an average over the period of any given academic year or contract period.

III. Evaluation of Teaching Effectiveness

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of faculty members who are under review for merit, reappointment, promotion, or tenure. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning. Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of the evaluation of teaching.

A. Undergraduate Teaching

Given the department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; documentation of student learning outcomes (such as results of standardized assessment measures, licensure or professional examinations, and graduate follow-up studies); student enrollment and retention data; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

B. Graduate Teaching

Given the department's involvement in graduate degree programs at the masters/specialist/doctoral level(s), it expects that all faculty also will contribute to the learning of graduate students. Based upon one's area of research/creative expertise and its relationship to the focus of the graduate program, faculty should provide formal graduate instruction through regular courses and seminars and make appropriate contributions to the recruitment, retention, advising, and placement of

graduate students. In addition, faculty with appropriate areas of expertise are expected to participate in the direction of theses and/or dissertations and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, faculty members should maintain, as part of their teaching portfolio, at least the following performance indicators: dates of admission and graduation of directed students; placement (and other success indicators) of directed students; and record of extramural support secured for graduate students.⁴

C. Instructional Development

Departmental faculty are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include: course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught; independent studies offered to students; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

1.) Contributions to Student Learning

Faculty members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; involvement in clubs, organizations, and activities promoting faculty-student interaction; participation in University initiatives to create a campus wide learning community; involvement in activities to promote departmental programs and services to prospective students; participation in University, college, or departmental projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching such as service learning.

In addition to the foregoing, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the department in its evaluation of teaching is this: Is the faculty member's demonstrated performance in teaching consistent with the general standards for merit, reappointment, promotion, or tenure as described in the University's governance documents and supportive of the instructional mission of the department, college, and University?

IV. Evaluation of Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of faculty members who are under review for merit, reappointment, promotion, or tenure. Domains used in the evaluation of research/creative work include: publications/presentations/performances; sponsored program extramural support; institutional outreach and scholarship of engagement; reputation within the

discipline. As a means of facilitating the evaluation, faculty members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation.

A. Publications/Presentations/Performances

Publications, presentations and performances are the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes or performances/exhibitions in peer-reviewed settings are especially significant. So, too, are the publication of books, monographs, and other publications, presentations, and performances resulting from applied research, community engagement, and consulting. Research/creative work should show evidence of originality, impact, and importance. This is demonstrated by the prestige of the setting and impact on the work of others in the discipline or, in the case of applied or engaged scholarship, on the community. (Research and publication on pedagogy is the norm for some faculty, especially those whose discipline focuses on pedagogy.)

B. Sponsored Program Extramural Support for Research or Creative Work

In addition to supporting research, securing extramural support is an important external validation of the quality of research and creative activity. While no specific quantity of extramural research is required for merit, reappointment, promotion, or tenure, department expectations are based upon norms appropriate to the discipline. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects.

C. Institutional Outreach

Given the University's commitment to public service and community engagement, faculty members may direct their scholarship/creative work to applied and engaged scholarship (SOE) as well as basic research or creative activity. As in the case of basic research or creative activity, applied or engaged scholarship should be evaluated according to its quality, significance, and impact on the discipline and the community. In assessing the impact of applied or engaged scholarship, evaluations by community partners as well as academic and professional experts shall be considered probative. The characteristics by which applied and engaged scholarship is to be evaluated are included in the Report of the Standards Committee on the Scholarship of Engagement dated August 1, 2005. The characteristics of the scholarship of engagement are included as Appendix I.

D. Reputation within the discipline

One indicator of the quality of a faculty member's research/creative work is his/her reputation within the discipline and among community partners in the case of faculty members who have pursued the scholarship of engagement.⁵ In the case of tenure and promotion, this quality may be demonstrated by the evidence of reputation gathered by the department from authoritative reviewers external to the University. The reviewers will include individuals from a list provided by the candidate for evaluation as well as individuals who are selected independently by the departmental review committee. At least one reviewer must be selected from each list, with three to six letters included in the file. Overemphasis on external review may lead to a distortion of the standard

department allocation of effort since external reviewers cannot effectively evaluate service and teaching contributions at BGSU.

In addition to the foregoing, a candidate may submit and request that the department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case, including statements by community partners in the case of faculty members who pursue the scholarship of engagement. The question to be considered by the department in its evaluation of research/creative work is this: is the faculty member's performance in research/creative work consistent with the general standards for merit, contract renewal promotion, or tenure as described in University governance documents and specified by the Department?

