

Community Integrative Education and the Faculty Reward Structure at Rhodes College

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Executive Summary

Executive Summary

Rhodes has received national recognition as a highly selective Liberal Arts College and twice recognized as Newsweek's America's number one Service-Oriented College. Rhodes Vision statement confirms their desire to "graduate students with a life-long passion for learning, a compassion for others and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world" (Rhodes Vision, para 1, n.d.). Rhodes commitment to community integrative education is evidenced by their longstanding partnership with the Memphis people. The commitment is grounded with the focus on student engagement with approximately eighty percent of students participating in service and seventy-five percent completing internships (About Rhodes, para 5, n.d.).

Rhodes College is recognized by their peers as an industry leader in community integrative education and senior leadership is interested in encouraging faculty to pursue this faculty work and for faculty to be recognized for their efforts by their peers. Evidence suggests that faculty work is influenced greatly through the faculty reward structure (Braxton, Luckey, & Helland, 2002; Diamond & Adam, 1995; O'Meara, 2005b; O'Meara, 2010; O'Meara, 2013; O'Meara & Rice, 2005). Diamond and Adam (1995) investigated faculty work and faculty participation in multiple forms of scholarship. They recognized institutional and departmental priorities, formal and informal statements for promotion and tenure, disciplinary or professional values, personal priorities and interests, and available time and resources as the factors that influence faculty work (Diamond & Adam, 1995).

Rhodes College seeks to identify best practices for recognition and appropriate measures of evaluation for faculty who incorporate community integrative education into their teaching, research, and service. The proposed study seeks to identify the barriers to institutionalizing community integrative education and engagement with the Memphis community into faculty work while preserving faculty autonomy and the spirit of shared governance.

Rhodes' faculty member Dr. Tom McGowan crafted the following definition that shares the institutional priorities surrounding community integrative education. Rhodes College believes that:

"the core quality of liberal arts education is its ability to graduate students of integrity, by which we mean students who have acquired an integrative disposition—a way of being in the world marked by the ability to internalize the meaning of one's experience and integrate one's intellectual and personal development" (McGowan, nd, p. 4).

Through partnerships with the Memphis community, Rhodes has focused on the student experience and utilizing the faculty resources of the institution to forge an integrative relationship where all parties realize a benefit.

Grounded in the work by Ernest Boyer, *In Scholarship Reconsidered: Priorities for the Professoriate* (1990), Boyer was careful to differentiate between scholarly activity and scholarship. Braxton, Luckey, and Helland (2002) define products, whether published or unpublished, to be scholarship if they are public, subject to review, and in a manner that permits exchange. Rhodes College is interested in recognizing faculty effort in community integrative education under the Scholarship of Engagement and Boyer (1990) submits that "to be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity" (p. 22). The challenge for Rhodes College

is to acknowledge and support this form of scholarship in the faculty reward system (O'Meara, 2011). The study poses three study questions: (1) How does institutional mission affect community integrative education?; (2) How does institutional supports affect community integrative education?; and (3) How does institutional mission affect community integrative education?

A mixed methodology was employed consisting of structured interviews and focus groups consisting of senior leadership, Department Chairs, faculty, and staff, followed by a survey directed to Rhodes College faculty and staff. Questions concentrated on the institutional mission, supports, and faculty reward structure to identify barriers to institutionalizing community integrative education into faculty work. Findings from the survey and structured interviews lead to the following recommendations:

Institutional Mission

1. Revisit the mission and values by involving faculty, staff, administration, and the local community.
2. Define and develop consistent terminology around community integrative education to minimize confusion.
3. Include community integrative education in faculty recruitment and orientation.

Institutional Supports

1. Administration communicate clear expectations allowing for alternative forms of scholarship for tenure and promotion.
2. Appoint Department Chairs to community integrative education group.
3. Develop and support a Center for Teaching and Learning.
4. Incorporate development efforts for extramural funding for interdisciplinary work in community integrative education.
5. Develop an Institute for Community Integrative Education.
6. Provide campus wide protected common time for professional development.

Faculty Rewards and Recognition

1. Publish explicit statement about the value of community based work and integrative education in the tenure and promotion process.
2. Convene a task force on incorporating community integrative education into the tenure and promotion process.
3. Develop, educate, and provide staff to assist faculty with tenure and promotion.

4. Departments clearly communicate tenure and promotion requirements in the recruiting and contracting of new faculty rewarding scholarship in community integrative education.
5. Incorporate external review into the 2nd and 4th year review.
6. Provide a formal external mentor for faculty whose work differs from senior faculty in the department.
7. Develop a new community integrative education annual faculty award.

Incorporating the above evidence based recommendations en bloc or partly offers Rhodes College to expeditiously transform community integrative education from a counter culture movement to bring it into the mainstream of faculty work and aligning it with the vision of the college.

Definition of the Problem

Introduction

Rhodes College, formerly known as the Masonic University of Tennessee, Stewart College, Southwestern Presbyterian University, Southwestern, and Southwestern at Memphis was originally founded in 1848 and received its current name in 1984 in honor of former President, Peyton Nalle Rhodes (Rhodes History, para 3, n.d.). Since that time, Rhodes has received national recognition as a highly selective Liberal Arts College and twice as Newsweek's America's number one Service-Oriented College. Rhodes Vision statement confirms their desire to “graduate students with a life-long passion for learning, a compassion for others and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world” (Rhodes Vision, para 1, n.d.). Rhodes website includes four strategic imperatives to support the realization of their vision:

We will achieve our aspiration through four strategic imperatives:

1. Student Access

To attract and retain a talented, diverse student body and engage these students in a challenging, inclusive and culturally-broadening college experience.

2. Student Learning

To ensure our faculty and staff have the talent, the time and the resources to inspire and involve our students in meaningful study, research and service.

3. Student Engagement

To enhance student opportunities for learning in Memphis.

4. Student Inspiration

To provide a residential place of learning that inspires integrity and high achievement through its beauty, its emphasis on values, its Presbyterian history, and its heritage as a leader in the liberal arts and sciences.

President William Troutt believes in the Rhodes vision and offers his support to encourage strong partnerships with the Memphis community. Their vision combined with Rhodes launch of their internal grass-roots effort to institutionalize community-based learning confirms their commitment to community integrative education. Rhodes emphasizes their strong partnership with the city of Memphis, reinforcing their desire to make a difference in their community. Rhodes sees the city of Memphis as an extension to the classroom, leveraging opportunities for students in many of the large corporate giants who make their home offices in Memphis. This is supported by evidence as approximately 80% of their students participate in service and 75% complete internships (About Rhodes, para 5, n.d.).

Project Background

Rhodes College proposes a capstone experience that extends three existing completed studies by former Vanderbilt Capstone teams focused on community based learning, described by others as service learning. As a result of their prior work, Rhodes recently established a new committee, and has since changed the description from community based learning to community integrative education. Community integrative education includes more than service learning and often results in both opportunities for faculty and students. Faculty use community environments as labs for their students, bringing theory and research into the community and bringing these real life experiences back into the classroom. Students benefit in similar ways, as they have the opportunity to bring theory out of the classroom into the external community and to take the experiential learning from the community back into the classroom.

Given the strong ties of this work to the Memphis community, members of the administration believe in the importance of keeping this vision alive. Sustaining the current momentum seems more evident with students as year over year, it has become a part of the culture at Rhodes. Students choose to attend Rhodes as a result of the strong ties to the local community. Encouraging faculty to remain engaged, given the additional work required to establish and maintain these community partnerships suggests a need for acknowledgement in the faculty reward structure.

Project Goals and Problem Definition

Rhode's primary goal includes measuring the benefits of community integrative education on faculty. As an industry leader in service learning, dubbed community integrative education, Rhodes continues to develop the best practice framework for evaluating the benefits of community integrative education. Building on last year's study, Anderson, Galentino, and Wells (2014) recommended that Rhodes "develop tools for documenting and evaluating multiple forms of scholarship in a way that is both reflective of individual and departmental autonomy, consistent across the institution" (p. 79). Based on their interviews with faculty, there appeared to be a communication gap between institutional intention regarding the scholarship of engagement and departmental guidelines around documentation and evaluation of broader forms of scholarship in evaluating the faculty promotion and tenure process.

The Rhodes administration desires to create more effective means informed by the literature to recognize and enhance the promotion of community integrative education by transforming the work into the scholarship of engagement and providing a mechanism to qualify the research activity for the tenure and promotion process. This improves the likelihood that faculty will pursue the scholarly activity of community integrated education and institutionalize the activity, consistent with leadership intentions. Boyer (1990) suggests that colleges and universities define their own mission and develop a faculty reward system that supports the selected mission. Based on an earlier conversation with the client, a large number of faculty already incorporates community integrative education into their classes. Rhodes would like for the project team to work with faculty to identify appropriate measures that may be used in evaluation of community integrative education. This will help to determine if it qualifies as scholarship of engagement to be applied to the faculty's scholarship for the tenure and promotion process, and to provide recommendations for areas not in alignment or providing barriers to the institutional mission surrounding faculty involvement in community integrative education.

Rhodes prepared a proposal for the Mellon Foundation that shares their priorities surrounding community integrative education. Rhodes believes that:

The core quality of liberal arts education is its ability to graduate students of integrity, by which we mean students who have acquired an integrative disposition- a way of being in the world marked by the ability to internalize the meaning of one's experience and integrate one's intellectual and personal development (McGowan, n.d., p. 4).

Through partnerships with the Memphis community, Rhodes has focused on the student experience and the pedagogical strategies responsive to those experiences. Eyler, Giles, and Braxton (1997) confirm that "providing opportunities for students to link community service with their classroom experience adds value to their college experience and enhances qualities of

understanding and commitment that leads to effective citizenship preparation” (p. 13). Given this focus for students, faculty who prepare and engage students in community integrative education should be supported in promoting this type of scholarly pursuit. Boyer (1996) describes “the scholarship of engagement whereby faculty at a university consciously and deliberately interact with external constituencies” (p.19). For Rhodes faculty, these external constituencies exist in the city of Memphis. He asserts that “the scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and to our teachers, and to our cities....ethical problems, to our children, to our schools” (Boyer, 1996, p.19-20).

Proposed Definition of Community Integrative Education

Surprisingly, Rhodes lacks a specific definition for community integrative education, perhaps offering some of the confusion that exists on campus around what constitutes community integrative education. The project identified a comparable definition community engagement. The Carnegie Foundation states that “community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation, 2012). As a result, following numerous conversations at Rhodes and a review of the Carnegie definition, the project team recommends the following as a definition for Rhodes:

Community integrative education is a multi-directional experiential learning component whereby faculty in any academic discipline use their professional expertise to lead community based research, to resolve community problems or issues, or to advance the work of their discipline in collaboration with a local community partner and Rhodes students to enhance the academic learning experience.

Given Rhodes partnership with Memphis and recognition of community integrative education as an institutional priority, the project team will focus on the following study questions.

Study Questions

After meeting with the client, the following study questions will be pursued:

Institutional Mission

1. What is the agreed upon definition of community integrative education?
2. How is community integrative education incorporated into the institutional culture at Rhodes?

Institutional Supports

3. From an administration and faculty perspective, what defines an engaged department at Rhodes College regarding community integrative education?

4. To what extent are workload expectations communicated to faculty regarding community integrative education and how are faculty rewarded by those who participate?
5. What faculty development programs and institutional supports are available to assist faculty in developing community integrative education into their faculty work?

Faculty Rewards and Recognition

6. To what extent does faculty work in community integrative education qualify as scholarship in the tenure and promotion process?
7. What are the barriers to include community integrative education into the tenure and promotion process from the viewpoint of administration and faculty?
8. For faculty that employ community integrative education in their work, what evaluation criteria will faculty and administration agree upon to qualify the work under research for tenure and promotion?

Conceptual Framework

Institutional Mission

The conceptual framework for all study questions are based on the works of Boyer (1990), O'Meara (2005, 2011, 2013), and Diamond & Adam (1995). Boyer's (1990) appeal to the nation's higher education institutions was to challenge them "to break out of tired old teaching versus research debate, and define, in more creative ways, what it means to be a scholar" (p. xii). He recognized the varied missions of colleges and universities and the diversity of faculty talent needed to fulfill those missions (Boyer, 1990). Boyer (1990) contends that narrowed campus missions and restrictive faculty reward systems will cripple the campus in reaching their diversity and potential as an educational institution. He particularly called for a "renewed commitment to service" (Boyer, 1990, p. xii). The thrust of his challenge was to combat the institutional isomorphism and external pressures eroding the uniqueness of American higher education (Boyer, 1990). The foundational challenge to improve education is grounded in the way faculty are rewarded and scholarship is defined (Boyer, 1990; O'Meara, 2013). Boyer (1990) categorized four forms of scholarship: (1) the scholarship of discovery; (2) the scholarship of integration; (3) the scholarship of application; and (4) the scholarship of teaching. Boyer (1996) subsequently named the scholarship of engagement in place of the scholarship of application to characterize the interaction by students and faculty with the community to address "our most pressing social, civic, and ethical problems" (p. 19). He saw the university "as staging grounds for action" (Boyer, 1996, p. 20). Rhodes College commitment to engagement with the community by faculty and students focuses our investigation around the scholarship of engagement and brings attention to the faculty reward structure. Ruscio (1987) describes the

strong role that institutional mission plays in shaping faculty scholarly activity. The institutional mission must be explicit to the faculty, students, and central administration (Diamond, 1993).

Institutional Supports

Professional development has been championed as a tool to develop faculty that may have been socialized in traditional research or the scholarship of discovery and may lack the essential tools necessary to excel at collaborative investigation (O'Meara, 2005a). Braxton et al (2002) describes the strong role that doctoral preparation plays in socializing the next generation of the professoriate. Graduate students learn disciplinary knowledge, normative behavior, skills, and values they bring to the workplace (Braxton et al, 2002). More importantly, they bring their knowledge, skill, and aptitudes regarding their scholarly role (Braxton et al, 2002). Alternative forms of scholarship such as the scholarship of engagement require alternative skills that faculty may not have been exposed to in graduate school and may be less inclined to participate or worse actively advocate against others being able to participate (Braxton et al, 2002; O'Meara, 2011, 2013; O'Meara & Rice, 2005; Rice, 1991).

A lack of faculty confidence and skills have been identified as a barrier for faculty participation in community based collaboration where reciprocity and mutuality collide with faculty role as expert when working with non-academic partners (Holland, 1999) Literature supports the most effective faculty development occurs when faculty are partnered with other faculty (Holland, 1999). Driscoll & Lynton (1999) emphasize the importance of institutional support of a common language for community outreach along with agreed upon evaluation and documentation. Holland (1999) describes that community service activities are time and labor intensive requiring supportive infrastructure to encourage faculty effort. "Faculty require and expect assistance with matters of logistics, planning, evaluation, and communications" (Holland, 1999, p. 40). Providing staff support and coordinating faculty development opportunities signals to the campus community that Rhodes senior leadership values community engagement by faculty and students.

Faculty Recognition and Rewards

The faculty reward structure has been described as the fundamental lever to direct faculty work (Boyer, 1990; Braxton, et al., 2002; Diamond & Adams, 1995; O'Meara, 2005, 2010, 2011, 2013; Rice, 1991). Faculty rewards commonly include tenure and advancement in rank. Institutions, departments, and disciplines weigh in on the tenure and promotion process through a variety of mechanisms. Internally the institution and departments publish tenure and promotion guideline to signal to faculty what the institution values and to guide deliberations when determining to grant tenure or promotion (O'Meara, 2005, 2010, 2011, 2013). Externally, departments seek peer review outside the institution to weigh in on the quality and quantity of the faculty's work. Tenure decisions center on the candidate's ability to demonstrate excellence in teaching, service, and research. The weighting of the three areas varies by discipline, department and institution. Light (1974) identified the importance of disciplinary dimensions in faculty work and any changes to scholarship expectations must take disciplinary commitments into consideration. Diamond and Adams (1995) identify six variables that shape faculty work: (1) institutional priorities and values; (2) departmental priorities, demands, and assignments; (3)

formal and informal statements regarding promotion and tenure; (4) disciplinary or professional values; (5) personal priorities and interests; and (6) available time and resources.

Diamond (1993) stresses the importance that what the institution values must align with the faculty reward system through promotion and tenure. He contends the system dictates what faculty does and contradictory messages from administration damages faculty morale through confusion and feelings of not being valued (Diamond, 1993). According to Diamond (1993), the characteristics of an appropriate and effective tenure and promotion system possess these five characteristics: (1) compatibility with the institutional mission; (2) sensitivity to disciplinary differences; (3) sensitivity to individual differences; (4) sensitivity to standards set by state, regional, and disciplinary accreditation associations; and lastly (5) an assessment program that is viewed as unbiased, proper, and feasible. Institutional mission and the faculty reward system must be in alignment to be effective. Mission and values signal what's important to the university and faculty rewards align with the mission in the form of tenure and promotion (Braxton et al, 2002). Moreover, Diamond (1993) stresses the importance for tenure and promotion committees to adopt and apply scholarship policy and procedures specific to the discipline and avoid universally applying it to other disciplines.

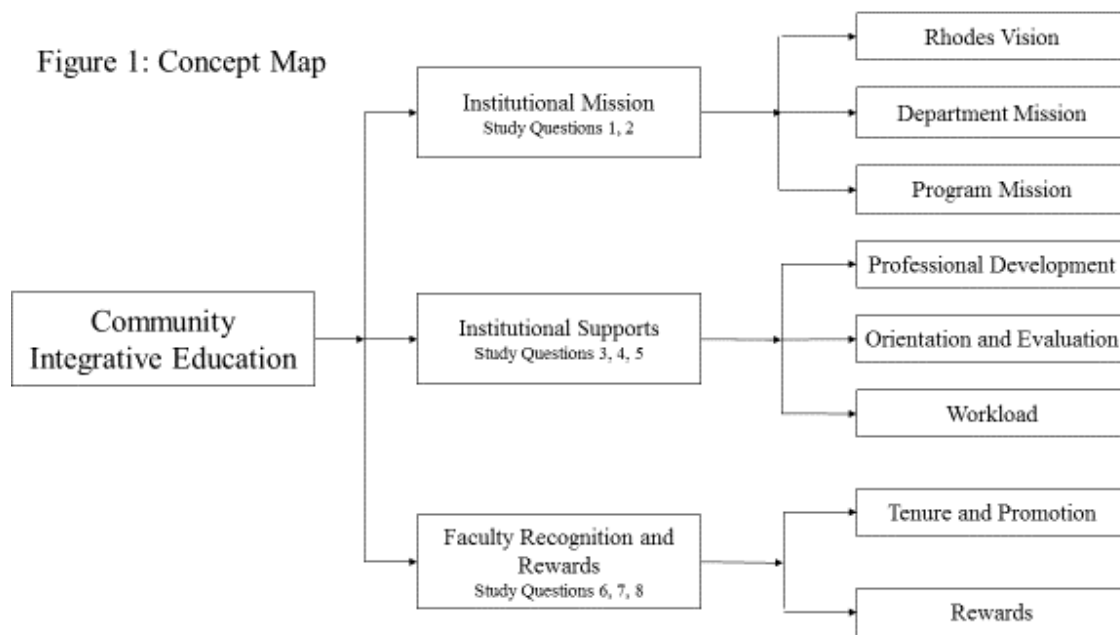
The granting of tenure is fundamentally grounded in research historically measured through peer reviewed publication in the form of books or journal articles (Braxton et al., 2002; Boyer, 1990; Glassick, Huber, & Maeroff, 1997). Shulman and Hutching's (1998) contend that a product of faculty work must be public, open to peer review, and in a manner that permits interchange by the academic community. Allowing for alternative forms of scholarship posited by Boyer (1990) requires scholarly activity to be separated from scholarship. Glassick et al (1997) provides the conceptual framework to define a work of scholarship by the work possessing these qualitative standards: (1) adequate preparation; (2) clear goals; (3) appropriate methods; (4) significant results; (5) effective presentation, and (6) reflective critique. These are methods by which peers may evaluate faculty work in the scholarship of engagement through community integrated education.

The challenge is defining who the peers are. Peers are typically defined as colleagues in the department, discipline, and institution; however, there are extramural peers that tenure committees seek their opinion on to evaluate faculty work. The faculty may also seek external peer review by experts in their field in an attempt to have their work assessed by someone they view as an appropriate peer. This begs the question regarding who is the expert to render peer review of one's work, especially if the work is intended for audiences other than experts in one's field. Can or does a peer have to be the intended audience of the faculty's scholarly work and should the weighting of "peers" be equal? Rice (2005) acknowledges the role of the community in the scholarship of engagement emphasizing the importance in multi-directional collaboration with community-based work. Faculty bring community partners into the discussion, planning, execution, and review of community work (Driscoll & Lynton, 1999). The faculty and institution must decide what counts as scholarship and effort must be spent to agree who may peer review the scholarly activity in the faculty reward structure, as well as agreement to the degree the expert opinion is weighed in the process (Rice, 2005). Faculty responsibilities in the faculty reward system have been described here but what are administrator responsibilities?

According to Diamond (1993), the president and chief academic officer are responsible for demonstrating leadership to change the tenure and promotion system at the institution grounded in the institutional mission if faculty are expected or encouraged to engage and

participate in alternative forms of scholarship. Diamond (1993) outlines five imperatives: 1) demonstrate commitment to align alternative forms of scholarship promoted by Boyer into the tenure and promotion system; 2) publish a process for implementing change by establishing procedures, guidelines, and a timeline; 3) align the desired tenure and promotion guidelines with the institutional mission; 4) use faculty involved in the tenure and promotion system to function as change agents; and 5) the importance of regular messaging of the commitment to change the tenure and promotion system to align with the importance of Boyer's alternative forms of scholarship (Braxton et al, 2002). Senior leadership are also responsible for promoting a positive working environment accepting of alternative forms of scholarship by instituting supports to assist faculty development.

The conceptual framework is best depicted by Figure 1 identifying our study questions around institutional mission, institutional supports, and the faculty recognition and rewards to promote the scholarship of engagement through community integrative education at Rhodes College.



