The Revised Tenure and Promotion Application
As Part of the Implementation of the Boyer Model of Scholarship

Approved
April 20, 2011
Revised April 24, 2018   to incorporate changes approved in February 2018 by Academic Senate, as
well as one change approved in March 2017 by Rank and Tenure Committee)

Faculty Promotion and/or Tenure Application

Name of Faculty

Date Submitted

MISSION STATEMENT

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

Key Calendar Dates for Promotion and Tenure

September 1st   Application from the faculty member submitted jointly to the Program Director (where applicable) and the appropriate Department Chair.

October 1st   Application with recommendation from Department Chair to Rank and Tenure.

November 15th   Application with recommendation from Rank and Tenure to Vice-President of Academic Affairs.

December 15th   Application with recommendation from the Vice-President of Academic Affairs to the President

January 15th   The President notifies the faculty member that he/she is/is not being recommended for tenure and/or promotion. Or, the President submits a recommendation for approval of the application to the Academic Affairs Committee of the Board of Trustees.

March Board Meeting   The Academic Affairs Committee of the Board of Trustees submits a recommendation to the Board of Trustees.

On or before April 1st   Faculty member is officially notified of the decision of the Board regarding tenure and/or promotion application. If approved, the promotion and tenure is effective at the start of the next contract period.

_____

Name of Applicant   **Date**

_____

Current Rank and Program

Type of contract you currently hold:

    Annual/Term Contract   _____

    Probationary/Tenure-Track   _____

    Tenured   _____

This is an application for (please check all that apply):

Promotion from the rank of _____

to the Rank of _____; and/or Tenure_____

Outline Of Portfolio Format

Applications for promotion and/or tenure are submitted in Portfolio format. The contents of the Portfolio are outlined in the next section. The Portfolio submitted for consideration of promotion and tenure is an outgrowth of the faculty member's accomplishments during the probationary period. For faculty on probationary contracts, the annual review process includes a review of the patterns of evidence that will eventually be submitted in the promotion and tenure application. These documents function as the artifacts listed in the Supporting Documentation section of the Tenure and Promotion Application Portfolio.

Portfolio Checklist

Please verify that the following required components have been included in proper order in your Portfolio:

Entry One: A One Page Cover Letter and the Curriculum Vitae
Entry Two: Applicant's Reflective Narrative on Integrated Scholarship
Entry Three: A Statement of The Applicant's Philosophy of Teaching
Entry Four: The Tenure and/or Promotion Application
Entry Five: Supporting Documentation of Scholarly Activity and Scholarship

Format of Reflective Narrative on Integrated Scholarship

Tenure is an integral component of the employment relationship between the faculty and Calumet College of St. Joseph. Both are also indicative of the employment relationship between the faculty member and the institution. The Boyer Model of Scholarship expresses the mutually shared understanding of what it means to work as a scholar at the college. The purpose of this narrative is to provide the applicant with an opportunity to address how his/her work during the probationary period has formed his/her identity as a scholar. Within the narrative, the applicant should discuss his or her unique experience of scholarly activity and scholarship in the domain(s) that most represent(s) the contribution(s) he/she has made when implementing the mission of Calumet College of St. Joseph. This document can include the applicant's experience of scholarly activity in one or more of the three areas of faculty performance: teaching, scholarship, and service. The evidence of scholarship is presented in Part Five of the Portfolio.

Format of Statement of The Applicant's Philosophy of Teaching

At the end of the second year of the probationary period, each faculty member will submit a statement of his/her philosophy of teaching as part of the annual review process. This statement will be submitted either in its original or revised form and should be included in this section of the Portfolio.

Supporting Documentation Developed Annually

The primary evidence of performance is found in the Curriculum Vitae and The Tenure and/or Promotion Application. This evidence includes: list of courses taught, summary of student feedback, summary of observations, discussion of scholarship of teaching, identification of other forms of scholarly engagement and reports of service activities.

Artifacts that provide additional evidence of performance are part of the annual review process. These artifacts, collected and reviewed annually by the Department Chair, constitute the Supporting Documentation component of the Tenure and/or Promotion Application Process. These artifacts are to be collected and organized in three areas:

Written Annual Reviews including the Self-Evaluation;

Documentation of Teaching Excellence; and,

Documentation of Scholarly Activity and Scholarship.

Each section of "Supporting Documentation" should be subdivided for each year of the probationary appointment.

Section One: Annual Reviews During the Probationary Period. This should include:

- All of your Annual Evaluations including the signature forms.
- Reports on Student Surveys.
- Reports of In-Class Observations.

Section Two: Documentation of Scholarly Activity and Scholarship. This should include:

- Grant proposals (whether funded or not).
- Documentation of participation in workshops, etc.
- All publication efforts during the probationary period and an indication of their status: published, in press, under review, or in progress.
- Letters of acceptance for articles still in press.

This section may also include:

- Any publicity items that have highlighted your work: brochures, press announcements, etc.
- Letters/emails from faculty at other institutions, particularly if you work with them on research, etc.
- Artifacts you have created as part of your service such as reports, surveys, web pages, curricular design.
- Documentation of engagement in your discipline, e.g. your name on a published list of reviewers for a journal, workshop participation, mentoring activities.