V. Evaluation of Service Effectiveness

Service contributions by faculty at the department, college, and University professional levels are critical to the overall mission of the University. Faculty members seeking merit, tenure, contract renewal, or promotion shall provide evidence of appropriate service to the University community or to the profession. For faculty seeking tenure and/or promotion to associate professor, a record that documents continuous and active involvement in service is required. For faculty seeking promotion to professor, a record which documents significant service to the University or profession is required.

The Department defines service as performance of departmental, collegiate, University, and professional activities which fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

A. Internal University Service

These activities include participation in departmental, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes performance of any assigned administrative service responsibilities including those duties handled by faculty serving as center directors, program directors, department chairs, associate deans, and the like. Performance indicators used to evaluate internal service include: records of membership and attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignment; collegiality in working with others and sharing responsibilities; testimonials from colleagues, committee chairs, and others. Performance indicators used to evaluate administrative service include: significance and scope of assignment; amount of time devoted to assignment; evidence of collegiality in working with others; documentation of specific contributions and accomplishments; evaluations by constituents, publics served, and others.

B. External Community Service

Faculty members are encouraged to lend their professional expertise to collaborations with external entities that contribute to the well-being of the larger community. To be considered as community service appropriate for merit, contract renewal, tenure, or promotion considerations, such external activities must draw upon a faculty member's professional expertise and must be recognized by the Department, college, or University as qualifying. All faculty members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognition; written statements or testimonials.

C. Professional Service

These activities include a faculty member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators used to evaluate professional service include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; attendance at professional meetings and conferences; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities; professional recognition; organization of professional conferences, symposia, and the like; conference papers presented or sessions moderated that contribute to the profession.

In addition to the foregoing, a candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case. The question to be considered by the department in evaluating service is this: Is the faculty member's performance in service consistent with the general standards for merit, contract renewal, promotion, or tenure as described in University governance documents and as specified by the department?

VI. Application

For faculty appointments commencing on or after August 20, 1997, these policies shall apply. For faculty appointments commencing before that date, these policies shall not apply to the tenure decision or to the next promotion decision, unless the faculty member consents to their application, but will apply to any subsequent promotion decision regardless of the consent of the faculty member.

VII. Evaluation Procedure

The Annual Faculty Service Report will be evaluated by each member of the Department Salary, Tenure and Promotion (STP) Committee using the following rubric:

Department of Chemistry Policies and Procedures for Faculty-Based Merit

A. Merit Procedures

1. Departmental Norms

The department as a whole will maintain a standard allocation of effort that approximates 40% teaching, 40% research/creative work, and 20% service.

B. Time Span under Consideration

The annual merit review should be based upon the accomplishments over the most recent three-year period on a rolling basis; i.e., each year new information is added to the file for the most recent year, and information for the oldest year is eliminated from the file. This will help to reduce inequities that can result both from differences in the merit funds available each year and from fluctuations in performance that may occur from year to year.

C. Determination of Merit Salary Increments

It will be assumed that our principal mission is to disseminate and generate knowledge. Therefore, except in clearly justifiable cases, no more than 20% of a faculty member's merit increase will come from service. However, because of chemistry's special needs - - equipment, chemicals, laboratory assistants, instrument maintenance, new buildings, many foreign students, etc., several members of the Department will routinely have more than 20% of their merit in the service category. Such circumstances must be thoroughly documented and justified.

All faculty members shall be expected to list a minimum of 20% of their merit in the research area. Any exceptions should be clearly justified.

The minimum percentage allowed any faculty member in any of the three categories will be 5%. All faculty members must have at least 40% of their merit evaluation in the area teaching. Exceptions to this requirement may be made as, for example, when outside funding is obtained for research or for administrative work.

In reaching its final recommendations for merit raises, the departmental STP Committee will evaluate each Department member's previous year's performance using the following procedures:

1. Teaching

An open dossier shall be maintained for each member of the Department in which will be placed all relevant materials for the previous three years, including the now required Annual Service Report. Each individual will be responsible for updating and maintaining his or her own dossier.

The STP Committee shall use this dossier and departmental records to obtain teaching assignments and non-teaching departmental duties of each faculty member for the previous calendar year.

2. Service

Time spent on the specific service will be the primary base upon which merit is decided.