Description of Plan and Data Collection

The project team will be utilizing a mixed-methods design to address the eight study questions previously delineated. Structured interviews and online surveys obtained from senior leadership, Deans, Department Chairs, and faculty will be performed to address the following study questions:

Institutional Mission

1. What is the agreed upon definition of community integrative education?

2. How is community integrative education incorporated into the institutional culture at Rhodes?

Institutional Supports

3. From an administration and faculty perspective, what defines an engaged department at Rhodes College regarding community integrative education?
4. To what extent are workload expectations communicated to faculty regarding community integrative education and how are faculty rewarded by those who participate?
5. What faculty development programs and institutional supports are available to assist faculty in developing community integrative education into their faculty work?

Faculty Rewards and Recognition

6. To what extent does faculty work in community integrative education qualify as scholarship in the tenure and promotion process?
7. What are the barriers to include community integrative education into the tenure and promotion process from the viewpoint of administration and faculty?
8. For faculty that employ community integrative education in their work, what evaluation criteria will faculty and administration agree upon to qualify the work under research for tenure and promotion?

Using the Concept Map (Figure 1) as a guide, the project team will conduct interviews with faculty, senior leadership, Dean and Department Chairs to further explore their perspectives on the Institutional Mission, Institutional Supports and the Faculty Recognition and Rewards. The project team will use these structured interviews to ask questions that address the eight study questions.

Additionally, questionnaires sent online to faculty, senior leadership, Deans, and Department Chairs will address the eight study questions to evaluate their attitudes toward the scholarly activity of community integrative education and if the activity qualifies as scholarship of engagement in its present form, as well as their need for professional development in this endeavor. Barriers to incorporating community integrative education scholarship into the faculty reward system will also be investigated. Additionally, the project team will review institutional documents to assess the current guidelines encouraging faculty to participate in community integrative education and have their work be recognized in the faculty reward system.

The project team will assess the degree to which the institutional mission of community engaged work is aligned with the faculty reward system. If not, then discovering what the

barriers are into incorporating community integrative education into the tenure and promotion process will be explored.

**Institutional Mission and
Community Integrative Education:
A Focus on Study Questions 1 and 2**

Study Question 1 and 2: Methods and Findings

Institutional Mission

The project team's observations suggest that Rhodes seeks to advance community integrative education on the Rhodes campus. The Rhodes Vision, states that Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world (Rhodes Vision, para 1, n.d.). The project team interviewed faculty and administrators to better understand how well the academic departments and priorities align with the Institutional Vision.

As such, the following two study questions guided the review:

1. What is the agreed upon definition of community integrative education?
2. How is community integrative education incorporated into the institutional culture at Rhodes?

As depicted in the community integrative education concept map (Figure 1), the project team looked at Rhodes institutional vision, the departmental mission and the program missions. Recognizing the importance of understanding what encompasses community integrative education, the project team sought to answer the two study questions noted above.

What is the purpose of higher education? How do individual institutions define their purpose? What is the relationship of institutions to their local community? Between 1980 and 1999, pressures were mounting "to provide greater accountability for student learning outcomes, faculty workload, and contributions to society" (O'Meara, Terosky, and Neumann, 2008, p. 5). Driscoll & Lynton (1999) remarked, "It is the increasing responsibility of the university not merely to be a principal source of new knowledge, but also to be instrumental in analyzing and applying this knowledge and making it rapidly useful to all societal sectors." (p. 6). Therefore the purpose of higher education should provide opportunities to use new knowledge to benefit society. Educating students on how to apply the knowledge they learn requires higher order thinking skills. Students should graduate with a desire to make an impact on society extending their learning experience well beyond the classroom. Experiential opportunities that allow students to apply the skills as they learn the relevant theory provide the most memorable learning to prepare them for the world of work.

Institutions most often define their purpose in a mission or vision statement. This mission statement provides a foundation for institutional priorities. Confirmed by Maurrasse (2001), the mission of higher education must include the need "to take ownership of its broader environment; the institution must see itself as a citizen with responsibility to its neighbors" (p. 11). Some institutions like the University of Pennsylvania, San Francisco State, Xavier University, and Hostas Community College demonstrate success in developing community partnerships with their local communities (Maurrasse, 1999).

Methods for Study Questions 1 and 2

The project team sought to better understand Rhodes perspectives on linking institutional mission, the college's mission and departmental priorities through in-person interviews with faculty, faculty chairs and administrators. Each interview lasted approximately forty-five minutes. The project team conducted a total of fourteen in-person interviews which included seven faculty members, two faculty department chairs, and five senior administrators over the course of two months. Additionally, an on-line survey was sent to all faculty and senior administrators.

Qualtrics was the platform used for survey administration and the survey was sent out to the Rhodes community via email by Rhodes administration on December 8, 2014 with reminders on December 17, 2014, and January 8, 2015. The survey was closed on January 8, 2015. A wave analysis distinguished no statistically significant differences between the time points with 59% of the sample completing the survey after the first prompt, 14% after the second prompt, and 28% after the final prompt. There were 174 faculty and administrators who received the survey. The survey session expired in 25 respondents, 6 started and never finished and 114 never opened the survey, leaving 29 who completed the survey for a response rate of 16.67%. There were four administrators in the survey population with one administrator responding to the survey.

The gender mix of the population was 49% female and 51% male but the gender mix of those completing the survey were 45% female and 55% male. The faculty tenure mix in the survey population were 47% tenured and 53% non-tenured and the tenure mix of those completing the survey were 62% tenured and 38% non-tenured. The discipline mix of faculty in the survey population divided by high-low disciplinary consensus. Examples of low disciplinary consensus are anthropology, sociology, modern languages, classics, art, economics, psychology, music, religion, and theater. High disciplinary consensus examples are biology, chemistry, physics, and mathematics. Faculty in the survey population were 23% high disciplinary consensus and 77% low disciplinary consensus and the disciplinary consensus mix of those completing the survey were 21% high disciplinary consensus and 79% low disciplinary consensus. Table 1 displays the disciplines represented by department, faculty rank, and disciplinary consensus. Although the response rate is low, those completing the survey are fairly representative of the faculty population at Rhodes from the perspective of gender and academic disciplines arrayed by their level of consensus. There were 15% more tenured faculty in the tenure composition completing the survey than non-tenure.

The survey questions pertaining to study question 1 and 2 are survey questions Q2 and Q3 (see Appendix 9). The survey asked respondents if they understood the definition of community integrative education and if they participated in community integrative education. Finally, the project team reviewed all departmental and program mission statements.

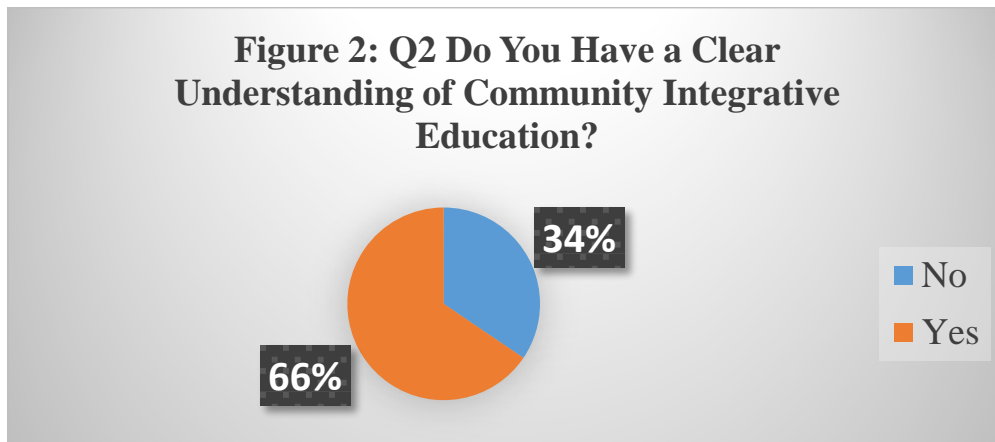
Table 1: Faculty and Administration Demographics by Department, Rank, and Disciplinary Consensus

	Assistant	Associate	Full	Visiting	Total
Anthropology & Sociology [#]			1		1
Art [#]			1		1
Biology ^{\$}		2			2
Chemistry ^{\$}	1		1		2
Commerce & Business Department [#]	1	1			2
Economics Department [#]			1	1	2
English [#]		1			1
Greek & Roman Studies [#]		1	1		2
History [#]	1		1		2
Mathematics & Computer Science ^{\$}		2			2
Music [#]		1			1
Psychology [#]	1	3	2		6
Religious Studies [#]	2	1	1		4
Theatre [#]			1		1
Total	6	12	10	1	29

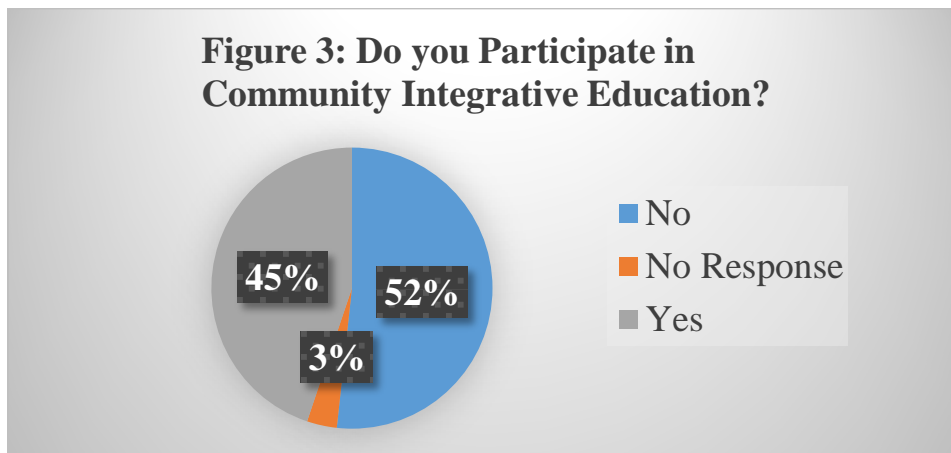
Key: # = low consensus; \$ = high consensus;

Finding for Study Questions 1

To answer study question 1, the project team sought to better understand faculty and administrators perspectives on the definition of community integrative education and the benefits of participating. In the survey, the project team asked whether or not respondents have a clear understanding of community integrative education. Of the 29 responses to Q2 in the survey, 66% of the respondents stated yes they have a clear understanding of community integrative education.



Related to this finding it was surprising to learn that of those completing this survey, only 45% of the respondents participate in community integrative education, while the other 52% do not.



Rhodes Vision

Given the importance of community integrative education to the Rhodes vision, the project team wanted to hear the benefits from the faculty and administrator perspective to better understand the definition of community integrative education. In individual in-person interviews, the project team asked faculty and administrators to explain the benefits. One administrator suggested that,

Academic benefits to faculty and students are self-evident. I hope that it gives Rhodes an important role in American Higher Education, especially among Liberal Arts Colleges with partnering our students and faculty with something bigger than themselves.

Others describe the benefits as meaningful experiential learning opportunities for students. In addition, the project team asked whether community integrative education is another name for service learning. Most disagreed with that characterization in interviews with faculty and administrators. They suggested the difference is service learning tends to be more uni-directional with students or faculty participating in a service to the community.

In contrast, community integrative education generally has three components, faculty research and expertise, community partner with a problem or need and a student experiential learning opportunity. As the interviews continued, it became evident that Rhodes lacks a clear definition of community integrative education. While Tom McGowan's (n.d.) definition included in the Mellon Foundation proposal attempts to describe community integrative education, it neglects to define what it includes and how it may be measured:

The core quality of liberal arts education is its ability to graduate students of integrity, by which we mean students who have acquired an integrative disposition--a way of being in the world marked by the ability to internalize the meaning of one's experience and integrate one's intellectual and personal development (p. 4).

Based on the feedback received from faculty and administrators combined with the definition from the Carnegie Foundation, the project team created and proposes the following definition:

Community integrative education is a multi-directional experiential learning component whereby faculty in any academic discipline use their professional expertise to lead community based research, to resolve community problems or issues, or to advance the work of their discipline in collaboration with a local community partner and Rhodes students to enhance the academic learning experience.

Finding for Study Questions 2

The project team also sought to better understand faculty and administrators' perspectives on how community integrative education is accommodated in the institutional culture at Rhodes. The project team asked faculty, faculty chairs and administrators to describe their understanding of the mission at Rhodes.

Rhodes Vision

In the interviews, there seemed to be some alignment and general consensus on themes around institutional priorities of providing a liberal arts education, educating lifelong learners, teaching students how to learn and creating informed citizens who will be contributing members of society with the capacity to change the world. Their comments aligned well with the current vision statement:

Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world.

Perhaps one faculty chair described it best,

The most important part of the mission is training and preparing people for citizenship and not just in the professions. But to be thoughtful, critical thinking citizens of the world, not just US global citizens.

Surprisingly, none of those interviewed mentioned the community of Memphis in describing institutional mission or priorities and the importance of the city to Rhodes. In response, the project team asked faculty and administrators to identify the importance of Memphis to Rhodes. One faculty member offered this description,

It is where we are and it ought to inform who we are. Sitting in the middle of a major metropolitan city that is experiencing serious issues of poverty and race. Certain areas of the country need to take leadership roles and help citizens of our country with what we need to do and how we need to do it. Promoting civil discourse starts locally and goes all the way up to the global level. We need to start here, even closer than the city, noticing and responding to the problems and needs of the immediate neighborhood.

Another faculty member shared,

There is so much poverty. We are a small school of wealthy people and should make it better for the community.

While other faculty stated Rhodes' location in an urban city provides a unique story and distinctiveness for Rhodes as a Liberal Arts College. Some faculty and administrators shared that Rhodes has capitalized upon its location to create experiential learning opportunities creating win-win partnerships for the surrounding community and the student experience. One administrator spoke of the history of the Iron Gate that encloses Rhodes and the symbolic nature of the separation from the city. It was explained that the initial intention behind the gate was to provide safety for the students from an internal perspective created the opposite perspective with the neighboring community. The external community viewed the wall as a barrier to keep the city of Memphis out. From conversations with various faculty and administrators, it is obvious that the institution worked to overcome these negative perceptions through the establishment of community partnerships and service to the neighboring community.

Maurrasse (2001) confirms, "unlike corporations, academic institutions do not have the option of moving, given the vast range acreage of university campuses. Institutions of higher education have a vested interest in their surrounding communities" (p.20). Rhodes is one of these communities, given the location and proximity to Memphis neighborhoods.

Departmental and Program Mission

In addition to the interviews, to address study question 2, the project team also reviewed the departmental and program mission statements (Appendix 11) for each of Rhodes twenty-five academic departments. Despite the reference in the Institutional vision statement to "translate academic study and personal concern into effective leadership and action in their communities and the world," few of the departmental mission statements seemed to align with this institutional priority. Most of the mission statements remain discipline focused and lack the intention of the more global institutional interest. Psychology and Urban Studies departments both reference the importance of addressing societal concerns and problems within the community and remain the most closely aligned with the Institutional Vision.

Even with the awareness on campus and acknowledgement by faculty and administrators regarding the importance of the Memphis community, only the History and Urban Studies departments mentions the city or community in their respective mission statements. Urban Studies shares that "students engage fully with Memphis and the diversity of the Mid-South region, combining course work with urban field experiences including internships, fellowships and research with community partners." The departments of Chemistry, History, Latin American Studies, Psychology, and Urban Studies reference the importance of work that may be experiential and occurs beyond the walls of the classroom. Finally, only the Urban Studies mission statement includes a reference to the importance of community partners.

Rhodes desire to advance the work of community integrative education may be hampered by the lack of engagement by some of the academic departments. Without linking the departmental missions to the Institutional Vision, this is a likely cause for the slower pace of support for community integrative education. Confirmed by O'Meara (2005a),

The definition of scholarship must be aligned with the basic institutional mission, and various forms of scholarship- whether discovery, teaching, integration, or engagement – must be rewarded in ways that encourage faculty members to contribute to the fulfillment of institutional goals as well as their own disciplinary aspirations (p. 12).

Creating a culture at Rhodes to better support community integrative education requires a consistent definition and the capacity to measure this unique type of scholarship, greater alignment between the Institutional Vision and departmental mission statements and stronger engagement from faculty will help to insure that the institutional priorities move in the same direction.

Discussion

Given the importance of Rhodes' Vision to make an impact on "communities and the world," community integrative education should be engrained into the institutional culture at Rhodes. To do this effectively, creating a consistently used definition of community integrative education would help to advance Rhodes' desire to encourage greater participation by reducing confusion and clearly signally the importance of this activity in the mission and vision of the college. The definition suggested above identifies the three pronged approach identified in different ways by several faculty and administrators that the project team spoke with at Rhodes: faculty professional expertise, experiential learning and community engagement. Use of a standard definition allows others to further integrate this expectation into the culture at Rhodes. Current discussions surrounding this topic often appear to lack clarity, as individual interpretations of community integrative education are inconsistent. Formalizing the definition and encouraging its use to describe the great work in this area facilitates institutionalizing community integrative education into the culture at Rhodes.

The use of a standard definition permits departments to capitalize upon this language in their own departmental mission statements to encourage participation in community integrative education. Given the institutional priority focused on community integrative education, there is a lack of alignment that does not seem to transition into the departmental mission statements. Building an expectation that departments mention the importance of this work in supporting the institutional mission should be a priority and establishes the foundation for accommodating this type of work into the reward structure.

**Institutional Supports and
Community Integrative Education:
Focus on Study Questions 3, 4 and 5**

Study Question 3, 4, and 5 Methods and Findings

Institutional Supports

Given the institutional vision and demonstrated importance of community integrative education on the Rhodes campus, it is important to review the institutional supports in place for faculty to engage in this work. More specifically, in conversations with faculty and administrators, understanding the initial expectations upon hire, workload expectations, professional development and other institutional supports for incorporating community integrative education into faculty work has been considered.

As such, the following three study questions guided the review:

3. From an administration and faculty perspective, what defines an engaged department at Rhodes College regarding community integrative education?
4. To what extent are workload expectations communicated to faculty regarding community integrative education and how are faculty rewarded by those who participate?
5. What faculty development programs and institutional supports are available to assist faculty in developing community integrative education into their faculty work?

Methods for Study Questions 3, 4, and 5

The project team sought to better understand Rhodes perspectives on defining an engaged department and workload expectations at Rhodes through in-person interviews with faculty, faculty chairs and administrators. Each interview lasted approximately forty-five minutes. The project team conducted a total of fourteen in-person interviews which included seven faculty members, two faculty department chairs, and five senior administrators over the course of two months. The project team also reviewed documents in the faculty handbook on the Rhodes website including Faculty Responsibilities, the Work of the Faculty, Sabbatical Leave of Absence, Special Provisions in regard to Faculty Status, Rotational Professorships, Professional Support Funds, Professional Growth, and Faculty Contracts. Additionally, a survey was sent to all faculty and senior administrators.

Findings for Study Questions 3

Orientation and Evaluation

To answer study questions 3, the project team sought to understand how faculty and administrators perceived an engaged department and how they were introduced to community integrative education. As previously mentioned, lacking a more formal definition for community integrative education makes it difficult to define what an engaged department means. To guide the conversation on institutional supports, the project team inquired with faculty and

administrators about their introduction to community integrative education at Rhodes. The project team asked about the orientation process for faculty and what aspects of community integrative education had been included. Anticipating that setting early expectations might be part of the faculty orientation process, the project team was surprised to learn that none of the faculty or administrators referenced an orientation program or more formal introduction to what community integrative education included. Hermanowicz (2011) comments that the socialization process for faculty should include an introduction to the responsibilities of higher education to American society.

In addition, to the in-person interviews the project team also reviewed other documents that make up the faculty handbook in an effort to better understand expectations surrounding how faculty are introduced to community integrative education. Both the documents on Faculty Responsibilities (Appendix 12) and the Work of the Faculty (Appendix 13) neglect to specifically mention community integrative education; however, the section under Service in the Work of the Faculty does mention “service within the greater Memphis community...values the services rendered by faculty members who apply their professional skills to work that benefits the larger community.” This is a missed opportunity to capture the importance of community integrative education and to create greater alignment between faculty responsibilities and work and the institutional mission.

Some faculty shared that other faculty influenced their participation, initially through what was described as service learning. While other faculty mentioned they often learned about it from their peers and one faculty member shared the launch of the Quality Enhancement Plan (QEP) required by the Southern Associate of Colleges and Schools formalized the work they were currently doing in a more organized manner. Community integrative education existed, but the QEP provided the opportunity to capitalize upon this work and add greater structure, linking specific student learning outcomes to the process. The *Sou wester*, the student newspaper, captured these desired outcomes:

1. Integration of faculty knowledge, fundamental principles, and/or specific skilled learning in the classroom with the fellowship activity
2. Strengthening analytical (or in the arts, also creative) abilities toward establishment of a professional identity
3. Evidence of participatory, collaborative, and/or team-oriented learning
4. Personal and social development
5. Development of critical reflection skills

Galaro (2009) comments, “these learning outcomes have been honed through student participation in Rhodes current experimental learning fellowships...which have already shown, thorough student reporting to be effective in pushing the boundaries of what students are learning and engaging them in new ways” (Rhodes website). It is interesting to note the student participation in community integrative education seems to be passed down to each new incoming class. From a student perspective, the institutional culture celebrates these student success stories, yet from a faculty perspective, it appears many faculty have yet to embrace community integrative education and see it as an essential component of the academic experience. It seems to occur by chance rather than as an intentional effort included in the orientation process. One faculty member shared that one of the students’ academic requirements is fulfilling coursework

from Foundations 11, which plays a role in student participation. Perhaps this drives more participation than might otherwise be the norm, but given the type of work typically included, this seems less likely.

Participation and Evaluation

In an effort to better understand whether faculty felt the evaluation process acknowledged participation in community integrative education, the project team inquired about faculty participation, motivation for doing so, and the performance evaluation process. Surprisingly, only four of the faculty and administrators out of the fourteen we interviewed stated they participate in community integrative education. Some consensus exists that faculty agree some departments participate more actively in community integrative education. Several faculty mentioned these departments: Anthropology/Sociology, Psychology and Religion. Others mentioned Urban Studies, while not a department, it is an interdisciplinary major actively engaged in community integrative education. One faculty member mentioned,

Community integrative education truly gives the students a way of implementing or putting into practice what they are learning in the classroom to the outside world.

