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UNIVERSITY OF DETROIT MERCY COLLEGE OF LIBERAL ARTS AND EDUCATION

GUIDELINES FOR PROMOTION AND TENURE
(Approved 9/20/04; disseminated 1/25/05)

Introduction

In order to fulfill its mission, the College of Liberal Arts and Education requires
an excellent faculty. It is essential that promising faculty are recruited, developed, recognized, and retained by the CLAE, through appropriate promotion and tenure decisions. Criteria for tenure and promotion have been agreed upon by the University and the UDMPU. The purpose ofthis document is to interpret the University's criteria from the perspective ofthe College ofLiberal Arts and Education.
The post graduate preparation and experience required offaculty ofthe College of Liberal Arts and Education are those that enable faculty members to carry out their assigned instructional and scholarly duties most effectively. In most disciplines within the College the appropriate degree required for being considered for a continuing, tenured appointment is the doctoral degree (e.g., Ph.D., Ed.D., D.Ph., D.S.W.). However, there are departments or programs in which this is not the case. For example, the M.F.A. (or equivalent) is recognized as the terminal academic credential in Art, Music, Theater, and creative writing. In each case where a candidate's degree is other than a doctorate or M.F.A. (or equivalent) in the discipline, it is the responsibility ofthe department's rank and tenure committee to articulate why other credentials are appropriate and support the pedagogy, scholarship and future success ofthe department. Candidates for continuing, tenured appointments should also specifically address in their applications how their postgraduate preparation and experience contribute to effective performance oftheir instructional and scholarly duties.

Teaching

Teaching is the primary responsibility and activity of faculty in the College of
Liberal Arts and Education and in the University. Since good teaching and direct instructional service to students are assigned the highest value and priority by the University and College, they are weighted more highly than the other criteria. The College ofLiberal Arts and Education values the application ofappropriately rigorous academic standards in courses and teaching that materially assists students to achieve
those standards. Good teaching involves students in active learning that engages their
interest, participation and enthusiasm and encourages students to be scholars at work in
their courses. This involves the integration ofthe core liberal skills of effective written
and oral communication, critical thinking and research in content courses taught in the
College.
Evidence ofteaching effectiveness must B D C 0. 0 /

Descriptions ofthe credibility and impact ofvarious outlets should be included. In addition to printed works, please also include recorded, digital, or photographic copies of creative products and peer evaluations of creative work.

Service

As candidates are evaluated for promotion and tenure decisions, the service
component ofa candidate's record shall be broadly defined, but should be congruent with the overall life and mission ofthe university. Relevant service activities shall include work for the University, service to one's profession or academic discipline, as well as service to the larger community.
Service to the University shall include but not be limited to the followingity. service 3rinted 4o

c) essay describing professional growth, major accomplishments at this university and future goals
d) teaching portfolio (as describe above, including peer review and syllabi)
e) documentation ofscholarship (publications, grant proposals, peer reviews)
f) documentation ofprofessional and community service (including any commendations related to professional expertise and activities)

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For further description ofhow scholarship is usually defined and evaluated, see two documents filed in the CLAE Dean's Office. One, an addendum prepared by the CLAE Committee on Academic Procedures, is a brief discussion ofthe two dimensions, credibility and dissemination range, which determine the potential impact of a scholarly work as a contribution to knowledge in an area and ofthe boundary areas between teaching, scholarship, and service. The other is a copy oftypical evaluation procedures, from the Faculty Senate at Georgetown University ("Evaluation" [http://www.georgetown.edu/facultysenate/tenure.html]).

A<ldendum
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Research and Scholarship

Scholarship is generally defined as a contribution to the body ofknowledge in an area. The quality ofscholarship is generally evaluated by its potential impact on a field. Two dimensions readily affect impact; one, the credibility ofthe source publishing the work, and second, the breadth of dissemination. Credibility of a written work depends upon the level of peer-review it has passed. This ranges from none, for working papers or self-•published work, through a second level, editorial review,

bear the characteristics of scholarship, but the rationale for this decision needs to described in the narrative. Specifically, "These characteristics ofscholarship typically include such things as investigation ofimportant questions and issues, a basis in established theories and models, linking theory and practice (where appropriate), open and public dissemination, and peer review that assessed quality and impact" (Report on program-specific tenure and promotion guidelines at http://www.tachoma.washington.edu/facnlty assembly/). Scholarship on teaching may reflect research effort and/or teaching effort. Where the work bears the characteristics ofscholarship described above, it may be considered scholarly research. Sharing offindings through publication is expected with research on teaching or other practice-based research, as it is for more basic research. Regarding the boundary between scholarship and professional practice, expert witness testimony or program evalution as an activity is considered to be professional practice or service, whereas a published case study or evaluation report would constitute scholarship.

Grants and Funding

While grant applications in themselves are not scholarship, the granting of funding signals that one's proposed research has been reviewed and deemed valuable by a funding agency. Much but not all research requires financial resources, external or internal, for its completion. Hence funding is primarily a means to the end goal ofproducing new knowledge. Some grants may indicate service or teaching effort, where they support University needs.