

INTERIM CRITERIA FOR REVIEW, PROMOTION, AND TENURE (RPT).

Background

The category labels used below are adapted from the work of Ernest Boyer's Scholarship Reconsidered (1990) where traditional definitions of scholarship are broadened and tailored to the distinctive purpose and mission of each institution. These categories imply that contributions toward accomplishing the mission of an institution constitute some form of scholarship *redefined*.

Suggestion for preparing materials: Candidates should submit a current vitae, portfolio of materials and documents, and a written 3-5 page narrative of their contributions/activities under the categories below.

Note: The examples of work under each category are in *Alphabetical order* so as not to imply any designated priority.

A. SCHOLARSHIP OF INTEGRATION: CSUMB MISSION

DEFINITION: The vision of CSUMB is that of a model, pluralistic, academic community where all learn from and teach one another in an atmosphere of mutual respect. Our goal is to foster in students an understanding of interdependence, global competencies, distinctive technical and educational skills, the experience and abilities to contribute to California's high-quality work force, the critical thinking abilities to be productive citizens, the entrepreneurial spirit needed for innovation and success, and the social responsibility and skills to be community builders.

The Mission of California State University Monterey Bay is to develop a comprehensive state university which values service through high quality education by serving the diverse people of California, especially the working-class and historically under-educated and low income populations. The identity of CSUMB is framed by substantive commitment to a multilingual, multicultural, intellectual community distinguished by partnerships with existing institutions, both public and private, and by cooperative agreements which enable students, faculty and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

(from CSUMB Vision Statement, 1994;
Organizational Principles, 1994; CSUMB Catalogue 1995-96)

Contributions to CSUMB mission include work that embraces, promotes, and infuses the following distinctive features of this institution:

- contributions to linguistic, cross-cultural and global competence and assisting in the building capacity of the institution in these areas
- contributions to building a pluralistic environment in which all learn from and teach each other in an atmosphere of mutual respect.
- entrepreneurialship, and a creative mindset that seeks innovative endeavors
- ethical and equitable practices in building and providing access to a caring, inclusive quality environment
- integration, advocacy, and mastery of technological tools
- innovative learning, including contribution to life-long learning, service learning, service to community, especially interdisciplinary and multidisciplinary efforts in the curriculum

Under this category, candidates should *showcase* the work that explicitly reflects aspects of the Mission. The following might be some examples:

- planning/development/implementation of
assessment
curriculum
entrepreneurial projects
learning outcomes
programs
service learning
technology
- CPEC preparation
- certification/accreditation work for programs

B. SCHOLARSHIP OF APPLICATION, DISCOVERY & CREATION

DEFINITION: Scholarship constitutes work that makes a contribution to human knowledge through application, discovery or creation; it confronts the unknown, seeks new understandings, and/or offers a fresh new perspective on knowledge. This broad definition includes, but is not limited to: creative work, entrepreneurialship, applied research, action research, or basic research.

The following are some examples of scholarship. This list is not exhaustive.

- artistic product

- conference presentations
- consultancies
- contributions to the development of the institution
- creative exhibits
- creative performances/work
- development of electronic & print information that support curriculum
- dramatic expression
- entrepreneurial activities (not limited to money-generating activities)
- facilitate information literacy
- grant writing
- industrial and business relations/partnerships
- internships/apprenticeships
- journal reviews
- multimedia products (e.g., CD ROMS, instructional material)
- membership on professional boards
- office held in discipline-related field
- presentations, speeches, workshops, seminars, institutes
- publications (refereed/non-refereed; e.g. - books, articles, textbooks, electronic publication, etc.)

The nature , importance , and rigor of the work in the area of scholarship should be defined by the candidate in collaboration with his/her peers in the respective discipline. It may not be the same for each discipline.

C. SCHOLARSHIP OF DISSEMINATION

DEFINITION: Service involves dissemination of knowledge, innovative implementation of the value of service at CSUMB as well as making contributions to communities, making connections across and within disciplines, placing specialties in larger contexts, translating data into policies and practices, educating non-specialists, and/or fitting one's work into larger intellectual patterns.

The following are some examples of service. **This list is not exhaustive.**

- administrative leadership (e.g. chair, program coordinator, other)
- consultancies
- faculty sponsorship for student groups and organizations
- grant writing
- in-service workshops to school district
- membership in professional/civic organizations
- mentoring peers
- mentoring students
- service to community groups and agencies

- service to university
- talks/presentations to civic groups
- university committee work

Levels of service and dissemination may include:

- local
- state
- national
- international/global

D. SCHOLARSHIP OF TEACHING & LEARNING

DEFINITION: Contributions to learning and teaching involve facilitating knowledge and understanding, transmitting, disseminating, transforming, extending and/or assisting in the construction of knowledge.

The following are some examples of teaching effectiveness and contributions to learning. **This list is not exhaustive.**

- advising of students
- development of curriculum
- facilitating life-long learning
- facilitating achievement of learning outcomes
- interdisciplinary/multidisciplinary teaching
- infusing multicultural/multilingual principles
- integration/use of technology
- integration of ethical and equitable principles
- integration of service learning
- student mentoring
- student coaching

Data sources for evaluation of teaching:

student evaluations
self-evaluation
student interviews
class observations by colleagues
syllabi
examples of exams, assignments
projects