**Scholarly Activity Criteria**

One of the hallmarks of a Christian faculty member is the development and pursuit of a scholarly agenda for new discovery, synthesis, interpretation or application of knowledge. The scholar-teacher’s discoveries are disseminated and critiqued through publication and learned conversation with peers, and are made available as appropriate to the general public. These activities continue throughout the scholar-teacher’s professional life. Higher education has described and recognized four categories of scholarship (scholarship of discovery, scholarship of teaching, scholarship of integration, and scholarship of application). Regardless of the type of scholarship, its culmination in peer-reviewed presentations and publications is what marks the scholar-teacher.

**Desired characteristics of the effective scholar:**

1. **Philosophical Foundation of Scholarly and Creative Activity**. An effective scholar-teacher should develop his/her scholarship and creativity guided by a clear philosophy of scholarly activities that advances his/her teaching discipline.
2. **Originality and Leadership in the Discipline**. Scholarly endeavors contribute new, creative activities/productions, expanding knowledge and/or techniques within the discipline. Scholarly endeavors are recognized by colleagues in the field.
3. **Rigor and Integrity.** Scholarly activity must embody structure, thoroughness and careful reasoning and inquiry according to the standards of the discipline. It must be done with scrupulous honesty, attribution, and adherence to high ethical standards.
4. **Sustained Pattern**. A pattern of on-going and sustained activity is maintained over the scholar-teacher’s academic career, with the activity regularly disseminated in the appropriate scholarly venue. This should include a variety of dissemination venues, including appropriate Seventh-day Adventist sponsored events.
5. **Peer Reviewed**. Peer review is the process by which scholars judge the correctness, rigor, and significance of the work of other scholars according to discipline standards, thus ensuring its integrity and value.

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| GOOD: The scholar displays the desired characteristics in varying stages of development, some being more developed than others. As a result of mentoring, collaboration, and other professional development activities, the scholar shows evidence of further developing and modifying a sustainable program of scholarship. | VERY GOOD: The scholar displays the desired characteristics to a mature level by having successfully integrated the best practices of scholarship into all aspects of his/her scholarly activity. Nevertheless, s/he continues to refine and develop the program of scholarship to provide valuable results that are recognized by peers in the discipline. | EXCELLENT: The scholar displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model in scholarship practices. This is partly evidenced by some of the following:  --successful mentoring of faculty members in earlier stages of development  --mentoring students in disciplinary research or creative scholarship;  --editing scholarly journals or books;  --organizing scholarly conferences. |

**Description of Rating Scale:**

**Percentage of Portfolio Weighting:**

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting for scholarship will normally be in the range of 10% - 20%. Some faculty with external grants or having research faculty status may have higher weighting.

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|  | **Philosophical Foundation of Scholarly and Creative Activity** | **Originality in the Discipline** | **Rigor and Integrity** |
| **1**  **Emerging** | Has begun thinking about a personal philosophy of scholarship  Has done reading and thinking about specific scholarly projects and their importance to the discipline  Has done reading and thinking about what it means to be a Christian scholar-teacher in a Seventh-day Adventist university | Has developed scholarly projects that are original, new creative activities that enhances knowledge within the discipline | Has completed Responsible Conduct of Research training  Understands the regulations regarding what research must be submitted to an ethics committee (IRB or IACUC) for approval |
| **2**  **Good** | Documents efforts to implement a  personal philosophy of scholarship while identifying areas in which growth is needed  Has identified specific scholarly projects, and articulated their relationship to the discipline  Articulates a philosophy of scholarship that integrates a Christian world view and university/department missions | Results of scholarly projects have been presented in public or private forums, with the opportunity to both give and receive feedback with the scholar’s peers  Demonstrates how peer feedback/constructive criticism has been used to improve the quality of scholarship  Demonstrates collegial relationships with disciplinary peers | Is aware of, and follows the best practices of responsible conduct of research in the discipline  If applicable, has received IRB or IACUC approval for research involving human subjects or animals, respectively |
| **3**  **Very Good** | Documents the alignment of personal professional practice with personal philosophy of scholarship  Describes specific disciplinary scholarship needs, and how the specific scholarly projects work towards satisfying those needs  Describes efforts to integrate the Christian faith in the scholarship process | Results of scholarly projects have been presented in significant disciplinary venues, with the opportunity to both give and receive feedback with major scholars in the field  Quality of original scholarship is demonstrated by means of published abstracts or critical reviews  Recognized as an emerging leader in the discipline, as evidenced by invitations to chair sessions or review manuscripts | Gives classroom/laboratory presentations on the responsible conduct of research in the discipline |
| **4**  **Excellent** | Renews personal philosophy of scholarship based on maturity, new experiences, and perspectives  Serves as mentor for other faculty members or students in this area  Recognized for effectiveness in the integration of faith and scholarship | Results of scholarly projects have been presented in major disciplinary venues, with the opportunity to both give and receive feedback with top scholars in the field  Recognized as a leader in the field, as evidenced by invited plenary presentations or workshops at major national/international venues  Recognized as a leader in the discipline, as evidenced by organizing conferences, writing dictionary/ encyclopedia articles, and/or serving on peer review committees  Serves as a mentor for other faculty members or students in this area | Recognized as a leader in the field, as evidenced by public/professional presentations on the responsible conduct of research, or membership on research ethics committees (IRB or IACUC)  Serves as a mentor for other faculty members or students in this area |