When a faculty member submits the Tenure and Promotion application, Supporting Documentation is available for review by anyone engaged in the review for tenure and promotion upon request. It is assumed that an individual who is recognized to be on track for tenure in the annual review process has submitted documentation during his or her probationary period in alignment with that assumption. That supports that assessment. Therefore, there is no need to develop more extensive documentation

The processes of Annual Review and the Review for Tenure and Promotion use the standards for assessing scholarship in the Boyer Model as articulated in Scholarship Assessed.[1] They are:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

The Tenure Application

I. Statement of Institutional Expectations During the Probationary Period of Employment

In this section, the applicant will summarize the mutually agreed upon institutional goals, needs and expectations in the domain(s) of scholarship that have been the focus of his/her professional activities during the probationary period. There is no expectation that a faculty member will be active in all four domains. The goal is to identify the domain(s) that represent the individual's unique contributions to the institution in alignment with its mission and current goals.

II. Reporting of Institutional Activities

In this section, the applicant will offer a cumulative record of his/her professional activity in the areas chosen by the faculty member, representing teaching and service to the college and to the community.

A. Teaching:

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1 Glassick, C., et.al.(1997). *Scholarship assessed,* Jossey-Bass: California.

1. List all courses taught during the probationary period by academic year.

2. Student Surveys: Please summarize the students' perceptions of their learning and comments for each course listed above.

3. Please summarize how, in your view, your teaching performance during the probationary period has contributed to your meeting the institutional needs and expectations within your program and/or department.

4. Teaching Observation(s) (Optional).

B. Service to the College and Community

In this section, the applicant will list activities that constitute service to the college and community during the probationary period and summarize how these activities contributed to meeting the institutional needs and expectations identified in Section I.

These include but are not limited to:

- Committee Memberships and Chair Assignments
- Contributions to Curricular Reform and Development
- Development Activities
- Enrollment Enhancement Activities
- Faculty Senate Office
- Faculty Representative to the Board of Trustees
- Grant Writing
- Program Director
- Student Service and Support Activities
- Task Force
- Program or Community Advisory Board Membership
- Professional Service to Community Organizations
- Membership in Professional Associations and other contributions to social welfare.

C. Scholarly Activity & Scholarship

CCSJ fully supports and recognizes the scholarship of a fully engaged faculty. This section is organized using the dimensions of scholarship as defined by Boyer (1990) and focuses on the faculty member's scholarly activities in each of the four domains of scholarship.

Scholarly Activity

Here the applicant will review teaching and service activities that he or she considers scholarly activities that may or may not have resulted in scholarly product. For example, a faculty member may have planned to engage more deeply in the instructional design process as a means of strengthening his/her teaching. Scholarly activity can occur in any of the four domains.

Scholarship

In the Boyer Model of Scholarship, scholarly activity becomes scholarship when it is documented, subject to critical review in a form that allows use and exchange by others members of a discipline, and made available to the public. Here, the faculty member has an opportunity to summarize that engagement in scholarly activity and discuss the results or products, and identify where and how this was shared within the college, professional associations or other communities. In either case, the faculty member has an opportunity to demonstrate how scholarly engagement meets the institutional and professionals needs and expectations of his/her program and/or department. The standards for assessing scholarship are those developed by Glassick, Huber and Maeroff and presented in, Scholarship Assessed.[2] They are:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

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2 Glassick, C., Huber, M., & Maeroff, G. (1997). Scholarship assessed: Evaluation of the professorate. San Francisco, CA; Jossey-Bass.

Table 1 Boyer Model of Scholarship

Type of Scholarship	Purpose	Measures of Performance
Teaching	Study teaching models and practices to achieve optimal learning.	• Advancing learning theory through classroom research. • Developing and testing instructional materials • Mentoring graduate students • Designing and implementing a program-level assessment system
Discovery	Build new knowledge through traditional research.	• Publishing in peer-reviewed forums • Producing and/or performing creative work within established field • Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	• Preparing a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	• Serving industry or government as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth

Teaching- Definition: Use of professional expertise to transmit knowledge to students in teaching and learning contexts (scholarly teaching), study their teaching practice and engage in activities that contribute to pedagogical thinking in and across their fields. This section may contain duplicative entries from other sections.

These include but are not limited to:

- Research
- Curriculum Development
- Fellowships/Post-Doctoral Work
- Visiting Professor/Scholar
- In-Class Observations Reports and Summaries

Discovery- Definition: When faculty use their professional expertise to discover knowledge, invent or create original materials.

These include but are not limited to:
- Research
- Computer Software
- Author
- Works of Art
- Scholarship Awards

Integration- Definition: Use of professional expertise to make connections, integrate, and synthesize knowledge into interdisciplinary contexts, including interpreting work for academic and non-academic audience.

These include but are not limited to:

- Academic Presentations
- Expert Testimony/White Paper Presentation
- Editor/Reviewer.

Application- Definition: Use of professional expertise to work in partnership with communities to solve problems of public interest.

These include but are not limited to:

- Appointments on Community Boards/Committees/Associations
- Voluntary Community Boards/Associations
- Service to Professional Association
- Professional Letters to the Editor

Signatures and Recommendations

_____
Faculty Member   Date

_____   _____   _____
Program Director   Date   Strongly Recommend   Recommend with Reservations
(if applicable)

                                                                        _____
                                                                        Not Recommended

_____   _____   _____
Department Chair   Date   Strongly Recommend   Recommend with Reservations
(if applicable)

                                                                        _____
                                                                        Not Recommended

_____   _____   _____
Chair, Rank, Tenure and Promotion Date   Strongly Recommend   Recommend with Reservations

                                                                        _____
                                                                        Not Recommended

_____   _____   _____
Vice-President of Academic Affairs Date   Strongly Recommend   Recommend with Reservations

                                                                        _____
                                                                        Not Recommended

_____   _____ _____
President   Date   Strongly Recommend   Recommend with Reservations

                                                                        _____
                                                                        Not Recommended