So while many of those we interviewed do not participate in community integrative education, they cited reasons why other faculty participate, including an opportunity for students to apply what they learn in the classroom, allows students to internalize course content and to do something that contributes to a wider mission than just their own education. One faculty member stated it this way:

My own motivation is that I want students to apply what they are learning in the classroom to what they will be experiencing outside the classroom. It causes students to be more attentive to course work so they can see why they are doing it.

In addition to faculty participation and motivation, the project team asked faculty and administrators to confirm whether or not they had an annual performance evaluation and the components used in that process. Almost all, with the exception of one shared there is not a formal annual evaluation process. Administrators shared they have an informal evaluation process, but not always annually. While Faculty shared they receive a performance evaluation every six years and acknowledged the three traditional areas of research, teaching and service in that evaluation, none mentioned community integrative education as part of the evaluation process.

Findings Study Questions 4

Workload

To understand whether or not current faculty believe their current workload allows time to pursue community integrative education, the project team inquired with faculty and administrators to understand how they currently spend their time in the areas of research, teaching and service. Most faculty remained hesitant to comment on how they might split their time, but generally speaking if they did share, service comprised the smallest percentage of time. For other faculty that did share, research comprised 50% of their time, followed by teaching and lastly by service. For two of the faculty participating in community integrative education, their

responses confirmed they felt it impossible to separate their scholarship, given the overlap between research, teaching and service. Research is often in conjunction with a community partner and Rhodes students, who complete a service related activity as part of an experiential learning component outside the classroom. Faculty members often use the examples in the community to better integrate the explanation of theory when back in the classroom.

In reviewing the document on the Work of the Faculty (Appendix 13), there is reference to the importance of work that benefits the community. The document states:

The College is an institution whose mission includes Service within the greater Memphis community. The College, therefore, values the services rendered by faculty members who apply their professional skills to work that benefits the larger community.

The project team specifically asked faculty if they felt their respective departments supported community integrative education. While the faculty responding to this question all stated yes, they shared that the department understands the importance; however, some commented that despite this support, their work in community integrative education does not get recognized in the tenure and promotion process. As shared by Diamond and Adam (1995), “faculty stressed that the rewards and recognition system in place in their disciplines influenced strongly how they allocated their time” (p. 3). In response to whether or not this work is supported, a faculty chair responded,

Yes. I think there is recognition that there is much to be studied in Memphis. So my colleagues see Memphis as a rich and interesting place to study.

So while some participate, it appears that they must manage this work above and beyond their normal workload. As mentioned by Diamond and Adam (1995), “time is a crucial variable for faculty” (p. 8).

Findings for Study Questions 5

Professional Development

The project team sought to better understand professional development opportunities available to the faculty. Interviews included questions regarding the support that faculty receives to participate in professional development as well as questions surrounding support for participating in community integrative education, and what might be done to improve this support. When referring to professional development, most faculty mentioned summer grants, specifically those tied to research or teaching development, while others mentioned international travel grants. Only one faculty member mentioned the Mellon grant funds tied to community integrative education. Some actually shared they felt the institution generously supports professional development; however, with only one exception, did faculty mention professional development tied to community integrative education. Regrettably, only one faculty member felt adequately supported by the department from a financial perspective. Generally speaking, most faculty felt that support for community integrative education was lacking. Others viewed this as an area of opportunity that could be better supported by an investment to provide financial resources to faculty and students for participating. Perhaps one faculty member described it best:

I would think maybe providing faculty with some incentives for doing it or make sure that it is rewarded as part of your evaluation system. Do not know what perception of other

junior faculty as it is not viewed as –or doesn't get the same consideration as publishing a book or publishing an article. Same value in the community –tying the incentive to the reward system. Lots of ways to think about it.

To better understand the additional supports for participating in community integrative education, the project team reviewed additional components of the faculty handbook. The project team hoped to find avenues that would enable greater support for community integrative education. Rhodes does offer Sabbatical leaves of absence (Appendix 15). This allows faculty members to pursue special scholarly work or activities that produce results that must be shared upon return. Unfortunately, sabbaticals are reserved for tenured faculty. In addition, Rhodes offers Rotational Professorships (Appendix 16), also reserved for tenured faculty, but allow for a three year term to complete or work on significant scholarly projects. Rhodes also offers Professional Support Funds (Appendix 17) for a variety of purposes such as materials or professional travel for relevant research or creative activity. This benefit is available to any faculty member. Despite these options, only one of these services available to faculty applies to all faculty. To continue the momentum of community integrative education, Rhodes should focus on insuring adequate supports are in place for faculty. Fortunately for some, the overlap for research and teaching combined with their interest makes participation in community integrative education more feasible.

Discussion

While general support for participating in community integrative education exists, more general supports appear to be lacking. Opportunities exist to introduce new faculty to community integrative education during orientation. Faculty requested assistance in establishing and maintaining community partnerships. Managing the work of community integrative education requires additional time and relationship building exceeding the normal workload for faculty. “Problems arise when institutional priorities change and faculty are asked to spend greater proportions of their time doing work they are ill-prepared to do, from which they derive little enjoyment, or that is not recognized in the faculty reward system” (Diamond & Adam, 1995, p. 8).

Issues like the lack of a database or central repository for community partners with proposed areas of study make it more difficult for faculty to continue this work. Faculty establish community partnerships through relationship building with colleagues or others outside the institution. Confirmed by Braxton et al (2002), “it is imperative that academics foster outside relationships not only to be of service but also to enhance research, thereby increasing the public's confidence in higher education” (p. 29). Some faculty shared that some administrators were instrumental in connecting faculty to community partners. A more centrally managed support structure could help to match faculty to community needs offering greater support to faculty to strengthen Rhodes academic programs and while encouraging greater alignment with the institutional mission. Diamond & Adam (1995) confirm, “the goal of academic endeavors should be to improve the human condition in a world that is continually changing” (p. 136).

Lynton (1995) authored a guidebook titled: *Making the Case for Professional Service* and co-authored another guidebook with Driscoll (1999): *Making Outreach Visible* with a goal of institutions using this framework to continue the advancement of Boyer's work in rewarding a broader definition of scholarship. The first book focuses on how to create the structure using a

faculty committee that can help to move the scholarship of engagement forward. This underlying structure seems to be lacking at Rhodes, given the limited progress on accepting and valuing community integrative education in the faculty reward structure. The second book includes a deeper analysis and recommendations by specific departments for institutions to better understand how to define what evidence constitutes scholarship for a variety of disciplines. Other institutions have defined what structures need to be in place by academic discipline. The book includes these recommendations and the focus driven by faculty to recognize this type of scholarship into the reward structure. Rhodes should consider using both of these guidebooks to promote further engagement with the local community; more specifically, include faculty to create the necessary support structures to reward faculty participation. Eventually, this should include the intention that departmental tenure and promotion guidelines would be revisited to accommodate community integrative education into the faculty reward structure.

**Faculty Rewards and Recognition
and Community Integrative Education:
Focus on Study Questions 6, 7 and 8**

Study Question 6, 7, and 8

Faculty Rewards and Recognition

As previously mentioned, there seems to be great support for community integrative education on the Rhodes campus; however, faculty, especially newer, non-tenured faculty believe the current reward structure lacks acknowledgement of this type of scholarship. More specifically, as we defined community integrative education above, this activity would qualify as the scholarship of engagement. Referencing Boyer's mandates, Braxton et al (2002) state "all academic work of faculty members must be painstakingly appraised" (p.14). In interviews with faculty, faculty chairs and administrators, the project team asked questions about what department's value in the tenure and promotion process and other ways faculty may be rewarded.

As such, the following three study questions guided the review:

6. To what extent does faculty work in community integrative education qualify as scholarship in the tenure and promotion process?
7. What are the barriers to include community integrative education into the tenure and promotion process from the viewpoint of administration and faculty?
8. For faculty that employ community integrative education in their work, what evaluation criteria will faculty and administration agree upon to qualify the work under research for tenure and promotion?

Methods for Study Questions 6, 7, and 8

The project team sought to better understand Rhodes perspectives on faculty recognition and rewards at Rhodes through in-person interviews with faculty, faculty chairs and administrators. Each interview lasted approximately forty-five minutes. The project team conducted a total of fourteen interviews which included seven faculty members, two faculty department chairs, and five senior administrators over the course of two months. The project team also reviewed documents in the faculty handbook on the Rhodes website including Faculty Contracts and Faculty Evaluation. Finally, the project team also reviewed the Standards for Reappointment, Tenure and Promotion, all of the Departmental Tenure and Promotion Guidelines, and the Tenure and Promotion to Rank of Associate Professor or Professor Review documents.

The on-line survey was sent out to the Rhodes community via email by the administration of Rhodes College on December 8, 2014 (T1) with reminders on December 17, 2014 (T2), and January 8, 2015 (T3). The survey was closed on January 8, 2015. The on-line platform Qualtrics was used to administer this survey.

A wave test was performed with response date as the independent variable and the twenty-one responses from Q5, Q9, and Q10 in the on-line survey as the dependent variable (see Appendix 9). Independent samples t-tests were performed comparing T1 to T2, T2 to T3, and T1 to T3 on the dependent measures stated above for a total of 63 comparisons, acknowledging this

increases the chance of making a Type I error. Q5 and Q9 distinguished no statistically significant differences between the time points with 59% of the sample completing the survey after the first prompt, 14% after the second prompt, and 28% after the final prompt. Q10 distinguished statistically significant differences in the means from T1-T3 ($p=0.036$) and T2-T3 ($p=0.013$) for question 7 out of a total of 8 questions asked (rating of essential component for scholarly work-significant impact to the community served). Q10 also distinguished statistically significant differences in the means from T1-T2 ($p=0.048$) on question 1 out of a total of 8 questions asked (rating of essential component for scholarly work-must be peer reviewed). There were no other statistically significant differences between the time points with 59% of the sample completing the survey after the first prompt, 14% after the second prompt, and 28% after the final prompt for Q10. Overall, out of 63 comparisons between the three time points yielded a statistically significant result in only three comparisons. This could be a true difference in the means dependent on when the subject responded to the survey or due to compounded uncertainty. Overall, the sample are equally representative at different time points with the exception of respondents answering Q10 question 1 at time points T1-T2 and question 7 at time points T1-T3 and T2-T3.

There were 174 faculty and administrators who received the survey. The survey session expired in 25 respondents, six started and never finished and 114 never opened the survey, leaving 29 who completed the survey for a response rate of 16.67%. There were four administrators in the survey population with one administrator responding to the survey. The gender mix of the population was 49% female and 51% male but the gender mix of those completing the survey were 45% female and 55% male. The faculty tenure mix in the survey population were 47% tenured and 53% non-tenured and the tenure mix of those completing the survey were 62% tenured and 38% non-tenured. The discipline mix of faculty in the survey population divided by high-low disciplinary consensus were 23% high disciplinary consensus and 77% low disciplinary consensus and the disciplinary consensus fields mix of those completing the survey were 21% high disciplinary consensus, and 79% low disciplinary consensus. Table 1 displays the disciplines represented by department and faculty rank. Although the response rate is low, those completing the survey are fairly representative of the faculty population at Rhodes from the perspective of gender and disciplinary consensus. There were 15% more tenured faculty in the tenure composition completing the survey than non-tenure.

The survey questions pertaining to study question 6, 7, and 8, are survey questions Q2, Q4, Q5, Q6, Q7, Q8, Q9, Q10, and Q11 (see Appendix 9). Table 2 denotes the study question, survey question and the response scale used.

Table 2: Study Question Arrayed by Survey Questions

Study Question	Survey Questions	Response
6. Does faculty work in community integrative education qualify as scholarship in the tenure and promotion process?	Q6: Does your department provide written guidelines clearly allowing for alternative forms of scholarship in community integrative education to be considered for tenure and promotion?	Five Point Likert 1-Strongly Disagree 5-Strongly Agree
7. What are the barriers to include community integrative education into the tenure and promotion process from the viewpoint of administration and faculty?	Q2: Do you feel you have a clear understanding of the definition of "community integrative education"? Q7: Do you know of anyone who has received tenure through scholarship in community integrative education in their portfolio? Q8: Do you know of anyone who has received a rank promotion through scholarship in community integrative education in their portfolio? Q9: Please rate your view of the barriers to incorporating alternative forms of scholarship in community integrative education for the tenure and promotion process. Q11: Do you know of anyone who has failed to receive tenure or a rank promotion through scholarship in community integrative education in their portfolio?	Five Point Likert 1-Strongly Disagree 5-Strongly Agree
8. For faculty that employ community integrative education in their work, what evaluation criteria will faculty and administration agree upon to qualify the work under research for tenure and promotion?	Q4: Who is the intended audience of your research? Q5: How important is each intended audience in the peer evaluation process during the tenure and promotion process? Q10: Please rate your view of the essential components for scholarly work in community integrative education to be considered scholarship for the purpose of tenure and promotion.	Five Point Likert 1-Strongly Disagree 5-Strongly Agree

Questions regarding knowledge of written guidelines allowing for alternative forms of scholarship and perceptions of barriers to incorporating alternative forms of scholarship in community integrative education for tenure and promotion addresses Study Question 6 and 7, respectively. The survey asked respondents to rank order who the intended audience of their research is followed by the question of the importance of those same peers in the peer evaluation process during tenure and promotion directing attention to Study Question 8. Additional questions were asked of faculty to evaluate what are the essential components of scholarship in community integrative education for the purpose of tenure and promotion providing further information regarding Study Question 8. Lastly, faculty and administration were queried regarding their knowledge of colleagues being granted or denied tenure or promotion when the faculty member used scholarship in community integrative education in their portfolio. These questions address Study Question 6 and 7 because of the signal given to faculty that scholarship in community integrative education is being rewarded in the tenure and promotion process or it could be viewed as a barrier for those with knowledge of faculty being denied tenure or promotion who have community integrative scholarship in their dossier.

Findings for Study Questions 6

Rewards

To better understand faculty perspectives on the reward structure for community integrative education, and the work that would qualify as scholarship, the project team inquired

in interviews with faculty and administrators. When talking about community integrative education, faculty generally are not able to articulate the work that qualifies as research scholarship. Interesting responses included a combination of yes, but only if it is peer reviewed or only if it demonstrates excellence in research. While others shared that yes, it is considered the scholarship of teaching, others placed this type of faculty work as falling into the category of service. The most popular response seemed to be, it depends. Some faculty suggests that it depends on how you define it while others suggest that it depends on the department. Perhaps the response best describing the majority comes from this faculty member:

Good question. I don't know. We are in the midst of a shift in values—that are not yet tested. There is a little bit of tension, between institutional values and the way that faculty are evaluated...in a particular discipline. For example, in departments, contributing across disciplines will not be rewarded.

In interviews by the project team, we observed that faculty perspectives on rewards remain inconsistent and without acknowledgement that community integrative education is recognized.

To further explore the reward structure, the project team reviewed documents from the faculty handbook including Faculty Contracts (Appendix 19) and Faculty Evaluation (Appendix 20) to evaluate if formal processes such as these document evidence of the reward structure and to confirm the survey finding of 90 percent of faculty answering no to the question of their department providing written guidelines clearly allowing for alternative forms of scholarship in community integrative education to be considered for tenure and promotion. Unfortunately, neither of these documents reference any faculty requirement related to the institutional mission or to community integrative education and confirms the survey results regarding departments failing to provide clear written guidelines allowing for alternative forms of scholarship. The confusion surrounding rewards and the lack of any mention of the reward structure in these standard documents signals the misalignment between the institutional vision and values and the reward structure for community integrative education. Given the importance of this work in Rhodes' mission and values, this is a missed opportunity to capitalize upon community integrative education in the introduction and socialization of faculty in the reward structure at Rhodes.

Finally, the project team asked faculty and administrators to identify rewards that recognize faculty beyond tenure and promotion. Those interviewed explained that faculty may be awarded annually at Commencement. A review of the awards for faculty on the Rhodes website includes the following four awards: Outstanding Teaching, Award for Research and Creative Activity, Award for Service, and an Award for Faculty Service. Other rewards faculty mentioned to the project team include Summer Research Grants, Summer study abroad opportunities, endowed grants, Sabbaticals and rarely, course relief. Faculty and administrators were also asked to identify how new rewards for faculty might be incorporated. For the most part, no one knew, but one of two faculty members suggested that it would likely start in the Dean's office. To better incorporate community integrative education into the culture, addressing the reward structure and creating opportunities to recognize this work remains critically important.

Tenure and Promotion

To better understand the tenure and promotion process, the project team reviewed both the institutional (Appendix 21) and departmental tenure and promotion guidelines and interviewed faculty and administrators. While it appears that the institutional guidelines were amended in February 2014 and some of the departmental guidelines were amended in the last two years, all lack references to the scholarship of engagement in community integrative education. The institutional standards for reappointment, tenure and promotion include “creative activity” in their reference to teaching and scholarship, suggesting that some creative discipline specific activities that constitute scholarship maybe considered. In the departmental guidelines, only the Anthropology/Sociology departments (Appendix 22) revised their guidelines to include the scholarship of application. Their guidelines include three types of scholarship: discovery referring to research, integration which includes the integration and contextualization of knowledge, and application which “involves the application of knowledge and understanding to address and solve problems in the public or private social spheres.” The Anthropology/Sociology department further articulates in their departmental standard for tenure that scholarship may include collaboration with community partners on issues that impact the community. While the notion of research and publishing in peer reviewed journals remains important, this heightened attention to the scholarship of application advances the placement of community integrative education. Other departments at Rhodes should consider incorporating the guidelines from the Anthropology/Sociology department to emphasize the option of a reward structure that includes community integrative education.

The project team also reviewed Rhodes documents on promotion to the Rank of Associate Professor (Appendix 23) and Rank of Professor (Appendix 24). Neither of these documents mention institutional mission or community integrative education. As the highest award in the faculty reward structure, promotion to Associate or Full Professor with concomitant tenure, should signal the expected behavior for other faculty. Rhodes should consider including a specific reference to recognize work in this area.

In interviews with faculty, the project team determined most faculty perceive departments value a combination of research, teaching and service in the tenure and promotion process; however, expectations surrounding research remain the highest, to be followed by teaching as a close second. Those interviewed expressed concern that service has not carried the same weighting or level of importance, yet can consume substantial time requirements, especially when participating in community integrative education. One faculty member described what is valued in the tenure and promotion process:

Teaching, Scholarship and Service. I think it is, if you asked to weight those, it would be different in different departments. Teaching is 40%, scholarship is 40% and 20%. What is valued is teaching—you have to have good student evaluations, classroom evaluation/faculty observation...Accessibility—are you available to them and helpful to them.

In the same way that weighting is different in each discipline or department and the opinions about whether or not community integrative education is rewarded varies. Some faculty members believe that it depends upon how it is defined, while others suggest that as long as it results in published research in a peer review journal, then it qualifies as scholarship. In other conversations with faculty, some expressed concerns about the understanding of community integrative education from the perspective of external experts in the discipline that are typically involved in the tenure and promotion review process. They worried these external experts in the

academic discipline may not acknowledge or appreciate community integrative education as scholarship in the evaluation criteria for tenure and promotion.

Findings for Study Questions 7

Barriers for Tenure and Promotion Process

Faculty, faculty chairs, and administrators were questioned on the barriers for participation in community integrative education in their individual interviews. One faculty member shared that he did not think community integrative education was recognized. Both faculty chairs interviewed shared they were not sure that community integrative education was recognized. One stated he thought it should be more appropriately acknowledged. Another faculty member described evaluation as a barrier in this way:

Evaluation, especially for tenure track faculty. For tenured faculty, it is less of an issue. For tenure it is a sticking point. How it counts in the evaluation matters. It signals how it is valued. If it doesn't count, people are not necessarily going to do it. If you are working towards full professor, how does it count?

The project team also spoke with several administrators to obtain their opinion about the barriers for recognition. At least one administrator felt that tenured faculty were a barrier. Other administrators described additional opportunities to measure and reward participation including student learning outcomes or satisfaction from community partners. Others commented that community integrative education contributes to positive teaching and learning and often contributes to the discipline. One administrator suggested this:

Are you moving the discipline forward? Is it creative? Is it new and reflects the cutting edge of the discipline? Does the product move the discipline forward? Is it scholarship for others in discipline? Is it scholarship for others in the community? One of them has to be there. It has to be a contribution to the discipline.

Even for administrators, there are differences of opinion about what constitutes opportunities for rewards when employing community integrative education. Perhaps the most interesting comment came from an administrator:

Well, it requires a willingness to figure out what works best for our community versus following higher education convention. And we are a pretty risk adverse community. When you have had a degree of success, then you become even more comfortable. Most people are not willing to risk pretty darn good. That is why the tenure system—even if you are ready to go, you just can't make that move. You are top of the conversation at the next conference. You may or may not be comfortable with that.

In the survey analysis, the barriers to include community integrative education into the tenure and promotion from the perspective of faculty and administration are delineated in Figure 6. The figure shows the results of a five point Likert scale (1-not important at all to 5-extremely important) regarding faculty ratings of the degree of agreement with eight potential barriers to incorporating community integrative education scholarship into the tenure and promotion process. The general consensus of faculty of the chief barriers in order of agreement are: (1) lack of tenured faculty acceptance (mean =4.12); (2) lack of written guidance (mean=3.67); (3) lack of professional development (mean=3.63); (4) lack of faculty awards (mean=3.54); (5) lack of

faculty interest (mean=3.42); (6) lack of non-tenured faculty acceptance (mean=2.83); and (7) lack of President or Dean support was tied (mean=2.79). Interestingly, the lack of non-tenured faculty acceptance, lack of President support, or lack of Dean support as barriers to incorporating community integrative education into the tenure and promotion faculty reward structure was similar with the degree of agreement being neutral to slightly disagree (neutral=3). This sharply contrasts with the degree of agreement approaching strongly agree (agree=4) for lack of tenured faculty acceptance.

