

**UNIVERSITY COLLEGE
STATEMENT OF SCHOLARSHIP EXPECTATIONS
FOR FACULTY MEMBERS NOT IN THE TENURE SYSTEM**

Preamble

University College, like all units of Penn State University, is committed to excellence in teaching; discipline and creative accomplishments, and scholarship; and service for teaching-line faculty. The College promotes the development of intellectual and personal excellence in a supportive, stimulating, and inclusive learning community.

Scholarship Expectations

Excellence depends heavily on maintaining currency in one's discipline. All faculty members in University College are expected to maintain current knowledge of their field(s) and to demonstrate scholarly engagement in the appropriate discipline(s). The College encourages and supports the continuous professional development of faculty members who are not in the tenure system. Faculty members are rewarded for excellence based on their annual performance review.

There is an expectation that a candidate for promotion will show:

- Evidence of a sustained commitment to professional development and/or scholarship.
- Evidence that the fruits of that effort have been incorporated into his/her teaching activities. (Active rather than passive involvement in development).
- Evidence of sustained academic excellence in course design or program development and assessment, where appropriate.
- Utilization of PSU resources and Discipline meetings
- If choosing to publish or to generate creative accomplishments, these are refereed or professional reviewed.
- Applied professional research has measurable impact such as cites or reads.

Demonstrating Currency in a Discipline

There are many ways to demonstrate professional development and continuous efforts to remain current in the discipline(s) being taught. The following is an illustrative, but not exhaustive, list of examples of activities that can be documented in an annual Faculty Activity Report (FAR) or dossier for promotion. Note, many of these cross the boundaries between teaching activities, disciplinary scholarship, and service. In these cases, each listing should be discussed with the campus academic leadership and Discipline Coordinators to determine where they best fit and, secondarily, have the most impact. For example, description of new courses and/or programs developed can range from a new course prep with little or no disciplinary development necessary to developing a course from the ground up. A new method of teaching established courses may be something a faculty has adopted or it may be a new approach they developed.

- Description of new courses and/or programs developed, including service learning and outreach courses; computer software programs developed; or new methods of teaching established courses and/or programs
- Activities that are appropriate to the scholarship of teaching in the discipline and that can be documented

- Professional practice (e.g., maintaining a consulting business related to the discipline, working in a clinical practice, summer work in industry related to discipline)
- Service on review panels or accreditation boards
- Developing and publishing significant course-related materials in alternate media (DVD, CD, internet)
- Evidence of significant pedagogical contributions to their unit and/or discipline
- Introduction of new technologies that contribute to methodology
- Experimentation with and documentation of new teaching approaches
- Participation in workshops to develop skills related to your faculty position and discipline
- Attendance at conferences to participate in a panel or give a presentation; learn about pedagogical developments in the discipline; or learn about current research developments in the discipline
- Obtaining professional registration
- Pursuit of advanced degrees
- Professional development activities related to your job responsibilities
- Enrollment in continuing education courses or programs appropriate to the discipline
- Conducting disciplinary or pedagogical research appropriate to the discipline
- Grants received to support pedagogical work or scholarship
- Patents or product development, involvement in start-ups as evidence of applied research
- Research reports written for governmental agencies
- Professional honors or awards or other evidence of significant professional accomplishment appropriate to the discipline
- Exhibition, installation, production, or publication of original works of architecture, dance, design, electronic media, film, journalism, landscape architecture, literature, music, theatre, and visual art
- Published articles or conference proceeding (please refer to the P&T handbook for details on refereed research products and impact measures <http://www.campuses.psu.edu/p-t-handbook-0> Information by Discipline and the guidelines for documenting the quality of publications – (formerly known as section Z)
- Creating artistic products and forms (appropriate to the arts disciplines)
- Juried artistic accomplishments (appropriate to the arts disciplines)
- Participation in local, regional, national, or international theatrical or musical performances, including performing, directing, producing, stage managing, and designing set and costumes (appropriate to the arts disciplines)

Criteria for Promotion to Third Level

A candidate for promotion to the third level will have demonstrated an increase in the breadth and depth of scholarship activities from the second level. There should be a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties, and evidence of leadership and advocacy for the campus, students, and the profession of teaching. Their service and teaching sphere of influence should have reached the University College and University level. The candidates are expected to have extended their reputation in their discipline and creative accomplishments at the national level, represented through presenting, organizing workshops and sessions, and taking on leadership roles.