D. Categories of Merit

1. The total merit for the entire Department will be 4 units per evaluated faculty member. In the model described below, it is assumed that there are 15 faculty members giving a total of 60 units. This number, of course, may change from year to year. Each faculty member can earn up to 8 units based on his or her accomplishments for the year. In evaluating the professional activities of the faculty, the proportionate weight of each of the evaluation categories (teaching, research, and service) shall be assigned to each individual as follows:

- a) Each faculty member shall submit to the Committee a statement of the percent, to the nearest 5%, of his or her time spent at each of the categories during the previous evaluation period.
- b) The Committee shall then assign to each faculty member a rating, by majority vote, in each of the categories according to the scale of quality points listed below:

<u>Evaluation</u>	<u>Quality Points</u>
Truly Exceptional Contribution	8
Outstanding Contribution	6, 7
Superior Contribution	4, 5
Significant Contribution	3
Standard, Expected Contribution	2
Non Meritorious Contribution	1
No Contribution	0

2. The average quality point total per full-time faculty member shall be four (4) in each of the three categories. For each person the quality points earned in each of the evaluation categories is multiplied by the percent weight factor defined in 1 above. The sum of all three categories is the total quality points earned. In order to accommodate the necessity to distribute merit pay according to a "rolling three-

year average," the number of quality points, acquired by a faculty member in each of the previous two years (where possible) will be added to the quality points obtained in the current year and the total divided by three. Every year, after the quality points have been assigned for each faculty member, the STP Committee, in consultation with the Chair will decide the number of quality points needed to be considered meritorious and to have exceeded meritorious.

3. Funds allocated for merit salary in the exceeding meritorious category shall then be distributed as individual shares determined as follows. The dollar equivalent of each quality point above the meritorious/exceeding meritorious cutoff shall be determined by dividing the dollar amount of the merit pool by the total number of points above cut-off. For example, if four faculty earned the following quality points, 5.7, 5.3, 4.2, and 3.8, and the meritorious/exceeding meritorious cut-off was 3.6, then the total number of points above the cut-off would be $(5.7 - 3.6) + (5.3 - 3.6) + (4.2 - 3.6) + (3.8 - 3.6) = 4.6$. Individual merit increments shall then be computed by multiplying the number of quality points exceeding the cut-off earned by each faculty member by their dollar equivalent. Merit increments above the basic 3% are therefore based on dollar amounts and not on percentage of previous salary. The STP Committee will then submit these recommendations to the Chair and to the Dean.
4. No committee member shall participate in his or her own merit evaluation.
5. Since the merit system is closed in such a way that an increase in one faculty member's "merit" increment requires a decrease in the funds remaining for the rest of the Department, and since there is never adequate time between when the size of the merit pool is announced and when merit allocations must be made, there will be no formal appeals procedure within the Department. All appeals of STP/Department Chair "merit" decisions must be made outside the Department using those procedures stipulated in the Charter.

The average of the score in each category will be used to determine the final merit score.

Approved by the *Department of Chemistry* Chair Michael J. Osan Date 9-8-06

Reviewed by the Dean [Signature] Date 9-22-06

concur do not concur for the following reason(s): _____

Reviewed by the Provost/ J. L. Felt Date 11-14-06

concur do not concur for the following reason(s): _____

¹This document was approved by the Faculty Senate on April 15, 1997. The procedural portions of this document (found in I-B of the Academic Charter) may be amended by the Faculty Senate when the document entitled "Review Process for Contract Renewal, Tenure and Promotion of Tenured and Probationary Faculty" prepared by the Task Force on Tenure Promotion and Merit and the Faculty Welfare Committee is debated at future meetings of the Faculty Senate.

²Consistent with the University Vision Statement of becoming the premier learning community in Ohio and one of the best in the nation, the following suggested principle shall guide allocation policy for the department as a whole: [a] allocations for teaching and research should each exceed the allocation for service; [b] except for doctoral granting departments, the allocation for teaching should equal or exceed that for research; [c] doctoral-granting departments should place greater weight on research [perhaps 40% teaching, 40% research, 20% service] than nondoctoral departments [where the allocation might be 50% teaching, 30% research, 20% service]. Allocations established by departments are subject to review by the dean of the college and by the Provost and Vice President for academic Affairs.

³Department are expected to use no fewer than three of the performance indicators in the evaluation of undergraduate teaching effectiveness.

⁴Allocations established by departments are subject to review and concurrence by the dean of the college and by the Provost and vice President for Academic Affairs.

⁵External peer reviews are not required for annual review, for merit and contract renewal.

APPENDIX I

The Characteristics of Scholarship of Engagement

Scholarship of engagement addresses critical community concerns, uses the expertise and insights of scholarship to help solve pressing public problems, and contributes to the public good. It does so in a true collaboration with community partners, who help define the problem, develop plans to address it, and play an important role in assessment. These collaborations are two-way streets in which University-based scholars and community partners contribute equally – if in different ways – to the project and learn from one another.

While the application of scholarly expertise to community problems through collaboration is valuable and should be encouraged and rewarded, not all such activity is *scholarship* of engagement. It may, in fact, best be defined as professional service to the community. If the project involves students who develop a deeper understanding of concepts, issues, and applications, the project should also be recognized as a significant and perhaps innovative contribution to teaching.