It has been noted that faculty agree with the lack of written guidance for promotion committees as being the number two perceived barrier to pursuing scholarship in community integrative education and the current lack of written guidance in the department guidelines allowing for alternative forms of scholarship in the tenure and promotion process. This is compounded by the finding that one-third of the survey respondents lack a clear understanding of the definition of community integrative education. Additionally, only 14 percent of faculty know of someone receiving tenure or promotion through scholarship in community integrative education in their portfolio and a greater percentage (17 percent) know of someone who has been denied tenure or promotion through scholarship in community integrative education in their portfolio. It was reported by more than a few faculty who knew of faculty denied tenure because of their alternative scholarship not being recognized by tenure and promotion committees and has been a strong signal to junior faculty, discouraging them from pursuing scholarship in community integrative education.

Table 3: Barriers to Incorporating Community Integrative Education into the Tenure and Promotion Process

Barriers to Alt Forms for Tenure/Promotion	All N=24
Written Guidance (2)	3.67 (1.34) 0
President Support (7)	2.79 (1.06) 0
Dean Support (7)	2.79 (0.98) 0
Tenured Faculty Acceptance (1)	4.12 (0.95) 0
Non-Tenured Faculty Acceptance (6)	2.83 (0.82) 0
Professional Development (3)	3.63 (1.01) 0
Faculty Interest (5)	3.42 (1.06) 0
Faculty Awards (4)	3.54 (1.10) 0

Key: Mean 5 pt Likert, (SD), *missing value*

Findings for Study Questions 8

Peers are important in evaluating faculty work and faculty were queried regarding the importance of different peers on a 5-point Likert scale (1-not important at all to 5-extremely important). The results are summarized in Figure 6. Interestingly faculty rated in order based on their mean Likert scaled score: (1) scholars in my field; (2) scholars in other disciplines; (3) general public; (4) community partners in the research; and (5) other community practitioners. Faculty strongly agreed (mean=4.76) scholars in their field were the intended audience for their research (see figure 6). Figure 7 displays the percent agreement of the rank order of the intended

audience for research: (1) scholars in my field; (2) scholars in other disciplines; (3) community partners; (4) other community practitioners; and (5) general public. Interestingly, 96 percent of respondents agree with the rank order of scholars in my field as the number one intended audience for their research followed by 75 percent agreeing with the ranking of scholars in other disciplines as number two. There is less consensus with the ranking of community partners third (57 percent), other community partners fourth (73 percent) and general public fifth (40 percent) with the same number of faculty ranking general public third most important. The number of missing responses increases when there is less consensus (range 9-18) with faculty rankings. Some rankings approach 60 percent missing values. It would appear that respondents stopped dragging and dropping rankings when they disagreed with the intended audience choice.

Table 4: Intended Audience for Research

Who is scholarship for?	Rank Order	All N=29
Scholars in my field	1	4.76 (0.64) 0
Scholars in other disciplines	2	3.10 (1.08) 0
Community Partners	3	2.29 (1.36) 1
Other Community Practitioners	4	2.04 (1.17) 1
General Public	5	2.52 (1.27) 0

Key: Mean 5 pt Likert, (SD), *missing value*

Table 5: Percent Agreement of Rank Order

Who is scholarship for?	Rank Order	All N=29
Scholars in my field	1	96 (1)
Scholars in other disciplines	2	75 (9)
Community Partners	3	57 (15)
Other Community Practitioners	4	73 (18)
General Public	5	40 (9) #3 (tie)

Key: number=%; (missing value); # = rank order

of Intended Audience for Research

The evaluation criteria faculty and administration agree upon to qualify the work of community integrative education as scholarship for tenure and promotion is an important discussion in light of the confusion around the definition, the paucity of faculty participation and the lack of clearly written guidelines to influence faculty behavior. Figure 9 illustrates the mean findings of rating the essential components of scholarly work to be considered scholarship on a 5-point Likert scale (1-strongly disagree to 5-strongly agree). The findings here are less patterned than the previous survey items. Faculty and administrator respondents rated in agreement that the following components are essential: (1) peer review (mean=4.27); (2) high-level of discipline related expertise (mean=4.00); (3) research that is innovative or breaks new ground (mean=3.88); (4) peer-reviewed journal or book publication (mean=3.85) (5) discipline impact (mean=3.77); (6) research that can be replicated (mean=3.58); (7) community impact (mean=3.38); and lastly (8) community partner review (mean=2.62).

Table 6: Scholarship Essential Components for Tenure and Promotion

Essential Components of Scholarship	All N=26
Peer Reviewed (1)	4.27 (0.78) 0
Publish Journal or Book (4)	3.85 (1.01) 0
Discipline Related Expertise (2)	4.00 (0.85) 0
Innovative/New Ground (3)	3.88 (0.82) 0
Replicated (6)	3.58 (0.90) 0
Discipline Impact (5)	3.77 (1.03) 0
Community Impact (7)	3.38 (1.17) 0
Community Partner Review (8)	2.62 (1.20) 0

Key: Mean 5 pt Likert, (SD), missing value

Discussion

The survey and in-person interviews identified challenges to adopting faculty work in community integrative education into the faculty reward structure. There is broad faculty agreement of a lack of clarity in the department written guidelines allowing for alternative forms of scholarship in the tenure and promotion process. The perception of the lack of tenured faculty acceptance provides challenges for Rhodes leadership if they seek institutionalizing community integrative education scholarship into the faculty reward structure, specifically tenure and promotion. Overall, the faculty and administration preserved the essentials of what components

are essential for tenure and promotion: (1) peer review, (2) high-level of discipline related expertise, (3) research that is innovative or breaks new ground, (4) peer-reviewed journal or book publication, (5) discipline impact, and (6) research that can be replicated, with less agreement for (7) community impact and (8) community partner review consistent with Braxton et al (2002).

Identifying acceptable peers can be a challenge when evaluating community work that is integrative and multi-disciplinary in nature. Rhodes faculty and administration easily identified disciplinary peers as being the most important but interestingly the general public were identified as being an important audience in the peer evaluation process. This has direct implications considering the general public is absent in the peer review process in tenure and promotion proceedings. Another interesting finding is the lower order of agreement regarding the essential component of peer-reviewed journal or book publication as an essential component in the tenure and promotion process. The survey and in-person interviews appear discordant. Interviews with tenured faculty and the message received by junior faculty appeared to strongly highlight the primary importance of peer reviewed publications as the foundation of a strong application for tenure and promotion. Junior faculty shared less enthusiasm for this requirement and are really seeking department signals to support their desire to pursue alternative forms of scholarship with the expectation their work will be valued and rewarded. This expectation was voiced by many junior faculty who held that opinion prior to their first working day on campus.

Diamond (1993) outlines five imperatives that are applicable to Rhodes: 1) demonstrate commitment to align alternative forms of scholarship promoted by Boyer into the tenure and promotion system; 2) publish a process for implementing change by establishing procedures, guidelines, and a timeline; 3) align the desired tenure and promotion guidelines with the institutional mission; 4) use faculty involved in the tenure and promotion system to function as change agents; and 5) the importance of regular messaging of the commitment to change the tenure and promotion system to align with the importance of Boyer's alternative forms of scholarship (Braxton et al, 2002). The survey and in-person interview results suggest Rhodes has an opportunity to align their mission with the tenure and promotion process by publishing clear guidelines allowing for non-traditional peer reviewers and what the essential components of scholarly work are to signal to faculty that faculty work in community integrative education is valued and will be rewarded in the tenure and promotion process.

Limitations of the Study

Limitations of the Study

The limitations of the study included below temper the conclusions and implications for practice offered in this report.

Internal Validity

The main weakness has to do with the sample for the in-person interviews. This convenience sample of individuals were selected by the clients that were engaged in last year's research, some of whom were already supportive of community integrated education. While we requested that our invitations for interviews be sent to all faculty and administrators, the client remained hesitant and asked us to include only those that had participated last year on a number of occasions. As a result, our sample size was smaller than we would have hoped and not likely a representative sample of the faculty at Rhodes. We were fortunate that the survey was sent to all faculty, which did increase participation in the survey when compared to the in-person interviews.

The other threat can be historical bias created by our presence on campus and discussion around community integrative education and tenure and promotion. This can sensitize the sample and prompt them to answer the online questionnaire differently or answer differently in our in-person interview if there were discussions with colleagues or other sources of contamination. The selection bias and small sample size will be problematic in generalizing the results within the college.

Other Limitations to the project teams findings

General

1. Community Integrative Education is poorly defined and not universally understood potentially causing confusion.
2. Activities on campus organized through senior leadership and faculty associated with the Community Integrative Education group potentially alienating or confusing faculty from participating in our survey or interviews.
3. Community Integrative Education group is a small counter culture on campus and potentially introduces sample bias by providing a minority opinion as the majority opinion regarding scholarship in community integrative education.
4. Potential for Community Integrative Education exhaustion on behalf of faculty and staff since last three capstones have been a permutation of the same subject.

In-person Interviews

5. Low participation rate overall and insufficient representation of administration.
6. Not all faculty were invited to participate in interviews, despite requests to the client. Some faculty were already exposed to community integrative education and opinions may be biased as a result.

On-line Survey

7. Low participation rate overall and insufficient representation of administration.
8. Tenured faculty over-represented by 15% in the survey respondents compared to the population receiving the survey.
9. Respondents answering Q10 question 1 at time points T1-T2 and question 7 at time points T1-T3 and T2-T3 were dependent contributing to potential biased responses.

Conclusions

Conclusions

Rhodes College understands they must be fully engaged with the surrounding community, a lesson learned from the Memphis community backlash when the Iron Gate was erected around campus (Maurrasse, 2001). Our study focuses on faculty work in the scholarship of community integrative education and the alignment of the institutional mission, institutional supports, and the faculty recognition and reward structure to institutionalizing this scholarship to reinforce senior leadership's commitment to supporting and encouraging strong partnerships with the Memphis community as an extension of the classroom.

The study is grounded in the conceptual framework offered by Diamond and Adams (1995) identifying six variables that shape faculty work: (1) institutional priorities and values; (2) departmental priorities, demands, and assignments; (3) formal and informal statements regarding promotion and tenure; (4) disciplinary or professional values; (5) personal priorities and interests; and (6) available time and resources. The conceptual framework is augmented by Boyer's (1990) broader definition of the meaning of a scholar and O'Meara's (2011, 2013) emphasis on the factors influencing faculty involvement in community work. Assessing the degree to which there is alignment, clarity, and signaling on the importance of community integrative education for faculty work should provide direction for faculty and administration leadership moving forward. This section provides conclusions for our eight study questions with overarching conclusions at the end.

Institutional Mission and Community Integrative Education

Conclusions for Study Question 1

Our first study question explores the degree to which there is an agreed upon definition of community integrative education by faculty and administration. Findings from our in-person interviews and survey results conducted to address Study Question 1 gives rise to the following conclusions:

- 1) There is faculty confusion about what community integrative education is and the majority of faculty don't participate in the activity.
- 2) There is a mismatch between the Rhodes Vision and the current operational definition of community integrative education.

Conclusions for Study Question 2

Our second study question addresses the extent to which community integrative education is incorporated into the institutional culture at Rhodes. Findings from our in-person interviews and survey results conducted to address Study Question 2 gives rise to the following conclusions:

- 1) Faculty and administration recognize the unique opportunity that Memphis offers to faculty, students, and community partners for mutual benefit but there are inadequate levers to motivate faculty to participate.
- 2) Departmental and Program Mission statements lack consistent language or clarity to sufficiently signal to faculty and administration that community integrative education is valued or aligns with the institutional mission.

Institutional Supports and Community Integrative Education

Conclusions for Study Question 3

Our third study question explores what defines an engaged department at Rhodes College regarding community integrative education from the viewpoint of administration and faculty perspective. Findings from our in-person interviews and survey results conducted to address Study Question 3 gives rise to the following conclusions:

- 1) The lack of a common and shared definition of community integrative education creates confusion and results in a failure to derive a common understanding to be applied to the definition of “engaged department.”
- 2) The absence of annual performance evaluations prevents departments from making strategic course corrections regarding faculty effort in community integrative education. Annual performance evaluations provide an opportunity for department chairs to communicate directly with faculty regarding expectations around the expenditure of effort in teaching, research, and service. The time spent is valuable in guiding faculty effort to align professional effort with departmental goals and presently, this opportunity is lost, creating confusion among leadership and faculty about their performance in participation in community integrative education.

Conclusions for Study Question 4

Our fourth study question investigates to what extent are workload expectations communicated to faculty regarding community integrative education and how participating faculty are rewarded. Findings from our in-person interviews and survey results conducted to address Study Question 4 gives rise to the following conclusions:

- 1) Teaching is the most valued faculty activity at Rhodes College. However, some faculty elect to engage in the Memphis community, but their participation in community integrative education places them at risk for failure in the promotion and tenure decision.
- 2) Untenured faculty are discouraged either explicitly or implicitly from participating in community integrative education because the work will not be recognized in the tenure and promotion process.

Conclusions for Study Question 5

The fifth study question evaluates faculty development programs and institutional supports available to assist faculty in developing community integrative education into their faculty work. Findings from our in-person interviews and survey results conducted to address Study Question 5 gives rise to the following conclusions:

- 1) Current faculty development programs are individual in nature promoting faculty involvement away from campus. However, faculty desire peer to peer professional development on campus to collaborate with others and advance their participation in community integrative education.

- 2) There are inadequate logistical supports and poor coordination of current activity for faculty pursuing community integrative education into their work.

Faculty Rewards and Recognition and Community Integrative Education

Conclusions for Study Question 6

The sixth study question addresses the degree to which faculty work in community integrative education qualifies as scholarship in the tenure and promotion process. Findings from our in-person interviews and survey results conducted to address Study Question 6 gives rise to the following conclusions:

- 1) There are a lack of departmental written guidelines allowing for scholarship in community integrative education to be qualifying for tenure and promotion and this confusion discourages untenured faculty from pursuing this work.
- 2) There is a lack of faculty consensus regarding the characterization of work in community integrative education as teaching, research, or service which creates a lack of clarity for both untendered and tenured faculty.

Conclusions for Study Question 7

The seventh study question explores the barriers to including community integrative education into the tenure and promotion process from the viewpoint of administration and faculty. Findings from our in-person interviews and survey results conducted to address Study Question 7 gives rise to the following conclusions:

- 1) Untenured and tenured senior faculty are misaligned in their acceptance of alternative forms of scholarship in the tenure and promotion consideration, while the administration is perceived by untenured faculty as more supportive of scholarship in community integrative education.
- 2) Efforts at improving tenured faculty support, providing departmental written guidelines, and professional development would reduce barriers to incorporating scholarship in community integrative education into the faculty reward structure.

Conclusions for Study Question 8

The eighth study question addresses the extent to which there are evaluation criteria qualifying work in community integrative education as scholarship for tenure and promotion for faculty that employ this scholarship in their work, as agreed upon by faculty and administration leadership. Findings from our in-person interviews and survey results conducted to address Study Question 8 gives rise to the following conclusions:

- 1) Faculty alternatively view community partners and the general public as audiences for their research introducing the possibility they could participate as peer reviewers in the tenure and promotion committee process.
- 2) The lack of faculty support in viewing community impact or community partner review as essential components in the tenure and promotion consideration challenges

the institution to incorporate scholarship in community integrative education into faculty work.

Overarching Key Conclusions

After reviewing the specific conclusions for the eight study questions, the following conclusions are central to the recommendations to Rhodes College to realize institutionalizing community integrative education into faculty work.

First, there is confusion and lack of a consistent language regarding community integrative education by faculty. The lack of an agreed upon definition makes communication between departments and disciplines problematic. The Community Integrative Education working group is a distinctly separate group from the mainstream faculty potentially creating an alienating atmosphere for other faculty to participate.

Second, the institutional mission supporting community work lacks clarity to explicitly send a signal from senior leadership to departments to faculty that promotes the adoption of flexible language permitting scholarship in community integrative education for tenure and promotion. Misalignment of intention across the institution unambiguously communicates the wrong message to untenured faculty that community work will not be valued or rewarded during tenure and promotion decisions.

Third, the lack of faculty orientation and professional development opportunities creates barriers for faculty to engage in community integrative education. Providing logistical support and peer to peer educational opportunities would break down barriers for faculty participation in community integrative work.

Fourth, there is a growing cohort of untenured faculty who seek alternative forms of scholarship in their faculty work, specifically community integrative education. These untenured faculty members are attracted to Rhodes College because the institution is a liberal arts college situated in a major metropolitan area and they are interested in continuing or developing community work in their scholarship. They find it difficult to separate out teaching, research, and service in their faculty work with students and community partners. They see it as a scholarly web of interconnectedness that is virtually impossible to separate out distinctly.

Fifth, tenured faculty are out of step with untenured faculty regarding how they view community integrative education when placing the work into research, teaching, or service, making it difficult to characterize this activity in the tenure and promotion process. Tenured faculty value peer reviewed publication in journals or books as the gold standard. Any deviation threatens the strength of the professoriate and the integrity of the tenure and promotion process from their perspective.

Lastly, the current second and fourth year reviews for untenured faculty is insufficient or too late in the process to guide untenured faculty to pursue what is valued for tenure and promotion or more importantly, how to incorporate scholarship in community integrative education into their dossier. Specifically, the lack of external review by peers engaging in similar work, the lack of community partners review, and in some cases the lack of the general public review in appraising faculty work places junior faculty at a disadvantage until they are late in the tenure and promotion review cycle.

Opportunities for further research at Rhodes College

Rhodes College should capitalize on being awarded the Carnegie Foundation Community Engagement Classification in January 2015, recognizing Rhodes as an institution that values the “collaboration between institutions of higher education and their local communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation, 2012). We recommend further research be conducted toward the specific barriers prohibiting faculty effort in community integrative education and if reducing those barriers would change faculty effort.

A significant majority of students at Rhodes participate in some form of community integrative education during their four year experience. Rhodes should research the student outcomes to identify how many of these students find careers in areas of interest initially developed at Rhodes.

Research of community engagement by academic discipline would help Rhodes to further define opportunities in the reward structure that may be unique to each discipline.

**Recommendations for Institutional Policy and
Practice at Rhodes College**

Practical Significance of the Proposed Evaluation to Administrators/Policy-makers

Given the work of the last three capstone groups, it appears that Rhodes innovation in community integrated education sets a standard for student engagement in the local community to augment classroom learning. Rhodes seeks to identify best practices for creating recognition and appropriate measures of evaluation for faculty who incorporate community integrated education practices in their classrooms and the activities themselves. Rhodes College is a nationally recognized leader in community integrated education as acclaimed by U.S. News and World Report. Rhodes suffers from uneven implementation of community integrated education into the curriculum with suspected resistance at different organization levels in the institution. Identifying the barriers and potential sources of misalignment within the organization will assist the institution in developing a plan that can be addressed through the governance system and the tenure and promotion process.

Providing tools to evaluate the scholarship of engagement that is accepted and adopted into the tenure and promotion system offers Rhodes College the best chance of realizing their goal of institutionalizing community integrated education. The current study identifies areas of focus to institutionalize community integrated education and engagement with the Memphis community into the faculty reward system administered through the departments, while preserving their autonomy and spirit of shared governance. Our findings provide a framework and evidence to both administration and faculty regarding the value of community integrated education and the importance of institutionalizing the work to align faculty, departmental, and institutional priorities for mutual benefit.

More broadly, this work can provide a roadmap and tools to evaluate community integrated education in a way to provide evidence that this faculty work qualifies as scholarship and should be recognized as such in the tenure and promotion process in the context of a small liberal arts college. Equally as important are the recommendations to the key stakeholders to realize their shared priorities around community integrated education. The results may allow Rhodes to further demonstrate their success as an industry leader in community integrated education, further distinguishing themselves in alignment with their institutional mission. We offer the following specific recommendations to Rhodes.

Recommendations

Based on our findings derived from the eight study questions, from visits with Rhodes, interviews, conversations and survey with faculty and other members of the Rhodes College community, and a review of the Rhodes College documentation, we offer the following recommendations to assist Rhodes with creating a better reward structure for Community integrative education.

Institutional Mission

1. Rhodes participation in community integrative education includes a significant majority of the students enrolled, yet faculty participation at Rhodes remains limited and more specifically limited by discipline. Rhodes should adopt the proposed definition for community integrative education, aligned with the Rhodes vision and institutional mission: *Community integrative education is a multi-*

directional experiential learning component whereby faculty in any academic discipline use their professional expertise to lead community based research, to resolve community problems or issues, or to advance the work of their discipline in collaboration with a local community partner and Rhodes students to enhance the academic learning experience.

2. Define and develop consistent terminology around community integrative education to minimize confusion among students, faculty, administration, and community partners.
3. Ask faculty chairs to revisit their departmental mission statements and values to better align these with Rhodes Institutional Vision. Rhodes should involve faculty, staff, administration, and the local community to mobilize buy-in that community integrative education reflects the mission and values of teaching, service, and research with the goal to bring community integrative education into the mainstream culture of the college.
4. Include community integrative education definition in Memphis 101 orientation so students clearly understand what it means and how it aligns with Rhodes' mission and values, as well as how it will enhance their educational experience.
5. Include community integrative education in faculty recruitment and orientation to clearly communicate how community integrative education supports core institutional mission and values.
6. Align mission statement with institutional and departmental tenure and promotion guidelines equitably.

Institutional Supports

1. Administration communicates clear expectations allowing for alternative forms of scholarship for tenure and promotion, while reassuring that traditional forms of scholarship continue to be valued.
2. Appoint Department Chairs to community integrative education group by the Dean of Faculty.
3. Develop and support a Center for Teaching and Learning to address faculty and staff development in teaching, service, and research.
4. Incorporate development efforts for extramural funding for faculty grants for interdisciplinary work in community integrative education for junior faculty.
5. Develop a Center for Community Integrative Education to house faculty with consecutive term appointments and provide a cadre of staff supports for faculty work. Center will also centralize the institutional knowledge on community

integrative education to facilitate communication and cooperation between faculty, staff, and community partners.

6. Provide a campus wide protected common time for professional development to allow for professional development across disciplines and promote collaboration.
7. Create an institutional database of partners, organizations and fields of study-identifying discipline specific areas for research to better support faculty, especially new faculty on campus.