|  | **Sustained Pattern** | **Peer Reviewed** |
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| **1**  **Emerging** | Has a plan for scholarly activity for the next three years that builds upon previous scholarship  Has disseminated results in at least two different types of venues | Has submitted at least one manuscript to a major peer reviewed journal in the discipline |
| **2**  **Good** | Has maintained a research program for the past three years, and has a plan for scholarly activity for the next three years that builds upon the current research program  Has presented/performed scholarly results in a significant disciplinary venue at least once every two years  Has disseminated results in at least two different types of venues | Has an average of one refereed publication every two years, including a minimum of 2 publications over the past 4 years (or equivalent performances for the performing arts disciplines)  Has published in at least two different venues  Total refereed publications: a minimum of 3 for Assoc. Prof; a minimum of 5 for Prof. |
| **3**  **Very Good** | Has a well-developed research program and plan of continued research that indicates how the current established research program carried out over at least the past three years will be continued over the upcoming five years, including expected venues for presentation/ publication of results  Has presented/performed scholarly results in a significant disciplinary venue at least twice every three years  Has disseminated results in general audience venues, as well as disciplinary venues | Has an average of one refereed publication per year, including a minimum of 3 publications over the past 4 years (or equivalent performances for the performing arts disciplines)  Has published in at least three different venues, one of which must be considered a “major” journal in the discipline  Total refereed publications: a minimum of 5 for Assoc. Prof; a minimum of 8 for Prof. |
| **4**  **Excellent** | Has had an established research program for a minimum of five years with substantial results, and a plan of continued research that indicates how the current established research program will be continued over the upcoming five years, including expected venues for presentation/ publication of results  Has presented/performed scholarly results in a significant disciplinary venue on the average of at least once a year  Has disseminated results in general audience venues, as well as disciplinary venues | Has an average of more than one refereed publication per year, including a minimum of 4 publications over the past 4 years (or equivalent performances for the performing arts disciplines)  Has published in at least four different venues, one of which must be considered a “top rated” journal in the discipline  Total refereed publications: a minimum of 8 for Assoc. Prof; a minimum of 12 for Prof.  Publications are recognized as important to the discipline, as evidenced by the number of times they have been cited in the literature |

**Documentation Samples**

**for the Scholarly Portfolio**

1. **Philosophical Foundation of Scholarly and Creative Activity**
   1. Personal statement of philosophy underlying your scholarly and creative activity
   2. Include a statement of how your scholarship relates to your teaching discipline
   3. Include what you understand your role to be as a Christian scholar-teacher in a Seventh-day Adventist university
   4. Include a narrative explaining how your philosophy of scholarship is translated into specific scholarly projects
2. **Originality and Leadership in the Discipline**
   1. Reflect on how your scholarly activities are original and enhance knowledge in your discipline
   2. How do your scholarly activities fit within the four recognized categories of scholarship: scholarship of discovery, scholarship of teaching, scholarship of integration, and scholarship of application
   3. Include letters or notes from colleagues and students
   4. Include evidence of service on peer-review panels or committees; requests to review manuscripts
3. **Rigor and Integrity**
   1. Reflect on how you uphold the rigor and ethical integrity of your scholarly and professional discipline
   2. Include verification of Responsible Conduct of Research training, Institutional Research Board (IRB) and/or Institutional Animal Care and Use Committee (IACUC) approvals if applicable
4. **Sustained Pattern** 
   1. Reflect on your scholarship development throughout your career, referring to the list of on-going scholarly activities you have reported
   2. Indicate how you have sustained, and how you plan to continue to sustain, your scholarship contributions
   3. Provide evidence that a variety of venues have been used to disseminate your scholarly activities
5. **Peer Reviewed**
   1. Provide evidence that your publications/performances were peer reviewed/juried
   2. For publications, provide copies of the title page, table of contents, and first page of the article/chapter; letters from the editor may provide helpful clarification
   3. For performances, provide evidences of the jury process

**Scholarly Activity Criteria**

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|  | ***Evidence of Good*** | ***Evidence of Very Good*** | ***Evidence of Excellent*** |
| **Definition** | The scholar displays the desired characteristics in varying stages of development, some being more developed than others. As a result of mentoring, collaboration, and other professional development activities, the scholar shows evidence of further developing and modifying a sustainable program of scholarship. | The scholar displays the desired characteristics to a mature level by having successfully integrated the best practices of scholarship into all aspects of his/her scholarly activity. Nevertheless, s/he continues to refine and develop the program of scholarship to provide valuable results that are recognized by peers in the discipline. | The scholar displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model in scholarship practices. |
| **Assistant**  **Professor** | Applicant exhibits a minimum of **Good** in **Philosophical Foundations** and **Peer Reviewed**, and **Good** in an additional **two** of the desired scholarship criteria. | Applicant exhibits a minimum of **Very** **Good** in **Philosophical Foundations,** **Peer Reviewed**, and in an additional **one** desired scholarship criteria; and **Good** in the other **two** desired scholarship criteria. | Applicant exhibits a minimum of **Excellent** in **Philosophical Foundations**, **Peer Reviewed**; and Very Good in the other **three** desired scholarship criteria. |
| **Associate**  **Professor** | Applicant exhibits a minimum of **Good** in all **five** desiredscholarship criteria. | Applicant exhibits a minimum of **Very Good** in **Philosophical Foundations**, **Peer Reviewed**, and an additional **two** desired scholarship criteria; and **Good** in the other **one** desired scholarship criteria. | Applicant exhibits a minimum of **Excellent** in **Philosophical Foundations**, **Peer Reviewed**, and in **one** additional desired scholarship criteria; and Very Good in the other **two** desired scholarship criteria. |
| **Professor** | Applicant exhibits a minimum of **Good** in all **five** desiredscholarship criteria. | Applicant exhibits a minimum of **Very Good** in all **five** desiredscholarship criteria. | Applicant exhibits a minimum of **Excellent** in **Philosophical Foundations**, **Peer Reviewed**, and in **two** additional desired scholarship criteria; and Very Good in the other **one** desired scholarship criteria. |