The scholarship of engagement will typically have the following seven characteristics. These characteristics should serve as the criteria or standards by which the University community evaluates engaged scholarship.

Characteristic 1: It asks **questions** that are of significance for the community *as well as* the discipline or interdisciplinary area.

For universities to be more relevant to their communities, they should encourage faculty research that contributes to the economic, physical, and spiritual health of the community as well as the discipline or interdisciplinary area(s) of the engaged scholar. A researcher should ask important questions, and then seek true answers. In engaged scholarship, these questions should be about important problems and practices in the local community, state, region, nation, or the world. Though it is not necessary that a problem or practice be deemed important to external constituencies at the time the question is asked, it is necessary that community partners be involved in the project and that the results be considered important by local, non-academic people for the research to be considered a good example of engagement.

Characteristic 2: The work is placed in the **context** of existing scholarship *and* community practice.

Engaged scholarship is characterized from beginning to end by truly collaborative partnerships between community and university colleagues. Thus *to be* engaged scholarship the work must be situated within mutually acceptable scholarly and community contexts that include the cultures and the knowledge bases of the partners. It must reflect a shared vision about the purposed and the potential utility of the work as well as a mutual respect for the multiple ways in which the work may be evaluated. Engaged scholarship is therefore inter- and multi-disciplinary across community-university contexts; it combines in a synergistic fashion the strengths of community and university colleagues; and, at its best, it contributes to the development and understanding of all members of the collaboration.

Characteristic 3: The **methodology** is clearly defined and appropriate.

The methodology should take into account the goals and context of the work as well as the questions partners have identified. The scholar should provide a rationale for the methodology that explains why it is especially well suited to the particular context of the study and the questions asked. Because collaboration with community partners is an inherent part of the scholarship of engagement, development and implementation of methodology should be collaborative. The scholar must also demonstrate that the methodology has been applied effectively and that it has been modified in response to reflective critique or changing circumstances.

Characteristic 4: The **results** are significant and have an impact on the discipline (or interdisciplinary area) *as well as* the community.

The scholar records and analyzes outcomes gathered through focused observations according to methods appropriate to the disciplines involved. The quality of the project is confirmed through evaluation and feedback from the relevant academic and community constituencies. Regarding documentation of the results, Lynton (1995) states: "Capturing the complexity can only be achieved by an interrelated combination of pertinent work samples and products, together with a narrative explication of them" (p. 28). Impact may be measured in multiple ways, according to the conventions within the academic disciplinary and interdisciplinary as well as community constituencies.

Characteristic 5: The results are **communicated and disseminated** to appropriate academic *and* public audiences.

Faculty and their partners in engagement projects should consider: (1) the purpose(s) served by communicating and disseminating aspects of their project; (2) the audience(s) for the project; (3) the context which is most appropriate for their communication and dissemination; (4) the timeliness of the information generated; (5) the degree to which not only the results but also the process of collaboration employed to generate the results needs to be communicated; and (6) the most appropriate and useful format and outlet for summarizing results and related information throughout the duration of the project. Dissemination should include venues appropriate to the discipline or interdisciplinary area as well as the community.

Characteristic 6: The work is **reviewed** by scholarly peers *as well as* community partners who assess its rigor, integrity, originality, and contribution.

Peers are well-placed to judge the project's achievements in the context of existing scholarship; the disciplinary or interdisciplinary significance of its questions, methods, and results; and the effectiveness of the project's chosen modes of scholarly dissemination and reflectiveness. Community partners serve to judge how well the project has been placed in the context of community practice; how significant its questions are to community members; how appropriate its methods are; the kind and impact of its results on the community; the kind of community dissemination; and the kind of community collaboration built into the process of reflection. Through peers are the appropriate reviewers for determining the scholarliness of an engagement project, peer reviewers should ideally consider a broad array of criteria and alternative forms of

documentation when evaluating scholarship of engagement including the feedback of the community constituencies involved. Community members charged with reviewing a project should be chosen in a way that ensures a meaningful and impartial assessment.

Characteristic 7: The partners engage in reflection on the collaborative process.

Reflection provides an important contribution to the quality and impact of the scholarship of engagement project. It allows the project partners to contribute to the development of new methodologies, outcomes and assessment methods in the knowledge fields of their respective communities and to establish the value of the collaboration in addition to that identified by external peers. The project partners should therefore, at the beginning of the project, establish an ongoing process of reflection using criteria and forms of communication appropriate to the project and its constituencies. Ideally the process of reflection and its results should also be included in the dissemination of the project to its respective evaluative communities.