Faculty Rewards and Recognition

1. Publish explicit statement about the value of community based work and integrative education in the tenure and promotion process.
2. Leveraging the work of Lynton and Driscoll in *Making Outreach Visible*, convene a task force on incorporating community integrative education into the tenure and promotion process.
3. Develop, educate, and provide staff to assist faculty with tenure and promotion requirements.
4. Departments clearly communicate tenure and promotion requirements in the recruiting and contracting of new faculty. Allow for flexible weighting of faculty effort toward teaching, research, and service.
5. Incorporate external review at the 2nd and 4th year review.
6. Provide a formal external mentor for faculty whose work is different than senior faculty in the department.
7. Develop a Faculty Community Integrative Education Annual Award to separate this activity from service to highlight the interdisciplinary work with a community partner supported through Development Office donor assistance.
8. Develop a guidebook to be shared externally with external faculty who participate in tenure and promotion decisions.

Closing Remarks

Closing Remarks

Rhodes College initiated a journey more than a decade ago to actively engage the local community as part of the educational experience for students. This endeavor has resulted in the activity being called many names over time such as service learning, community education, engaged learning, among others and these grass roots efforts have evolved into the activity being uniquely named “community integrative education.” While some faculty have been engaged in community integrative education, the basic foundational governance structures and support systems successfully implemented at other institutions have been neglected at Rhodes and therefore do not include a strong faculty presence.

The confusion and lack of a universal language to describe the activity, as well as a lack of grounding faculty scholarship in community integrative education into the faculty reward structure interferes with the goal of institutionalizing this activity into faculty work.

Pursuing and being recently awarded (January 2015) the Carnegie Foundation Community Engagement Classification recognizing Rhodes as an institution valuing the “collaboration between institutions of higher education and their local communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” demonstrates an enduring commitment to this activity (Carnegie Foundation, 2012). This project identifies areas of opportunity for senior leadership at Rhodes College to change faculty behavior by rewarding this activity. The strongest incentive to encourage faculty work is to tie the activity to tenure and promotion (Braxton et al., 2002; O’Meara, 2005c; and O’Meara & Rice, 2005). The project team offers evidence based practical advice focused on institutional mission, institutional supports, and the faculty reward structure to direct faculty attention in a noble and worthwhile venture.

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Appendices

Appendix 1: 2014-2015 Rhodes College's Proposal for Peabody Ed.D. Students' Capstone Experience.

Background:

Twice *Newsweek's* "most service-minded school," Rhodes College has aggressively pursued community partnerships as an expression of its values, an integral aspect of its business model, and an extension of its academic program. Participating in a Teagle-sponsored for studying and advancing programs for community-based learning, Rhodes has launched an internal, grass-roots effort to institutionalize community-based learning. Among the questions that this effort has had to confront are whether these activities are scholarship and, if so, whether this brand of scholarship is comparable to other concepts or examples of scholarship.

In 2014, following up on the recommendations of a Vanderbilt team's report from 2013, a second team of Vanderbilt students used Ernest Boyer's *Scholarship Reconsidered* (1990) as a framework for examining the "scholarship of application" (later "scholarship of engagement") at Rhodes. Among the follow-up recommendations the 2014 team incorporated in its report was the suggestion to take tools developed for specific projects and extend them for use in the evaluation and assessment of an array of activities associated with the Scholarship of Engagement. These activities and programs range broadly from courses to internships to a system of undergraduate fellowships. Common to them all are the scholarly aims and the involvement of students, mentors, and partners.

Proposal:

Rhodes College proposes a capstone experience in which a team of Vanderbilt researchers extends an existing study of community-based learning to develop a consolidated, comprehensive toolset for determining the value of the college's involvement in the Scholarship of Engagement.

Main Research Questions:

1. What benefits do the participants in the college involved in the "Scholarship of Engagement" derive from their activity?
2. Do they match with those asserted by Boyer?
3. Are Boyer's domains being integrated in the scholarly activities involving community-based learning?
4. Do the benefits vary according the collected results of existing instruments used to measure the quality of the activities (based on Eyler and Giles)?
5. What recommendations would a team make for the enhancement of these scholarly activities?
6. What are the implications of these recommendations for the academic program and for institutional priorities?

Objectives:

1. Conduct a concise literature review to situate Rhodes College activities in Boyer's concepts and empirical work on the concepts;
2. Construct a methodology for assessing these concepts at colleges like Rhodes;
3. Develop a tool set that extends those used at the college for determining the value of these activities;
4. Administer these tools in a sample of activities;
5. Develop recommendations for next steps for colleges like Rhodes to derive greater benefit, taking into consideration the implications of the recommendations for institutional decision making.

Constraints:

The research must be based on relevant empirical literature, and the final process and protocols must reflect reliable and pragmatic practice. While the foremost goal is to improve our understanding of the benefits of the scholarly activity, we hope that the team will make recommendations for improving these activities to derive greater benefits.

Commitment:

Rhodes College values highly the contribution that visiting Capstone teams can make and is dedicated to making the experience valuable to both the researchers as well as the host institution. The college is committed to the success of all parties in this project.

Appendix 2: Proposal to the Mellon Foundation.

Supporting Academic Innovation in the Liberal Arts

Rhodes College requests a grant of \$600,000 to develop programming for faculty and curricular development that leverages existing strengths to provide a robust foundation for institutional viability in the 21st century. Components of this program and grant request include (1) building a program to hire post-docs who can create opportunities for the development of digital scholarship and innovative pedagogies; (2) creating a cohort of existing faculty “Innovation Fellows” who will be supported to develop and sustain a community of practice and a culture of curricular innovation; and (3) building a cohort of student fellows who will work directly with both faculty cohorts and contribute to the work of the College in ways that complement their classroom education. **The goal of the proposed programming is to institutionalize support for strategic innovation at Rhodes by creating a community of practice that includes current faculty, newly-trained academics (the postdocs), information services staff, and our students.**

I. RATIONALE, BENEFITS AND OUTCOMES

The primary need at Rhodes College that we intend to address with our proposal is for faculty development and advancement opportunities, including opportunities to engage in new and emerging pedagogical and research strategies. In turn, faculty will be more involved in planning and prepared to be leaders for institutional changes required to meet the needs of our students and families in the coming decades.

Our proposed programming is centered in three strategic academic initiatives at Rhodes that were developed to support our evolution as a 21st century liberal arts college: (1) The Memphis Center for Integrative Teaching, Learning and Scholarship, (2) The Community-Integrative Education (CIE) initiative, and (3) our Fellowship Program (see more on all three below). Moreover, it connects directly to our Rhodes 2020 Strategic Planning process and to college strengths and “opportunity areas” identified by our Board and the college.

The challenges to liberal arts colleges more broadly to which we hope to contribute include:

- How to provide professional development both for post-doctoral candidates and for existing faculty members in ways that advance and enhance their academic careers;
- The need for ongoing professional development for staff who support faculty to make use of new and emerging digital technology, often the realm of specialists who combine both content and technical skills;
- How to identify and leverage skills that may be isolated in academic or administrative departments and that have broader application to the work of the college.

In 2008, the Rhodes Board, in response to the economic downturn, began to focus their efforts on developing strategic processes that would enable the College to be nimble in how we respond to the needs of students and families while remaining economically robust. In April 2009, the Board worked through three scenarios and built strategic responses to each in planning for further downturns. As a follow-up, Mike McPherson, Rich Morrill and Diana Chapman-Walsh came to Rhodes and led conversations among trustees, faculty, students and staff in January 2011 about our assumptions and convictions regarding the future of higher education. Further conversations led us to establish both a **process** for ongoing strategic conversations and a list of **opportunity areas** for Rhodes. Of the six opportunity areas identified in our Rhodes 2020 Strategic Plan, this proposal directly addresses three:

(1) **New Models for Faculty & Staff Work.** *How might we rethink faculty and staff work responsibilities in ways that optimize individual strengths?* Existing Rhodes strengths in this area include:

- The Memphis Center and CIE Initiatives that serve as non-discipline-specific hubs for innovative work in curricular and co-curricular development that connects student learning with faculty and staff research expertise, and with a strong network of community partnerships.
- Our leadership in a Teagle-funded Civic Engagement assessment project and a newer Teagle initiative to re-imagine Gateway courses. These initiatives have encouraged faculty efforts to develop integrative pedagogies in our first-year courses.
- Our Foundations curriculum, in particular the 3-semester shared, interdisciplinary experience (*Search for Values*), and planning already in progress among Search faculty to identify sustainable collaborative pedagogies, and integrate curricular with co-curricular learning.
- An existing fund for curricular and pedagogical development, which has the potential to be redesigned to focus on campus-wide strategic planning for achieving goals in the areas of digital scholarship and integrative education.
- Active partnerships with regional universities that leverage new pedagogies and research opportunities. Recent examples include:
 - Work in oral history involving newly designed classes and undergraduate research in the Crossroads to Freedom Project and the Rhodes Institute for Regional Studies, in which our faculty and students collaborate with and are trained by scholars from the Oral History Project at UNC;
 - Undergraduate fellowships and classes that teach students to build 3D models and incorporate them into an interactive virtual environment using resources at Rhodes and traveling to Vanderbilt University to use their state-of-the-art Virtual environment lab;
 - Blended learning classes in which Rhodes students collaborate with faculty at the University of Richmond to produce publicly available datasets on emancipation and the end of slavery; and

- Our long participation in the curricular elements of the Sunoikisis program, including inter-institutional collaborative courses, internships, and undergraduate research symposia.
- Our goal is to build on these examples of innovative pedagogy in order to institutionalize support for such collaborative and interdisciplinary efforts.

(2) **Technology.** *How do we most effectively support student learning and one another in a time of rapid change?*

Existing strengths in this area include:

- A nimble merged Information Services division that continues to build an organizational foundation to support new and emerging technology developments for teaching and research;
- An existing cross-functional, interdisciplinary “Technology and Liberal Arts” working group that hosts discussions about new technologies that will impact the college and identifies both internal and external partners to help plan our response;
- A large (> 100,000 objects) and mature digital archive of unique primary sources that has served to support teaching and research across disciplines, and a workflow that trains and involves undergraduate students in all aspects of content creation, access, and curation;
- A leadership role in developing and supporting a network of cultural heritage organizations in Memphis and the region, developed with the support of two IMLS grants.

(3) **Our Community.** *How might we augment and strengthen our immediate neighborhood, city and region in ways that are mutually beneficial?*

Partners, especially those in Memphis, are a key to our future. Increasing value and quality while controlling costs will require substantial growth in academic partnerships and other fellowship opportunities, many of which will be local. Memphis will be a growing source of opportunity for student, faculty, and staff engagement. Therefore, this decade must be a period of intense development for the college and its partners to build on mutual strengths, especially since partnerships and other urban connections will fuel opportunities and value for Rhodes students unavailable to other institutions and will draw attention to educational outcomes for Rhodes graduates.

Our connections to our community are already strong, and we believe that the proposed programming will enable us to enhance and develop these connections, as we look to the broader community as a place where learning occurs for our students in a way that is tightly integrated with the classroom experience.

In addition to supporting these three strategic opportunities, the proposed programming will be

situated in three broad-based initiatives that we believe will underpin future growth and development of a Rhodes education: (A) Community-Integrative Education, (B) the Memphis Center, and (C) the Fellowships Program.

(A). Our **Community-Integrative Education (CIE) Working Group** includes faculty from multiple disciplines, students who lead civic engagement programming, and staff in Fellowships, External Programs and Career Services. Formation of the group was influenced by our work leading a Teagle-funded consortium of liberal arts colleges that supported the assessment of student community engagement, as we studied organizational models for supporting the integration of community engagement with classroom learning. The CIE working group comprises faculty, students and staff who lead campus-wide conversations about how to connect classroom learning with student experiences in a way that most effectively leverages both intellectual and psycho-social student development. In the course of these conversations, Professor Tom McGowan, Chair of the Department of Anthropology and Sociology, has developed a framework for understanding the value of CIE for both student and faculty development, in part through his course on the study of the history and practice of community-integrative education called “The Sociology of Community- Integrative Education.”

The CIE working group has concluded that the core quality of liberal arts education is its ability to graduate *students of integrity*, by which we mean students who have acquired an *integrative disposition*. An *integrative disposition* is a way of being in the world marked by the ability to internalize the meaning of one’s experience and integrate one’s intellectual and personal development. Rhodes is distinctive not because we strive to provide such an integrative, liberal arts education but because partnerships with the Memphis community are at the core of the integrative education we provide. Key to this kind of integrative education are both the role of student experience in shaping their education and pedagogical strategies that are responsive to those experiences and contextualizing them across multiple scholarly frameworks. For example, members of the CIE group were instrumental in designing a series of campus-wide discussions on racism that led to the development of a popular new course on “Intercultural Knowledge and Competencies” that contributes to institutional research on campus climate and is team-taught by faculty in Psychology, Urban Studies, History, Sociology, and Religious Studies.

(B.) Institutionally, the **Memphis Center for Integrative Teaching, Learning and Scholarship** exemplifies our efforts to integrate academic learning with student experience outside the classroom, and, more specifically, to connect such experience to our location in Memphis, Tennessee -- an urban setting with a rich cultural history. Memphis Center courses are intentionally inter- and multi-disciplinary, and integrate such coursework with hands-on fellowship opportunities that build on and extend classroom learning. For example, the Memphis Center supported Professor Tim Huebner who developed the course “Shelby Foote, the South, and the Civil War.” Students participating in the course worked with materials in the College's Shelby Foote archival collection and contributed to the digital preservation of the collection

through transcription and description of collection materials.

We consider the work of the Memphis Center to be central to our mission and the future of liberal education at Rhodes. Centering educational experiences in the community where an institution is located looks different from the perspective of various disciplines, but in every case such pedagogical strategies provide students with a basis for reflection and intellectual growth as they weave their own experiences into an increasingly complex intellectual and civic framework. The Center provides opportunities for interdisciplinary collaborations by supporting efforts such as a new focus in Urban and Community Health in our Urban Studies program. This regional focus has also led to an expansive list of undergraduate research fellowships for students outside the sciences who are able to apply their curricular learning to diverse projects throughout the Memphis area: community art and theatre workshops, history and archival work, archaeological excavations, urban education, community health, environmental justice, etc. The Memphis Center has been a leader in campus conversations about digital technologies that enhance community engagement and research and the use of electronic portfolios to showcase, archive and assess student work that is both reflective and collaborative.

Support from The Mellon Foundation has already enabled us to establish the value of situating a post-doc in this inter- (and extra-) disciplinary setting. Dr. Charles Hughes has added value to the work of departments beyond his home department of History by serving on the Urban Studies advisory board, contributing capacity to Music and to disciplines whose students have benefited from the training he provided in oral history. In addition to his work in the classroom, he has organized dozens of events that combined musical performances and scholarly discourse and helped to organize a successful national conference entitled “From Civil War to Civil Rights” that was attended by an audience of scholars and community members from across sectors. Not only did his work enhance the college, but he received multiple offers of tenure-track positions.

(C.) The **Rhodes Fellowship Program**

A Rhodes Fellowship is an extended activity outside the conventional classroom that complements and broadens the student’s program of liberal arts studies. Established as our SACS Quality Enhancement Project, Fellowships help contextualize the work students do in the classroom, foster a sense of professional identity, include team-building or collaborative learning and develop critical reflection skills. Fellowships can range from the creation and management of a mural project in downtown Memphis to archeology at the Ames Plantation to biomedical research at St. Jude Children’s Research Hospital. Our Office of Fellowships will work with the Memphis Center as an institutional home for the proposed Student “Engagement and Digital Scholarship” Cohort, helping to identify students for these positions and providing appropriate credit for the experience. We will also draw on our experiences with the Rhodes Student Associate Program, established in 2005 (with initial funding from The Mellon Foundation), which employs students as fractional staff FTEs.

Outcomes

Anticipated outcomes from the proposed project include:

Invigorating both individual faculty, programs, and departments with new teaching and research methodologies, while building capacity for sustaining these pedagogies and digital technologies;

- Further our strategic opportunities listed above (models for faculty/staff work, technology and our community), while moving towards dialogue about interdisciplinarity and the future of departments at small colleges and models for breaking down disciplinary boundaries in a way that support institutional goals;
- Moving toward a more agile process and dynamic structure for curricular enhancement and change, as we demonstrate the benefits for students and their families.

II. PROJECT DESCRIPTION AND ACTIVITIES

Here we describe in more detail each of the three program components: the post-doc, faculty and student cohorts, who together will comprise a community of practice. These three components are integrally linked and complementary, and it is this intersection of the three where the true value of the programming lies.

A. **Develop a program to hire recent PhD's** to add value to Rhodes through both content expertise and pedagogical or technical skills and experience.

Funding post-docs at liberal arts colleges is nothing new for Mellon, and we thus hope to build on what we have learned institutionally from our own Mellon-funded postdoc programs as well as from larger Foundation initiatives such as the CLIR Fellows program. We hope to develop a model for staffing that can enhance capacity for both our faculty and academic support staff, while providing vital experiential opportunities for students.

While we will not limit post-doc opportunities to existing CIE and Memphis Center-related programming, we will require applying departments and programs to propose hiring post-docs in the Humanities with content expertise and skills that benefit multiple departments or programs and to articulate how the proposed hires will contribute to multiple institutional needs and goals.

Components of the program include:

- Two 2-year positions for faculty in multiple humanities disciplines, who can support their home departments or programs as well as complement and support one another's pedagogical or technical skill sets (two additional post-doc positions open to all divisions will be funded by Rhodes);
- The expectation that these post-docs, working with their faculty and information

services mentors, will offer workshops and training for Rhodes faculty and staff members (potentially extending to community partners, as appropriate);

- The post-docs will contribute to and benefit from the larger community of practice that includes the Faculty Innovation Fellows and Student Cohort.
- **A teaching load of 2-1** that includes at least one course that is intentionally integrative in nature (such courses will inform the dialogue among the post-doc, faculty and student cohorts);
- These post-docs will be hired in the 2014-15 academic year, to begin their 2-year terms in 2015-16;
- We will determine the discipline and specialties for post-doc hiring using a process that combines an assessment of needs that would benefit multiple departments and programs with a solicitation of proposals from academic departments and programs. Some specific examples of current needs include a post-doc who could:
 - work with faculty in Religious Studies and Africana Studies to develop pedagogical resources for our extensive digital archive on historical African-American cemeteries and Civil-Rights documents;
 - apply expertise in GIS to a variety of humanities disciplines, for example, someone who could create spatial interfaces to our archival materials or work in collaboration with partners in Memphis to develop a digital “heritage trail” resource for regional historical sites;
 - work with faculty and students to continue to develop and deploy tools for scholarly analysis of the thousands of pages of texts and transcripts included in our digital archives;
 - work with the interdisciplinary humanities faculty to develop digital resources and pedagogical methodologies for integrating regional issues into the “Search for Values” course sequence;
 - work with a faculty member in History who collaborates with colleagues at Richmond and UVA on the digital Civil War project;
 - work in our Urban Studies program, collaborating with colleagues in the Community Research and Action program at Vanderbilt to develop digital resources to enhance community engagement and research;
 - bridge our Film Studies program and digital oral history archive projects by working with students in the digital arts.

B. Our new program for existing faculty will create a parallel cohort to develop curriculum and pedagogical strategies that intentionally reference student experiences outside the classroom (including community service, participant action research, fellowships, internships and co-curricular activities) in order to more intentionally integrate student intellectual with personal development. Such an integrated approach is useful for our students and families, who are weighing the long-term benefits of a liberal education in light of the financial investment it entails. Like the post-docs, these faculty will explore and implement innovative pedagogies and

technologies into the Rhodes curriculum.

We envision a cohort of 8-12 faculty members (3-4 from each of the four academic divisions) who will be designated as *Faculty Innovation Fellows*, with this appointment lasting for one academic year plus one summer. Faculty fellows would: 1) assist with benchmarking and assessing existing integrative practices, 2) intentionally refine their syllabi to reflect integrative principles, 3) work with the post-doc cohort to develop campus workshops to present and discuss their curricular development and introduce the initiative to the incoming group of faculty fellows, (4) work with the post-doc cohort to provide a support network for curricular innovation, which could include workshops or other training opportunities, and (5) serve as campus leaders in the ongoing conversation about the practice and value of integrative and innovative teaching and research.

C. Develop a cohort of student “Engagement and Digital Scholarship” Fellows who will support the work of both faculty groups in a way that complements their course work. We envision the Memphis Center and the Fellowship program as the institutional “homes” for these students, who will receive training together as well as learn skills and methodologies specific to their projects from their faculty supervisors. These students will receive Fellowship credit for their work, and the Memphis Center Steering Committee is currently developing a plan for them to receive a Certificate as well. This cohort will be open to students in any discipline, who will apply to the program through the Fellowship Office.

In developing and supporting this student cohort, we will build on existing Fellowships, in particular our Digital Assets, Preservation, Oral History and Systems & Development teams who currently develop and maintain such Memphis Center projects as the Crossroads to Freedom and Mike Curb Institute digital archives.

D. Timeline of Activities

Summer 2014.

- RFP for Faculty Innovation Fellows cohort.
- RFP for faculty, programs and departments to host a post-doc.

Fall 2014.

- Selection of the first Faculty Innovation Fellows. This first cohort will also serve as members of the search committees for the post-doc cohort members.
- Selection of first Student Cohort of Engagement and Digital Scholarship Fellows.
- Determine faculty, programs and departments who will mentor and host post-docs.
- Form hiring committees and advertise positions.

- Faculty Fellows (working with the Technology and Liberal Arts working group) sponsors a series of webinars, reading groups and/or workshops that both showcase digital scholarship and teaching at Rhodes and foster conversation about ways these practices can evolve and be supported.
- Faculty Fellows identify topics/skills as focus for faculty development workshops to be held in the spring and summer of 2015.
- Faculty and Student Fellows meet regularly with one another and support personnel to “workshop” their curricular projects.

Spring 2015.

- Interviews for post-docs and hiring. Continue seminars about innovative pedagogies and digital scholarship.
- Develop plans for summer project work, including identifying additional students who will support this work.
- RFP and identification of 2016-17 Faculty Innovation Fellows.

Summer 2015.

- Series of faculty/staff/student workshops about the topics identified by the Faculty Fellows, including in-depth project-based training and support.
- First Symposium of the Community of Practice, made up of Faculty Innovation Fellows, Student Fellows and newly hired post-docs. This symposium is a week-long in-depth exploration of issues identified by the cohort and hands-on curriculum/resource development workshop. The group will also begin to develop projects and faculty development for the coming academic year.
- Project work with students.

Fall 2015.

- Post-docs begin teaching.
- Webinars, reading groups, workshops and showcase events.
- Faculty Fellows and post-docs identify topics/skills as focus for faculty development workshops to be held in the spring and summer of 2016.
- Community of Practice meets regularly with one another and support personnel to “workshop” their curricular projects, particularly to mentor the post-docs on course design and planning.

Spring 2016.

- Seminars about innovative pedagogies and digital scholarship.
- Develop plans for summer project work, including identifying students who will support this work.
- RFP and identification of 2017-18 Innovation Fellows
- First of the new integrative courses offered by faculty Fellows and post-docs.

Summer 2016.

- Series of faculty/staff/student workshops about the topics identified by the Community of Practice, including in-depth project-based training and support.
- Second Summer Symposium, a week-long in-depth exploration of issues identified by the cohorts and hands-on curriculum/resource development workshop. One topic will be evaluation and assessment of the integrative courses offered thus far.
- Project work with students.
- Orientation and seminar with incoming and outgoing faculty cohorts in August, to begin to develop projects and faculty development for the coming academic year.

Fall 2016.

- Webinars, reading groups, workshops and showcase events.
- New integrative courses taught
- Cohort identifies topics/skills as focus for faculty development workshops to be held in the spring and summer of 2017
- Cohort meets regularly with one another and support personnel to “workshop” their curricular projects, particularly to mentor the post-docs on course design and planning.

Spring 2017.

- Work continues as above, with particular attention paid to issues of post-grant sustainability.

Summer 2017.

- Work continues.
- Final report to the Foundation.

III. Key project participants

The following faculty and staff will be members of the Steering Committee providing leadership and oversight for the project.

- Prof. Milton Moreland, Director of the Memphis Center, and the R. A. Webb Professor of Religious Studies
- Dr. Suzanne Bonefas, Director of Special Projects
- Prof. Tom McGowan, Chair of Anthropology and Sociology
- Prof. Elizabeth Thomas, Plough Chair and Director of Urban Studies, and Associate Professor of Psychology
- Dr. Scott Garner, Director of the Fellowship Program

IV. Assessment and Sustainability

We will provide interim and final reports in accordance with the Foundation’s requirements.

Criteria for assessing project success will be based on multiple instruments and measures, particularly (1) our rubric for assessing experiential learning in the Fellowship program and (2) the Civic Engagement Scorecard developed by participants in our Teagle consortium.

Given our commitment to the strategies outlined in this proposal, Rhodes already commits to providing funding for hiring additional post-doctoral appointments. The college will also dedicate resources from an existing faculty development fund to continue supporting faculty innovation fellows.

V. Investment strategy

All grant funds will be pooled with available cash for investment, and posted back to the grant fund by multiplying the average monthly weighted yield to the monthly weighted average fund balance. Investment income will be disbursed in accordance with the categories in the original grant budget. Investments are made in accordance with College policies as stated in the College Handbook: <http://www.rhodes.edu/collegehandbook/11731.asp>.

VI. Budget Narrative:

1. The salaries for the 2 post-docs begin at \$50,000 in Year 2. Year 3 includes a 3% raise. Benefits are figured at 30%.
2. The "Project Expenses" category includes what might traditionally be considered "start-up funds" for the post-docs, as well as funds for travel, meetings or small equipment/software expenses related to Innovation Fellow and post-doc projects. Expenses are figured at \$450/year for the 8 members of the Faculty Innovation Fellows Cohort, plus \$1250/year for each of the Postdocs.
3. Consulting fees/honoraria are to bring in experts to provide short-term training or assistance, for example colleagues at partner universities (University of North Carolina, Vanderbilt, University of Virginia), or potentially technical consultants from local or national firms.
4. Student funds are for fellowships, which can be part of a student's aid package and also include housing/stipend during the summer months. The average fellowship award for is \$10,000/year for a student who works 2 semesters and the summer (\$2500/semester plus \$5000 for the summer). So the budgeted amount of \$45,000 will fund 4-5 students per year, with the college contributing fellowships for additional student cohort members.
5. Faculty cohort funds are for stipends and/or course releases of \$7,500 per person per year for 8 faculty, with Rhodes to contribute a minimum of \$30,000/year in additional funding for the Faculty Innovation Fellows.

Appendix 3: Research Introduction for Rhodes College Community.

Rhodes College

Research Introduction

Rhodes Vision statement confirms their desire to “graduate students with a life-long passion for learning, a compassion for others and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world” (Rhodes Vision, para 1, n.d.). Rhodes commitment to community integrative education, is further demonstrated by their solid partnership with the city of Memphis. Confirmed by the evidence, approximately 80% of their students participate in service and 75% complete internships (About Rhodes, para 5, n.d.).

As an industry leader in community integrative education, Rhodes continues to develop the best practice framework for evaluating the benefits of community integrative education. Building on last year’s study, Anderson, Galentino, and Wells (2014) recommended that Rhodes “develop tools for documenting and evaluating multiple forms of scholarship in a way that is both reflective of individual and departmental autonomy, consistent across the institution” (p. 79). Rhodes would like for the project team to work with faculty to identify appropriate measures and develop a checklist that may be used in evaluation of the scholarship of engagement as it relates to the faculty reward system.

Rhodes’ faculty member Tom McGowan crafted the following definition in preparation of a proposal for the Mellon Foundation that shares their priorities surrounding community integrative education and will serve as the foundational definition that we will start from and evaluate upon the conclusion of the project. Rhodes believes that:

“the core quality of liberal arts education is its ability to graduate students of integrity, by which we mean students who have acquired an integrative disposition—a way of being in the world marked by the ability to internalize the meaning of one’s experience and integrate one’s intellectual and personal development” (McGowan, nd, p. 4).

Through partnerships with the Memphis community, Rhodes has focused on the student experience and the pedagogical strategies responsive to those experiences. Community integrative education is one of the mechanisms to partner faculty with the Memphis community partners for mutual benefit. Some of the activities are curricular, while others are co-curricular.

Grounded in the work by Ernest Boyer *In Scholarship Reconsidered: Priorities for the Professoriate* (1990), Boyer was careful to differentiate between scholarly activity and scholarship. Braxton, Luckey, and Helland (2002) define products, whether published or unpublished, to be scholarship if they are public, subject to review, and in a manner that permits exchange. Rhodes College is interested in the scholarship of engagement and Boyer (1990) submits that “to be considered scholarship, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity” (p. 22). Our working definition for the scholarship of engagement is a combination of those two statements. Scholarship of engagement are service activities with a community partner tied to the faculty member’s field of knowledge resulting in a product that is publicly observable, peer reviewed, in a form to be exchanged, and ultimately impacts the community partner (Boyer, 1990; Braxton, Luckey, and Helland, 2002).

The challenge for institutions is to acknowledge and support multiple forms of scholarship and to align their mission and evaluation systems in the faculty reward system (O'Meara, 2011). It is our aim to assess and recommend how Rhodes College can institutionalize the scholarship of engagement to realize the goal of improving the benefits of community integrative education, potentially through the use of an evaluative checklist developed in concert with faculty and aimed at the benefit of positively impacting the faculty reward system.

Structured interviews will be obtained from deans, department chairs, faculty, and senior leadership to evaluate institutional/college priorities, departmental priorities, demands and assignments, formal and informal statements about the faculty reward system, available time and resources, personal priorities and interests, and disciplinary and professional values around community integrative education to compare against the criteria needed to qualify as the scholarship of engagement (Diamond & Adams, 1995; Dostillo et al., 2005; and O'Meara, 2011). Hearing from these key stakeholders regarding the value of community integrative education and the institutional mechanisms used to encourage faculty involvement will be helpful to identify barriers to incorporating community integrative education into faculty work. Tying community integrative education to the faculty reward system has been promoted as the most effective means to motivate faculty to adopt new scholarly behaviors (O'Meara, 2005).

Appendix 4: Study Information Sheet for Interviews.**Information Sheet****Research Title: Recognizing and Rewarding Community Integrative
Education at Rhodes College**

Description: You are invited to participate in a study to assess community integrative education at Rhodes College to determine the degree to which it qualifies as the scholarship of engagement. Additionally, we will be evaluating the faculty reward structure to assess the extent that the community integrative education could be recognized in the faculty reward structure. The intention is to widely disseminate results through presentation and publication. This study is being conducted by doctoral candidates at Vanderbilt University to fulfill the requirements of their capstone project.

Risks and Benefits: Your interview is anonymous and not linked to you. The results will be published in aggregate form so no single response will be reported. All information will be kept confidential. The information provided will not affect your standing in the institution. Contributing to the body of knowledge regarding community integrative education, the scholarship of engagement, and the faculty reward structure are the benefits of the study. There are no direct benefits to you individually.

Time Involvement: Your participation in this interview will take approximately 45 minutes.

Payments: You will not be compensated for your participation.

Subjects' Rights: Participation in this study is strictly voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from this study.

If you have any questions about your rights as a study participant or are dissatisfied at any time with any aspect of this study you may contact (anonymously, if you wish) any of the individuals listed below.

For questions about this study, please contact:

Todd J. Doran, MS, PA-C, DFAAPA

Vanderbilt University

Email: todd.j.doran@vanderbilt.edu

Heather Mugg

Vanderbilt University

Email: heather.mugg@vanderbilt.edu

In addition, please contact:

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Human Research Protection Program

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Appendix 5: Faculty Interview Protocol.**Faculty Interview Protocol****Icebreakers**

1. How long have you been at Rhodes?
2. Where were you before Rhodes and what were you doing?
3. What is your role now? What attracted you to this position?
4. What do you like most about Rhodes?

Institutional Supports*Orientation and Evaluation*

5. How were you introduced to community integrative education at Rhodes?
6. Are you participating in community integrative education? If so, in what capacity?
7. Which departments are most engaged in community integrative education? How would you define an engaged department, in terms of community integrative education?
8. From your perspective, what are your motivations for participating in community integrative education?
9. Do you receive an annual performance evaluation? If so, what are the components?

Workload

10. What is your faculty effort related to research, teaching and service?
11. Who is the intended audience for your research?
12. Is your department supportive of your work in community integrative education? Why or why not?
13. If faculty want to participate in community integrative education, how are faculty partnered with community partners?

Professional Development

14. What type of professional development does the institution offer to faculty?
15. If you are participating in community integrative education, did you receive support to implement? If so, could you describe this support? Financial? Education/professional development?
16. What could be done to improve support for participation in community integrative education?

Institutional Mission

17. What do you think is the most important aspect of Rhodes's institutional mission?
18. Why is the partnership with the city of Memphis so important?
19. What are the benefits of Community integrative education?

20. Is Community integrative education another name for service learning? Why or why not?

Faculty Reward Structure

Tenure and Promotion

21. What does your department value in the tenure and promotion process? Is it consistent with other departments?
22. Does the institution reward scholarship in community integrative education? If so, how? If not, why?
23. What are the barriers to getting scholarship in community integrative education recognized by the institution?
24. What components are essential for research or scholarship to be considered for tenure and promotion?

Merit

25. How does Rhodes handle grants financially to the department and the faculty member? Does the formula change based on grant type?

Rewards

26. What faculty rewards does Rhodes award? Are there specific community integrative education awards? What are the selection criteria?
27. How would new faculty rewards be considered and implemented? Describe the process.

Appendix 6: Faculty Chair Interview Protocol.**Faculty Chair Interview Protocol****Icebreakers**

1. How long have you been at Rhodes?
2. Where were you before Rhodes and what were you doing?
3. What is your role now? What attracted you to this position?
4. What do you like most about Rhodes?

Institutional Supports*Orientation and Evaluation*

5. How were you introduced to community integrative education at Rhodes?
6. Are you participating in community integrative education? If so, in what capacity?
7. Which departments are most engaged in community integrative education? How would you define an engaged department, in terms of community integrative education?
8. From your perspective, what are your motivations for participating in community integrative education?
9. Do you receive an annual performance evaluation? If so, what are the components?

Workload

10. What is your faculty effort related to research, teaching and service?
11. Who is the intended audience for your research?
12. Is your department supportive of your work in community integrative education? Why or why not?
13. If faculty want to participate in community integrative education, how are faculty partnered with community partners?

Professional Development

14. What type of professional development does the institution offer to faculty?
15. If you are participating in community integrative education, did you receive support to implement? If so, could you describe this support? Financial? Education/professional development?
16. What could be done to improve support for participation in community integrative education?

Institutional Mission

17. What do you think is the most important aspect of Rhodes's institutional mission?
18. Why is the partnership with the city of Memphis so important?
19. What are the benefits of Community integrative education?
20. Is Community integrative education another name for service learning? Why or why not?

Faculty Reward Structure*Tenure and Promotion*

21. What does your department value in the tenure and promotion process? Is it consistent with other departments?
22. Does the institution reward scholarship in community integrative education? If so, how? If not, why?
23. What are the barriers to getting scholarship in community integrative education recognized by the institution?
24. What components are essential for research or scholarship to be considered for tenure and promotion?

Merit

25. How does Rhodes handle grants financially to the department and the faculty member? Does the formula change based on grant type?

Rewards

26. What faculty rewards does Rhodes award? Are there specific community integrative education awards? What are the selection criteria?
27. How would new faculty rewards be considered and implemented? Describe the process.

Appendix 7: Administrator Interview Protocol.**Administrator Interview Protocol****Icebreakers**

1. How long have you been at Rhodes?
2. Where were you before Rhodes and what were you doing?
3. What is your role now? What attracted you to this position?
4. What do you like most about Rhodes?

Institutional Supports*Orientation and Evaluation*

5. How were you introduced to community integrative education upon arrival at Rhodes?
6. Are you participating in community integrative education? If so, in what capacity?
7. Which departments are most engaged in community integrative education? How would you define an engaged department, in terms of community integrative education?
8. From your perspective, what are the motivations for participating in community integrative education?
9. Do you receive an annual performance evaluation? If so, what are the components?

Workload

10. How much of your workload is devoted to community integrative education?
11. What are your expectations regarding faculty workload dedicated to community integrative education?
12. Do you see this as activity representative of teaching, research, or service? Explain.

Professional Development

13. What type of professional development does the institution offer to administration?
14. Describe the type of support the institution gives to promote community integrative education?
15. What could be done to improve support for participation in community integrative education?

Institutional Mission

16. What do you think is the most important aspect of Rhodes's institutional mission?
17. Why is the partnership with the city of Memphis so important?
18. What are the benefits of community integrative education?
19. Is community integrative education another name for service learning? Why or why not?

Faculty Reward Structure

Tenure and Promotion

20. What does your department value in the tenure and promotion process? How does it align with others in the process?
21. Describe the tenure and promotion expectation in the areas of research, teaching, and service.
22. From your perspective, what are the barriers to getting scholarship in community integrative education recognized by the institution?

Merit

23. How does Rhodes handle grants financially to the department and the faculty member? Does the formula change based on grant type?

Rewards

24. What faculty rewards does Rhodes award? Are there specific community integrative education awards? What are the selection criteria?
25. How would new faculty rewards be considered and implemented? Describe the process.

Appendix 8: Information Sheet for Community Integrative Education Survey to Rhodes College.**Information Sheet****Research Title: Recognizing and Rewarding Community Integrative Education at Rhodes College**

Description: You are invited to participate in a survey to assess community integrative education at Rhodes College to determine the degree to which it qualifies as the scholarship of engagement. The information contained in this survey will reach a broader audience at the University and augment our interview data that we have collected from faculty and administration. We are evaluating the faculty reward structure to assess the extent that the community integrative education could be recognized in the faculty reward structure. The intention is to widely disseminate results through presentation and publication. This study is being conducted by doctoral candidates at Vanderbilt University to fulfill the requirements of their capstone project.

Risks and Benefits: Your survey is anonymous and not linked to you. The results will be published in aggregate form so no single response will be reported. All information will be kept confidential. The information provided will not affect your standing in the institution. Contributing to the body of knowledge regarding community integrative education, the scholarship of engagement, and the faculty reward structure are the benefits of the study. There are no direct benefits to you individually.

Time Involvement: Your participation in this survey will take approximately 20 minutes.

Payments: You will not be compensated for your participation.

Subjects' Rights: Participation in this survey is strictly voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from this study.

If you have any questions about your rights as a study participant or are dissatisfied at any time with any aspect of this survey you may contact (anonymously, if you wish) any of the individuals listed below.

For questions about this study, please contact:

Todd J. Doran, MS, PA-C, DFAAPA
Vanderbilt University
Email: todd.j.doran@vanderbilt.edu

Heather Mugg
Vanderbilt University
Email: heather.mugg@vanderbilt.edu

In addition, please contact:

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Appendix 9: Community Integrative Education Survey to Rhodes College.**Rhodes Community Survey**

1. What is your position at Rhodes?
 - a. faculty b. administration c. other (please specify)
2. What department do you belong to? (Listing of departments)
3. What is your tenure status?
 - a. Tenured b. Tenure Track c. Non-tenure Track d. N/A
4. What is your gender?
 - a. Male b. Female
5. Do you feel that you have a clear understanding of the definition of Community Integrative Education?
 - a. Yes/No
6. Do you participate in Community Integrative Education?
 - a. Yes/No
7. Who is the intended audience of your research? (Check all that apply)
 - a. Scholars in my field b. Scholars in other disciplines c. Community Partners in the research d. General Public
8. The categories below describe an audience that may receive your work. How important is each intended audience in the peer evaluation process during the tenure and promotion process? (5 pt Likert Scale Agree/Disagree)
 - a. Scholars in the same discipline
 - b. Scholars in other disciplines
 - c. Community Partners in the research
 - d. Public
9. Does your department provide written guidelines clearly allowing for alternative forms of scholarship in community integrative education to be considered for tenure and promotion?
 - a. Yes/No
10. Do you know of anyone who has received tenure through scholarship in community integrative education in their portfolio?
 - a. Yes/No.
11. Do you know of anyone who has received a rank promotion through scholarship in community integrative education in their portfolio?
 - a. Yes/No.
12. Please rate your view of the barriers to incorporating alternative forms of scholarship in community integrative education for the tenure and promotion process? (5 pt Likert Scale Agree/Disagree)
 - a. There is a lack of written guidance for promotion committees
 - b. There is a lack of Senior administrative support in the President's office
 - c. There is a lack of Senior administrative support in the Dean's office
 - d. There is a lack of tenured faculty acceptance
 - e. There is a lack of non-tenured faculty acceptance
 - f. There is a lack of professional development to understand how to incorporate community integrative education into faculty work

- g. There is a lack of faculty interest in developing scholarly activity in community integrative education
 - h. There is a lack of specific faculty awards for community integrative education
 - i. Other-Please specify:_____
13. Please rate your view of the essential components for scholarly work in community integrative education to be considered scholarship for the purpose of tenure and promotion? (5 pt Likert Scale Agree/Disagree)
- a. Must be peer reviewed
 - b. Must be published in a peer reviewed journal or book
 - c. Must require a high level of discipline-related expertise
 - d. Must break new ground or be innovative
 - e. Must be able to be replicated
 - f. Has a significant impact to the discipline
 - g. Has a significant impact to the community served
 - h. Must be reviewed by the community partner
 - i. Other-Please specify:_____ -

Qualtrics CIE Survey Adapted from Survey Above emailed to Rhodes Faculty and Administration

Q1 Information Sheet Research Title: Recognizing and Rewarding community integrative education at Rhodes College Description: You are invited to participate in a survey to assess community integrative education at Rhodes College to determine the degree to which it qualifies as the scholarship of engagement. The information contained in this survey will reach a broader audience at the University and augment our interview data that we have collected from faculty and administration. We are evaluating the faculty reward structure to assess the extent that the community integrative education could be recognized in the faculty reward structure. The intention is to widely disseminate results through presentation and publication. This study is being conducted by doctoral candidates at Vanderbilt University to fulfill the requirements of their capstone project. Risks and Benefits: Your survey is anonymous and not linked to you. The results will be published in aggregate form so no single response will be reported. All information will be kept confidential. The information provided will not affect your standing in the institution. Contributing to the body of knowledge regarding community integrative education, the scholarship of engagement, and the faculty reward structure are the benefits of the study. There are no direct benefits to you individually. Time Involvement: Your participation in this survey will take approximately 20 minutes. Payments: You will not be compensated for your participation. Subjects' Rights: Participation in this survey is strictly voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from this study. If you have any questions about your rights as a study participant or are dissatisfied at any time with any aspect of this survey you may contact (anonymously, if you wish) any of the individuals listed below. For questions about this study, please contact: Todd J. Doran, MS, PA-C, DFAAPA Vanderbilt University Email: todd.j.doran@vanderbilt.edu Heather Mugg Vanderbilt University Email: heather.mugg@vanderbilt.edu. In addition, please contact: John Braxton, Ph.D. Vanderbilt University- Department of Leadership, Policy and Organizations 230 Appleton Place, Nashville, TN 37203 Phone: 615-322-8037 Email: john.braxton@vanderbilt.edu Human Research Protection Program 1313 21st Ave., South, Suite 504 Nashville, TN 37232-4315 On campus: 504 OH (4315) (615) 322-2918

Q4 What is the intended audience of your research? (Drag and drop items in rank order)

Intended audience of your research
_____ Scholars in my field (1)

_____ Scholars in other disciplines (2)
_____ Community partners in the research (3)
_____ Other community practitioners (4)
_____ The general public (5)

Q5 The categories below describe an audience that may receive your work. How important is each intended audience in the peer evaluation process during the tenure and promotion process?

	Not at all Important (1)	Very Unimportant (2)	Neither Important nor Unimportant (3)	Very Important (4)	Extremely Important (5)
Scholars in my field (1)					
Scholars in other disciplines (2)					
Community partners in the research (3)					
Other community practitioners (4)					
The general public (5)					

Q2 Do you feel you have a clear understanding of the definition of "community integrative education"?

- Yes (1)
- No (2)

Q3 Do you participate in community integrative education?

- Yes (1)
- No (2)

Q6 Does your department provide written guidelines clearly allowing for alternative forms of scholarship in community integrative education to be considered for tenure and promotion?

- Yes (1)
- No (2)

Q7 Do you know of anyone who has received tenure through scholarship in community integrative education in their portfolio?

- Yes (1)
- No (2)

Q8 Do you know of anyone who has received a rank promotion through scholarship in community integrative education in their portfolio?

- Yes (1)
- No (2)

Q9 Please rate your view of the barriers to incorporating alternative forms of scholarship in community integrative education for the tenure and promotion process.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
There is a lack of written guidance for promotion committees (1)					
There is a lack of senior administrative support in the president's office (2)					
There is a lack of senior administrative support in the dean's office (3)					
There is a lack of tenured faculty acceptance (4)					
There is a lack of non-tenured faculty acceptance (5)					
There is a lack of professional development to understand how to incorporate community integrative education into faculty work (6)					
There is a lack of faculty					

<p>interest in developing scholarly activity in community integrative education (7)</p> <p>There is a lack of specific faculty awards for community integrative education (8)</p> <p>Other -- Please specify (9)</p>					
--	--	--	--	--	--

Q10 Please rate your view of the essential components for scholarly work in community integrative education to be considered scholarship for the purpose of tenure and promotion.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Must be peer-reviewed (1)					
Must be published in a peer-reviewed journal or book (2)					
Must require a high level of discipline-related expertise (3)					
Must break new ground or be innovative (4)					
Must be able to be replicated (5)					
Has a significant impact to the discipline (6)					
Has a significant impact to the community served (7)					
Must be reviewed by the community partner (8)					
Other -- Please specify (9)					

Q11 Do you know of anyone who has failed to receive tenure or a rank promotion through scholarship in community integrative education in their portfolio?

Yes (1)

No (2)

Appendix 10: Focus Group Questionnaire.**Agenda for Focus Group**

1. Thank you for being here.
2. Our research is focused on Community integrative education as it relates to the faculty Reward structure.
3. At the request of Bob and Suzanne, we are hosting these focus groups for faculty and administrators to promote more conversation about CIE at Rhodes.
4. We have about an hour and will plan to ask about 5 -6 questions and we invite your candid feedback. Does not have to be structured, any order is fine. We hope to hear from everyone, but recognize that there may be some questions you are more comfortable answering than others.
5. Heather will take good notes. Please know you will not be tied to your quotes, but this process will help to inform our research and recommendations.

Focus Group Questions

1. How would you define Community integrative education or CIE?
2. Should CIE scholarly activity be considered as qualifying scholarship in the T & P process? If no, why not? Should this form of scholarship be allowed for post-tenure review and promotion instead?

If so, where would you place it in the portfolio? What messages have been sent by senior leadership, department chairs, and tenured faculty regarding alternative forms of scholarship in the T & P process?
3. What are the barriers to incorporating CIE into the faculty reward structure, more specifically T & P? Should there be a specific faculty reward for CIE? Why or why not?
4. In thinking about rewarding faculty for participation in CIE, what criteria should be required to be relevant in the tenure and promotion review process?
5. If participation in CIE is not rewarded in the T & P process, what other criteria should be used to motivate faculty to continue the current momentum?
6. Junior faculty have identified the need for professional development to incorporate CIE into faculty work. What are some initiatives that could be put in place to support CIE?

Appendix 11: Collective Departmental and Program Mission Statements.**Mission Statements**

1. Africana Studies
2. Anthropology and Sociology
3. Art and Art History
4. Asian Studies
5. Biochemistry and Microbiology
6. Biology
7. Chemistry
8. English
9. Film Studies
10. Gender and Sexuality Studies
11. Greek and Roman Studies
12. History
13. International Studies
14. Latin American Studies
15. Mathematics and Computer Science
16. Modern Languages and Literatures
17. Music
18. Neuroscience
19. Philosophy
20. Physics
21. Political Science
22. Psychology
23. Religious Studies
24. Theatre
25. Urban Studies

1. Africana Studies**Program Mission Statement:**

The mission of the Africana Studies Program is to understand and appreciate the integral yet distinct experiences of people of African heritage throughout the world. The Program's curriculum aims to emphasize diasporic connections between Africa, the Caribbean and the Americas in an effort to enrich our understanding and appreciation of our complex and diverse world. As such, the Program encourages students to seek appropriate ways to integrate content and analysis in this broad subject matter with their work in other disciplines and programs.

2. Anthropology and Sociology**Departmental Mission Statement:**

To provide students with the theoretical and methodological skills to interpret and explain the structural forces which constitute human interaction, social organization and the ongoing creation and experience of culture.

3. Art & Art History

Departmental Mission Statement:

The aim of the Department of Art and Art History is to provide our students with access to knowledge of and experience with our disciplines.

4. Asian Studies**Program Mission Statement**

The mission of the Asian Studies Program is to promote understanding and appreciation of Asia's historical role in world civilization as well as its current cultural, political, and economic relevance. The Program's interdisciplinary minor embraces and promotes a curriculum that reflects the extraordinary diversity of the region known as "Asia" while at the same time seeking unifying themes that bring coherence to the study of that region.

5. Biochemistry and Microbiology**Program Mission Statement:**

The mission of the Biochemistry and Molecular Biology Program (BMB) is to provide an interdisciplinary major, which studies life at the molecular level. Under the guidance of faculty members drawn from the departments of Biology, Chemistry, and Mathematics and Computer Science, BMB majors study the structures and functions of cells and biological molecules by using contemporary methods of biochemical analysis, recombinant DNA technology, molecular genetics and bioinformatics. By drawing upon the resources and perspectives of multiple disciplines, this major reflects the collaborative nature of current scientific research in this exciting area in order to examine the workings of life at its finest levels.

6. Biology**Departmental Mission Statement:**

To provide students with an understanding of the modern scientific discipline of Biology, with practice in its methods of investigation. Students will develop an understanding of the diversity of life and of the organizing principles of Biology, including the chemical and physical basis of life, the development and regulation of living systems, the expression and transmission of genetic information, the unity of structure and function at all levels of biological organization, the interactions that determine the distribution and abundance of organisms, and the process of evolution. The overall mission of our program is to foster in our students an appreciation for living processes and to train them to be active participants in exploring the living world.

7. Chemistry**Departmental Mission Statement:**

The mission of the chemistry department is to provide students with an understanding of modern scientific principles; develop student's knowledge in the five areas of Chemistry (Analytical

Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, and Physical Chemistry); and to help students develop sound laboratory skills. This mission includes experience with modern chemical methods, including use of state-of-the-art analytical instruments, interpreting data, synthesis, and scientific communication. The department strives to provide independent research opportunities for students both on and off campus.

8. English

Departmental Mission Statement:

The Rhodes Department of English seeks in all aspects of its work to promote the understanding of literature, writing, and film as artistic forms and cultural enterprises. Members of the Department work to foster this understanding in their interaction with students on the Rhodes campus and in their activities as scholars, researchers, and writers. We understand these various branches of our activity--as teachers, scholars, and writers--to be overlapping and mutually informative, as our own writing and research stimulates new thinking in class, while classroom dialogue opens new avenues of inquiry. As a faculty we represent diverse areas of expertise and critical orientation, and we also understand this diversity to be central to our work. Our aim is to share with students the productive dialogue that arises out of our varied approaches, cultivating the independence of mind that can only result from rigorous and open inquiry. In this way, English courses focus variously on the verbal texture of literature and the visual and aural texture of film, on the historical and cultural contexts of the artwork, on the critical contexts that have shaped our interpretations, and on the changing nature of societies producing and consuming works of film and literature.

9. Film Studies

Program Mission Statement:

Film Studies at Rhodes College offers a critical understanding of the history, theory, and production of moving images. Interdisciplinary by design, Film Studies draws from courses in various departments, including Art, English, History, and Modern Languages and Literatures. Film Studies courses provide students with analytical tools for critiquing visual media as well as creative tools for producing digital art.

10. Gender and Sexuality Studies

Program Mission Statement:

The aim of the Gender and Sexuality Studies Program is to develop and contribute to the study of gender and sexuality as a category of analysis central to understanding the construction of human knowledge, the natural world, culture, and social and political formations. Through an exploration of the categories of gender and sexuality, students confront questions of bias, privilege, difference and “otherness,” and intersectional identity. Furthermore, the Gender and Sexuality Studies curriculum requires students: to reflect upon how particular disciplines are

constructed through exclusion, and to make connections across disciplines. Thus the program aims to foster interdisciplinary learning and scholarship.

11. Greek and Roman Studies

Departmental Mission Statement:

As a vital part of a program in the liberal arts, Greek and Roman Studies' charge is two-fold. The department seeks to educate students, faculty, and members of the larger community about the ancient Mediterranean world as well as its contributions to the artistic, scientific, social, and political traditions of Western society. This study will enhance the quality of the lives and accomplishments of members of our community regardless of specific ambitions. In the following paragraphs, we have articulated both our program goals and our student learning objectives.

12. History

Departmental Mission Statement:

To provide students with a broach understand of the main historical forces which have shaped our world, to support historical initiatives in the Memphis community, and to continue as active scholars and participants in the life of the College.

13. International Studies

Departmental Mission Statement:

To graduate well-informed, intellectually curious, and critically thinking students through a departmental curriculum emphasizing both conceptual and empirical approaches used in the study of international relations and comparative politics so that students will possess the skills needed to analyze and understand the complexities of past, contemporary, and future developments in the political world.

14. Latin American Studies

Program Mission Statement:

The Latin American Studies Program at Rhodes brings together scholars who approach Latin America from diverse disciplinary frameworks in order to offer students opportunities to examine the region from multiple angles of approach. The program also seeks to promote awareness on campus and in the community regarding issues that affect Latin America and Latin Americans.

15. Mathematics & Computer Science

Departmental Mission Statement:

The mission of the Department of Mathematics and Computer Science is to provide our students with access to knowledge of and experience with our disciplines.

16. Modern Languages

Departmental Mission Statement:

The Department of Modern Languages and Literatures' (MLL) primary goals are to develop and promote linguistic proficiency in languages other than English and an awareness of the literary and cultural traditions of the communities in which those languages are spoken. In order to achieve our primary goals, we strive to help students sharpen their critical insights through the in-depth study of language, literature and other forms of cultural expression. to provide professional advantages to students as they leave Rhodes and embark on their future paths. to establish an environment from within which our faculty can participate and contribute to the scholarship of their various disciplines.

17. Music

Departmental Mission Statement:

The mission of the Department of Music at Rhodes College is to serve as a catalyst for life-long learning and appreciation for music. Our mission is to generate a comprehensive, diverse, flexible program of excellence in music, appealing to students of all walks of life at the college. Our intention is to help students develop aural, analytical and aesthetic intelligences and abilities, and prepare them for professional careers and/or graduate work in music, as desired. Our purpose is to create true appreciators of music as an art form and discipline, and to facilitate the human and spiritual growth of all who connect and engage with the department, whether by participating or observing. The mission, goals and curricular offerings of the Department of Music are consistent with the standards of the National Association of the Schools of Music [NASM¹].

18. Neuroscience

Program Mission Statement:

- 1) To provide majors with a mechanistic understanding of human and animal behavior at levels of analysis that bridge individual molecules, cells, and neural circuits with mental processes and cognition. This will involve engaging students in coursework and activities that foster student mastery of the conceptual principles of neuroscience.
 - 2) To engage students in critical thinking, problem solving, and the technical skills that will enable students to become independent investigators. This will involve hands-on laboratory activities that engage students in all aspects of neuroscience research, from experimental design
-

and implementation to communication of results and conclusions in oral and written presentations.

19. Philosophy

Departmental Mission Statement:

The Philosophy Department's main goals are as follows:

Goal 1. To help students become knowledgeable about (1) the history of philosophy – its major periods, thinkers, and issues – as well as (2) the main areas of philosophical inquiry (metaphysics, epistemology, ethics, social & political philosophy).

Goal 2. To help students develop the skills of critical analysis, including the ability to accurately articulate and thoughtfully challenge philosophical positions, both the student's own and those of others.

Goal 3. To foster independent and collaborative philosophical research.

Goal 4. To help students see the relevance of philosophical skills and ideas beyond the boundaries of the discipline and the conventional classroom.

20. Physics

Departmental Mission Statement:

Our society is influenced profoundly by technologies that arise from scientific research. Physics is at the core of every area of science. The mission of the physics department is to provide an environment that supports scientific thought, literacy and creativity among its students and faculty. Specifically, our goals are to:

1. provide our students with a thorough grounding in the basic principles and methods of physics
2. encourage student participation in scientific activities outside of the classroom
3. encourage student participation in research
4. encourage our faculty to be excellent teachers, mentors and scholars
5. provide a supportive environment for faculty, staff and students

21. Political Science

Departmental Mission Statement:

The mission of the Department of Political Science at Rhodes College is to cultivate an informed, critical, and politically sophisticated citizen of the nation and the world. We aim to accomplish this by offering a curriculum that explores the political ideas, institutions, and processes through which citizens organize and govern themselves politically and socially, and by

providing students with the opportunity to develop skills to evaluate the aims and consequences of political action.

22. Psychology

Departmental Mission Statement:

To create in our majors an understanding of psychological theory and research so that they can pursue further study in psychology or related fields and apply psychology to their everyday lives. This understanding is created by engagement with psychological research in many classroom contexts as well as in faculty directed and independent research projects.

To create in students whose primary study is in other disciplines a sophisticated and thoughtful interpretation of psychological research as it is presented in the popular media, or in their various professional settings.

To create and sustain an environment in which faculty scholarship is encouraged and supported. To create an environment where faculty and students willingly devote their time to “beyond the gates” activities, campus diversity initiatives, and college and community discussions about the application of psychological research and theory to problems of individuals and communities.

23. Religious Studies

Departmental Mission Statement:

The mission of the Department of Religious Studies is to provide opportunities for students to learn about and develop skills for the critical study of religious texts, practices, communities, and traditions. The success of that mission is determined by the following student learning objectives:

24. Theatre

Departmental Mission Statement:

Encourage the recognition of all humans not as “others”, but as individuals with thoughts and journeys of their own, through the practice, artistry, and scholarship of theatre.

The curriculum in the department can be divided into three principal areas: Performance, Design, and Scholarship.

The McCoy Theatre, as an additional departmental entity, contributes to the department’s mission

25. Urban Studies

Program Mission Statement:

The Urban Studies Program enables students to explore and understand the urban experience in its richness and complexity. It provides an interdisciplinary learning experience grounded in the liberal arts and connected to concerns of the region and the world. Through integrative teaching and research, students develop and apply the skills needed to analyze the dynamic processes and structures of urban life as well the ways that cities contribute to global change. Students engage fully with Memphis and the diversity of the Mid-south region, combining course work with urban field experiences including internships, fellowships, and research with community partners.

Appendix 12: Faculty Responsibilities.

Faculty Responsibilities

The service year for Faculty is defined as the period from the first Faculty meeting before the opening of the fall semester through the Monday following commencement in the following spring semester. During this period members of the Faculty must be on campus for a substantial part of each class day. When professional or personal affairs require that a Faculty member be away from campus for 1-5 class days, the department chair must be notified and must approve the absence. For longer absences the approval of the Dean of the Faculty and the President must also be obtained. In general, full time Faculty members teach five four-credit hour courses, and supervise a number of independent projects, or their equivalent, and participate in departmentally-sponsored academic programs such as senior seminars in each year.

Officers of instruction contribute in many other ways to the education of their students, to the welfare of their department and programs, and to the general welfare of the College. Some of these are:

1. Leading directed inquiries, conducting tutorials and independent study projects, and supervising honors projects.
2. Keeping adequate office hours at times reasonably accessible to students.
3. Advising students—both general academic advising and the advising of majors.
4. Helping to maintain a vital curriculum by revision of existing courses and inauguration of new courses.
5. Aiding students who seek admission to professional and graduate schools through advice and preparation of letters of reference.
6. Carrying a fair share of the administrative work of departments, the Faculty, and the College.
7. Attending all Faculty meetings and convocations.
8. Maintaining and building library and other academic resources.
9. Maintaining an active, involved professional life including scholarly work or artistic production.

A more detailed narrative description of the work of the Faculty comprises Section VII of this document.

Part-time officers of instruction are appointed for the teaching of a designated number of courses. Except for such contact with students outside of class time as needed for effective teaching, a part-time position does not carry the other obligations that are normal to full time positions. However, part-time Faculty who are extended Faculty membership assume these duties in proportion to the fraction of full time that they teach. (See Section II A.)

An officer of instruction shall not substitute nor appoint anyone to perform his or her College duties without the approval, in each case, of the Dean of the Faculty.

An officer of instruction, in accepting an appointment from the College, thereby agrees to conform to all regulations adopted by the Faculty, by the President, and by the Board of Trustees.

Appendix 13: The Work of the Faculty.**The Work of the Faculty**

The College seeks to provide a liberal arts and sciences curriculum that is imaginative and evolving: imaginative, in that it makes an appeal to faculty members and students alike to engage in study that will take both beyond their current understanding; and, evolving, in that it is structured and regularly assessed to achieve the best environment in which the intellectual advancement of both faculty and students can be pursued and realized.

Such a curriculum is possible only if there is effective teaching of students, active scholarly engagement within academic disciplines, and conscientious service to the College community on the part of all faculty members of the College. These three activities are the basis of performance evaluations of faculty members at the College.

VII. A. TeachingVII. B. Scholarship and Other Professional WorkVII. C. Service**A. Teaching**

Effective teachers are enthusiastic about their disciplines and imaginative in presenting them. They work confidently in their discipline, and they are able to make sound professional judgments about it. They demonstrate their command of the discipline by presenting it systematically and coherently, by making important connections between their discipline and other related fields of study, and by actively probing the boundaries and limitations of their disciplines.

Effective teachers are committed to the intellectual development of their students. They accomplish this by encouraging the maturing of critical faculties, the cultivation of analytic and synthetic abilities, and the focusing of creative imagination. Effective teachers are attentive to the progress of each of their students and encourage each student to become seriously engaged with the subject of the course.

Effective teachers design and teach courses that challenge students to grow intellectually. They are demanding, set high standards, and make their learning objectives clear. Effective teachers seek to develop and improve their pedagogical skills.

Faculty work that is pedagogical is considered to be teaching. Mentoring student scholarship is also considered to be teaching. If such collaborative work results in a peer-reviewed publication, the outcome is considered to be scholarship.

B. Scholarship and Other Professional Work

Faculty members at Rhodes are actively engaged with their academic fields as scholars and artists. They are confident exponents and interpreters in the practice of their disciplines. They have an abiding interest in and passion for their discipline.

Faculty scholarship is the development and use of skills and competencies, appropriate to one's discipline, to address issues within and challenges of the discipline and to enrich the discipline by informed, critical study or performance. The expectation is that these skills and competencies will advance the discipline.

Faculty scholarship includes both research and creative activities. Faculty research refers to original scholarly activity that is intended principally for academic and professional peers and is subject to a peer review process. This research should culminate, where appropriate, in peer-reviewed conference presentations, articles, essays, monographs, or books. Such research may also generate external grants. Creative activity refers to work that reflects an active engagement with the discipline typically intended for an audience not limited to academic peers. Typical forms of creative activity are works of art, productions, compositions, and performances.

Some faculty investigate interdisciplinary research questions or explore issues in fields outside their discipline. Such work is expected to undergo the same rigorous peer review processes as work within a traditional discipline.

Invited expert testimony, consultant assignments, book reviews, participation in professional meetings in roles such as panel chair or discussant, non-peer-reviewed publications, review work for journals or book publishers, and outside reviews of the work of Faculty colleagues comprise professional citizenship activities. These activities are contributions to one's discipline and valued as part of a faculty member's professional life at, and on behalf of, the College, but do not substitute for faculty research/creative activity.

Academic Departments work with the Dean of the Faculty to develop expectations for the assessment of scholarship, making clear how the forms of research/creative activity, appropriate to that discipline, are weighted in the evaluation process. The Dean of the Faculty and Associate Deans of Academic Affairs, in consultation with department chairs, regularly review these departmental expectations in order to maintain a level of parity across departments.

C. Service

Members of the Faculty serve Rhodes in many ways that go beyond formal teaching duties and scholarship. Faculty service is essential in creating the community within which our shared work is best accomplished.

Student advising is a critically important service activity. Faculty members will serve as advisors to students majoring in their disciplines, but will also regularly serve as advisors to entering first year students. Academic advising includes the routine activities of meeting with advisees, monitoring academic progress, reviewing course grades, responding to notices of academic warning, making registration materials available, and reviewing petitions concerning academic regulations. However, academic advising is also an opportunity to help a student realize his/her

academic potential and to utilize the resources at the College to assist a student in envisioning and shaping his/her longer term goals, and to counsel and nurture a student as he/she confronts the inevitable challenges of a collegiate environment.

The Faculty of Rhodes is given and carries out a major role in the planning and implementation of the academic program of the College. Faculty members must assume obligations within the governance structure of the College by attending Faculty meetings, serving on and providing leadership on committees, carrying out departmental functions, and other special assignments that work to ensure that the College provides an excellent educational program for its students. Faculty members demonstrate support for the intellectual life of the College by organizing and participating in events, such as guest lectures, symposia, workshops and seminars. In addition, faculty members serve in ways that develop and nurture a viable Faculty cohort, such as recruitment of Faculty and reviews of colleagues.

The College is an institution whose mission includes service within the greater Memphis community. The College, therefore, values the services rendered by faculty members who apply their professional skills to work that benefits the larger community.

Appendix 14: Sabbatical Leave of Absence.**Sabbatical Leave of Absence**

- Amended by Faculty approval, May 7, 2014
- Amended by Faculty approval, April 14, 2010.
- Amended by action of the Faculty at the February 2005 meeting, to make reference to 144% rather than 134%.
- Amended by action of the Faculty at the February 8, 2012 meeting, to remove reference to 144% salary ceiling.

Sabbatical leave is granted to members of the Faculty to allow them to pursue professional activities that will promote scholarly research or creative activities. The College expects sabbatical leave to produce tangible results. Completing work for the Ph.D. or other terminal degree is not an appropriate use of sabbatical leave. A record of scholarship or creative productivity is expected for successful applications (including, when applicable, demonstrated outcomes from the previous sabbatical).

However, the sabbatical is not granted in recognition of previous work; rather, it is awarded in anticipation of future work.

A. Eligibility. A Faculty member with tenure is eligible for sabbatical leave after twelve semesters of full-time teaching and thereafter is eligible after each successive twelve semesters of full-time teaching. The sabbatical leave or leave of absence will not count toward a subsequent sabbatical leave.

Full-time Faculty members may count semesters taught at a reduced load if the reduced load is the result of a College initiative. If a sabbatical leave is delayed beyond the semester in which a Faculty member is first eligible, the additional semester of teaching will not count toward a subsequent sabbatical unless the delay is the result of a College request. Only four semesters can be carried forward in this way.

B. Length and Compensation. Sabbatical leave may be granted for one semester or for one full academic year.

While on one semester leave a Faculty member will continue to receive full salary. While on a full year, two semester leave a Faculty member will be paid a total of 60% of the annual salary that would have been paid in that year if not on leave. Contributions by the College to a faculty member's retirement plan will be based on the salary actually paid under the annual contract for the sabbatical leave year in accordance with the retirement plan adopted and approved for the College. During a sabbatical leave year, all other fringe benefits remain in force as outlined in the College Handbook.

C. Application.

1. Faculty eligible for sabbatical leave will submit a letter of intent to the Dean of the Faculty by 1 October of the year prior to the academic year of the projected leave. This letter of intent will include a statement from the candidate indicating the projected duration of the

sabbatical leave (either a full academic year or the specific semester being requested for leave) and will be accompanied by a letter from the applicant's Department Chair that describes the department's (and any affected program's) plan for covering the applicant's teaching responsibilities during the leave. When a leave is contingent on acceptance into a program or research group, or on receipt of grant support, the letter of intent application should give a detailed description of such contingencies and the dates by which the contingencies will be removed.

2. Applicants for sabbatical leave will present copies of the full project description and a current curriculum vitae to both the Dean of the Faculty and the Faculty Development Committee by 1 November of the year prior to the academic year of the leave. This detailed description of the proposed project should not exceed 2500 words and must include the expected outcomes that will result from the leave activities. Proposals from applicants who have had a previous sabbatical leave must include a separate section reporting the final outcome(s) of project(s) undertaken in the most recent sabbatical leave. Any clarifications requested by the Committee must be provided by the faculty member no later than 1 December.

3. The Faculty Development Committee will make a recommendation on the proposal to the Dean of the Faculty by 15 December.

4. The Dean of the Faculty will notify the faculty member regarding the outcome of his or her application for sabbatical leave on or about 15 January.

5. In special cases in which being awarded a grant is contingent upon an approved sabbatical, applications are permitted within a year in advance of the normal deadline, to accommodate idiosyncratic funding opportunities. In such cases, an appropriate similar timetable will be followed.

6. In the event that a sabbatical leave application is denied, the faculty member can reapply in the following year or any later year.

D. Returning from Sabbatical Leave. Sabbatical leave is granted on the condition that the Faculty member will return to Rhodes for at least one full-time service year immediately after the leave. Faculty members who do not return following sabbatical leave for one full-time service year will be under a contractual obligation to refund to Rhodes the full amount of their sabbatical salary and benefits on demand. No pro-ration of this obligation will be given for partial year or part-time return service.

In exceptional circumstances a member of the Faculty may be eligible for a sabbatical leave of absence and plan to retire from the College upon the end of the sabbatical leave. In such cases the eligibility and provisions for a sabbatical leave of absence apply; however, it will be designated as an academic leave of absence, not a sabbatical, the provision to resume the teaching appointment is waived, and the reporting requirements associated with a sabbatical leave of absence are not in effect.

Reports. A faculty member returning from leave will make a full written report of his or her leave activities to the Faculty Development Committee and Dean of the Faculty no later than 90 calendar days after the end of the leave. This report, together with a statement on additional long-term outcomes of these activities (if any), will be included as a section of the next sabbatical leave application. Both reports will guide the Committee and the Dean of the Faculty when considering future leave applications.

Appendix 15: Special Provisions in regard to Faculty Status

- Amended by Board approval, April 2012.
- Amended by Faculty approval, October 14, 2009.

A. The Proportion of the Faculty Holding Tenure. The College takes seriously the commitment to a member of the Faculty when a tenured appointment is made; it also takes seriously the concerns that are frequently expressed when the proportion of the Faculty holding tenure appears to limit the College's ability to alter, to modify, or to change academic programs when good reasons are presented for such changes. By action of the Board of Trustees the President and the Dean of the Faculty are to present annually an accounting of the current profile of the Faculty, including the proportion of the Faculty holding tenure, and to present a projection of the Faculty cohort over the next five years, showing anticipated changes due to non-reappointment, tenure contracts awarded, and expected retirements.

B. Policy on the Replacement of Faculty Recruited to Administrative Positions. The expertise and experience of senior members of the Rhodes faculty can make them attractive candidates for administrative positions at the College, and their work in administration provides valuable service to the College. When the administrative appointment of a faculty member results in the loss of some teaching capacity to an academic department, that department should routinely be allowed to hire replacement faculty, on a term basis, to cover the courses lost. If the administrative duties of the faculty member are likely to extend over several years, a term appointment of three years or more may be justified. However, because administrative positions are not lifetime appointments, and because the length of an administrative appointment may be difficult to define or predict at the outset, replacement hires for faculty serving in administration will not be tenurable.

The College may consider an exception to this general policy under certain circumstances. If a faculty member has served in an administrative position for a period of not less than four years, and if all parties expect her or his administrative appointment to continue indefinitely, her or his home academic department may apply for the creation of a tenure-track position to replace that colleague. Such applications should be made only if the department can demonstrate that there is a special need for a tenure-track or tenured faculty member in this position. These applications should be submitted according to the regular process for requesting new faculty positions.

Appendix 16: Rotational Professorships

Three-Year Renewable Faculty Professorships. Rotational Professorships are awarded for a three- year term to faculty members of Rhodes College who are engaged in significant scholarly projects in the form of research or creative activity. Normally, such Professorships will be awarded to tenured full time faculty members. Recipients of Professorships will receive \$7,500 per year to fund the expenses associated with their projects.

Purpose and Appointment Criteria. The purpose of the Rotational Professorships is to support faculty scholarship (research, and creative activity). Therefore, faculty members who show promise of producing work that will be evaluated positively by their peers will be appointed. Promise will be determined by a faculty member's past performance as well as by an articulated plan for scholarly activity to be completed during the three year period of appointment to the Professorship.

Rotational Professorships may be renewed once only, for up to three additional years, should the faculty member be able to demonstrate both an on-going need for support and tangible results – for example, substantial completed, published, or exhibited work – stemming from activity undertaken during the first term in the Professorship. (In exceptional circumstances, continuation for a third term may be considered.)

Rotational Professors will be ineligible to apply for summer Faculty Development Endowment Grants. Normally, such Professors also will be ineligible to receive travel support from the standard faculty travel budget. Rotational Professors will, after the termination of their term, have two additional years to call upon any funds that may remain in their accounts to cover research expenses associated with their projects.

Annual Reports. Holders of Rotational Professorships are required to submit a report of their project activities annually, by 1 October following each year in the Professorship, to the designated Associate Dean of Academic Affairs. The report will consist of a one or two page statement of scholarly activity completed during the year as well as any outcomes resulting from that activity, and a one-page overview of funds expended.

Initial Appointment (first three-year term)

1. When a rotational professorship is vacated the designated Associate Dean of Academic Affairs compiles a list of all faculty members who are eligible to fill the open professorship.

Normally, only tenured members of the faculty in relevant departments who have not held a rotational professorship for at least six years are considered to be eligible.

2. The designated Associate Dean of Academic Affairs notifies the eligible faculty members, who are invited to prepare an application (made up of a three- to five-page proposal and an updated vita), and provides them with a precise timeline for the process. Notification normally will take place no later than early March. Faculty considering application will be encouraged to consult with their department chairs before doing so. (In cases where the department chair is a candidate for the professorship in question, faculty considering application should consult with the faculty colleague who is vacating the professorship in question.)

3. The proposals are reviewed by a four-person group made up of two Associate Deans of Academic Affairs and the Chairs of two standing committees of the Faculty: the Faculty Development Committee and the Faculty Governance Committee. These proposals normally will be due no later than early April. Relevant departmental chairpersons also will be consulted unless they are themselves candidates for the professorship in question.

4. If either of these two faculty committee members is required to evaluate a proposal that comes from themselves or from any member of their academic department, the faculty member in question will recuse himself or herself and the faculty committee in question will appoint a replacement.

5. The four-member group evaluates and ranks the proposals. Criteria for evaluation include (but are not limited to): the quality of the proposal; its significance to the professor's ongoing scholarly program; the professor's scholarly track record; a record of effectiveness in the two other areas of professional assessment (teaching and service); and matters of rank and years of service to the College.

6. The group then makes a recommendation to the Dean of the Faculty, who will make the final decision.

7. The designated Associate Dean of Academic Affairs notifies the candidates. This notification normally will be given by the end of April.

Renewal (second and final three-year term)

1. In the final year of the first term of a three-year rotational professorship appointment, the professor has the option of applying for a second and final three-year term in the professorship. This application is made to the designated Associate Dean of Academic Affairs. The application will include a summary of scholarship achieved during the first term, a discussion of work to be completed in the second term, and an updated vita.

2. This material is evaluated by the above four-member group, which then makes a recommendation to the Dean of the Faculty, who makes the final decision.

3. If the renewal application is approved, the faculty member is appointed for a second (and final) three-year term. (If not approved, the designated Associate Dean of Academic Affairs compiles a list of all faculty members who are eligible to fill the open professorship and follows the process described in the section above.)

4. The designated Associate Dean of Academic Affairs notifies the candidates. This notification normally will be given by the end of April.

Revised March 2012.

Revised March 2003.

Dean of the Faculty and Vice President for Academic Affairs.

Appendix 17: Professional Support Funds.

Professional Support Funds

Professional support funds provided by the Chief Academic Officer to funded Chairs and to full-time, continuing, members of the Faculty are meant to be discretionary funds, supporting the scholarship of the faculty member.

The following guidelines describe the approved uses of and accounting for these funds.

1. The funds are expected to be expended within the time frame established when awarded. Any remaining funds must be used within two additional calendar years. Reports (detailing how funds were expended and describing the work achieved) must be submitted to the Associate Dean of Academic Affairs for Faculty Development by 1 October following the year during which the funds were made available.
2. Funds may not be taken as stipend or compensation, nor may they be used for personal expenses.
3. Funds may be used for materials – e.g. books, journal subscriptions, professional memberships, equipment in support of scholarship – and for services – e.g. student assistants, consultants. Materials and services should be in direct support of research or creative activity projects of the faculty member. The employment of student assistants should be administered through the Human Resources Department of the College; provisions must be made to cover the necessary social security and withholding deductions.
4. Funds awarded will be used for professional travel in support of relevant research and creative activity. Examples of such needs include travel to professional conferences; travel to libraries, archives, laboratories, or performances (for purposes of information collection and study); and travel for purposes of professional collaboration or conducting interviews. Expenses to be covered may include reimbursement for transportation costs, registration and admission fees, and lodging costs.
5. Professional support funds may be used to purchase computers and peripheral devices subject to the following criteria:
 - Proposed purchases must be reviewed with the Director for Information Technology Services to determine that the equipment will perform adequately in its desired function.
 - Proposed purchases for computers and peripheral devices must conform to institutional standards for such equipment, posted on the Information Technology Services web site. Appeals for nonstandard equipment must be made in writing and addressed to the Chief Information Officer and, such equipment may be purchased only after approval from the Chief Information Officer.
 - Computers and peripherals purchased with professional support funds are not considered as part of the College's operational inventory; as such, support and maintenance, including upgrades and replacement when necessary, are the responsibility of the faculty member unless other accommodations are made in advance of the purchase.
 - Computers and peripherals remain the property of Rhodes College.
6. Professional support funds may be used to purchase scientific equipment subject to the following criteria:

- The purchases must be approved by the Chair of the department of the faculty member. Orders for equipment are processed following standard College procedures for the purchase of scientific equipment and laboratory supplies.
- A plan for the maintenance and upgrade of the equipment is agreed to in advance by the faculty member and the Chair of the department.
- The equipment remains the property of Rhodes College should the faculty member leave Rhodes.

Revised July 22, 2008

Revised December 12, 2007

Revised August 15, 2005

Revised September 12, 2003

In effect March 5, 2003

Dean of the Faculty and Vice President of Academic Affairs

Appendix 18: Professional Growth.**Professional Growth**

As an important corollary to the evaluation system, Faculty members each year make plans for professional growth as teachers and scholars. These plans, formulated with the department chair and, where appropriate, the Dean of the Faculty, should make use of both College supported and outside professional development activities.

When, as the result of annual evaluation, a Faculty member is found to have serious deficiencies, a more formal plan for improvement will be developed with the help of the department chair and the Dean of the Faculty. The plan shall list the improvements to be made, and over what time period. It will indicate how improvements are to be assessed and the consequences of failure to improve. If a plan cannot be agreed upon, the views of the Faculty member, the department chair and the Dean of the Faculty will be forwarded to the President for final decision.

At the end of each calendar year Faculty members make a formal report to the Dean of the Faculty concerning scholarly publications and other professional activities. This report includes an updated curriculum vitae.

Sections VII and VIII of this document contain important information about the work of the Faculty in scholarship and the standards that are applied.

Appendix 19: Faculty Contracts.

Faculty Contracts

A. Types of Contracts. At the time of initial appointment, and, for continuing Faculty on or about March 15 of each year, each officer of instruction will be provided with a written contract of employment for the following academic session. This document will specify rank and salary, the nature of the contract and any special terms and conditions of employment. Rhodes has three types of contracts with officers of instruction. They are:

1. Term Contract. This type of contract is made on an annual basis, or on an academic term basis, or on a contingent basis (for example, contingent upon a sufficient number of students enrolling for a proposed course). Beyond the limits set in the document, there is no assumption of further employment. All part-time and nontenure track officers of instruction receive term contracts. Officers of instruction on term contracts and Distinguished Service professors may serve for more than seven years without the granting of tenure.

2. Probationary Contract. This type of contract is made on an annual basis and is a tenure-track appointment in a particular department. An officer of instruction may not work more than seven years under such contracts unless by mutual agreement between the College and the Faculty member the normal progress towards a review for tenure is interrupted. Those full-time officers of instruction who do not have the Ph.D. or appropriate terminal degree may not work for more than two years under such contracts. (Exceptions can be made in rare cases, which the President must be prepared to defend before the Board of Trustees.) The College is under no obligation to renew probationary appointments nor does it guarantee that a tenurable position will be available at the time a probationary Faculty member is considered for tenure. (See Section X, Non-Reappointment.)

3. Contract With Tenure. Appointments with tenure are made in a particular department. Faculty holding tenure receive a contract each year which reflects changes in rank, salary, special terms, or in the provisions of "The Statement of Policies and Procedures in Regard to Faculty." Tenure contracts can be abrogated in circumstances described in Section XII.

B. Faculty Salary. Rhodes does not follow a binding formula either in negotiating initial salaries or in granting increments.

Salary recommendations are formulated by the Dean of the Faculty in consultation with department chairs and made to the President. Salary increments awarded by the President are reflected in each year's contract letters. Salary adjustments may be made to recognize merit, as part of a general salary increase, to remove inequities, or to recognize promotion in rank. The Dean of the Faculty shall offer any Faculty member who requests it an explanation of the basis on which his or her salary increment, or lack of it, was determined.

Remuneration of part-time Faculty will generally be determined based on the number of four-credit courses or equivalents being taught and the academic qualifications of the faculty member. As full-time Faculty remuneration rises, the normal rate for teaching a four-credit course on a part-time basis may be adjusted.

Ordinarily, salary levels of tenured Faculty members will not be individually reduced, except for cases described elsewhere herein. However, in the event of financial exigency, general reduction of salaries or the reduction of some but not all salaries may be necessary.

Appendix 20: Faculty Evaluation.**Processes and Procedures to be followed in the Evaluation of a Member of the Faculty**

- Endorsed by the Faculty, 7 October 2002
- Amended by the FEC, 13 November 2002
- Amended by the FEC, 18 December 2002
- Approved by the Executive Committee of the Board of Trustees, 15 April 2003
- Amended by Faculty action, 9 May 2007
- Amended by Faculty action, February 16, 2011
- Amended by Faculty action, April 2014

The work of the Faculty is outlined in Section VII above. This work is expected to be done at a level of accomplishment that meets or exceeds the standard of excellence set by the College as detailed in Section VIII above. This section of the “Statement of Policies and Procedures in regard to Faculty” is a compilation of the procedures that govern the collection of information about the performance of a faculty member. It identifies those persons, committees, and administrative officers involved in the task of making assessments.

Assessments of Faculty occur periodically, based on the standing of a member of the Faculty. Probationary members of the Faculty undergo reviews at the Department level (A below), in their second year (B below), in their fourth year (C below) and in their sixth year (D below) of appointment. These reviews focus on progress towards and eligibility for a contract with tenure in the seventh year of appointment. Promotion to the rank of Associate Professor normally coincides with the awarding of tenure. Subsequent to the granting of a contract with tenure, members of the Faculty are reviewed every six years (E below). A special review applies to those members of the Faculty who are eligible and apply for promotion to the rank of Professor (F below).

Input into the assessment processes includes evaluations by students, by colleagues both within and from outside the department of the faculty member, and in some cases by faculty members at other institutions within the discipline of the faculty member.

Evaluation by students is achieved in two ways:

1. Near the end of a course a college-wide evaluation instrument, approved by the Faculty and the Dean of the Faculty, is administered.
2. Questionnaires are distributed in support of the fourth- and sixth-year reviews and in support of the review for promotion to Full Professor.

The college-wide student evaluations are administered in all courses taught by probationary faculty members and part-time officers of instruction, and in at least one course taught each semester by each tenured faculty member. In the latter case evaluations should be administered to ensure that the variety of courses taught by each tenured officer of instruction is represented. For each of the reviews outlined below the special obligations of colleagues for assessments are

noted. Colleague evaluations from within or beyond the Rhodes Faculty may be requested at any time should both the department Chair and the Dean of the Faculty deem it necessary.

A shift in curricular requirements or a substantial change in enrollment patterns may make it necessary to change the definition of a position in the Faculty from tenure track to temporary or to eliminate the position entirely. The tenure track member of the Faculty in such a position will be informed about the possibility of a change in status as early as is reasonably possible. Reappointment or tenure may be denied if such shifts have reduced the need for a permanent position in the discipline of the faculty member.

Terms and definitions that apply to section IX:

Tenure track faculty member – A faculty member in his or her first six years of service at the College, who is on a tenure stream appointment but has not yet achieved tenure.

Candidate – Any faculty member undergoing an evaluation.

CV – A faculty member's CV may be disciplinarily specific but for evaluative purposes should include at a minimum all professional work accomplished by the faculty member and all records of service to the college and community.

Portfolio – For purposes of evaluation a portfolio consists of a current CV, a list of courses taught during the evaluation period, syllabi for each of these courses, and samples of assigned work and exams. Copies of all scholarly achievements (e.g., published work, sound recordings, images of artwork, etc.) should be included in the portfolio. The portfolio also includes a narrative statement (normally three-five double-spaced, pages) that discusses the faculty member's performance and trajectory in the areas of teaching, scholarship, and service. Examples of types of information to discuss include: a description of teaching philosophy as it relates to courses taught during this period, a description of the feedback given to students on graded assignments, additional teaching experiences, new course development, major changes to existing courses, any initiatives taken to improve teaching, a description of scholarship that has been completed or published during the review period as well as trajectory for ongoing scholarly activities, and a description of forms of service to the department, college, and/or to the wider community, and any other forms of professional activity within the faculty member's academic discipline.

Scholarship – Research and creative activity.

Senior member of the department – A full-time, tenured faculty member in the department.

Teaching Evaluation Committee – A group of three or four colleagues with special responsibility for assessing classroom teaching during the fourth- and sixth-year reviews. The members of this committee will normally continue to serve during the candidate's entire probationary period. Normally these committees are comprised of the Chair of the faculty member's department and two senior members of the candidate's department. In the sixth-year review, this group also includes a senior faculty member from outside the candidate's department. Where fewer than

three senior members of the department exist, the Dean of the Faculty, in consultation with the Chair of the Department, will appoint ad hoc members to fill out these committees as necessary.

Special Provisions for Changes in Section IX of the “Statement of Policies and Procedures in regard to Faculty”

Modifications in the processes and procedures outlined in this section of the “Statement of Policies and Procedures in regard to Faculty” are operational matters. Modifications may be initiated by committees of the Faculty or by members of the College administration. All modifications must be approved by the Faculty and the Dean of the Faculty. Modifications are then reported to the Committee on Faculty and Educational Program of the Board of Trustees. The Committee may bring such matters to the attention of the Board of Trustees for further action as deemed necessary. As such, changes in this section (Section IX) fall outside the procedure for modifying the “Statement of Policies and Procedures in regard to Faculty” prescribed in Section I above.

Appendix 21: Standards for Reappointment, Tenure, and Promotion.

Standards for Reappointment, Tenure, and Promotion

- Amended by Faculty approval, February 5, 2014.
- Amended by Faculty approval, October 14, 2009.
- Endorsed by vote of the Faculty, 8 May 2002.
- Altered in view of changes in Section IX by the Faculty.
- And in view of changes recommended by the Faculty and Educational Program Committee of the Board of Trustees, October 2002.
- Altered by action of the FEC, November 2002 to remove direct reference to salary administration, except for the introduction.
- Approved by the Executive Committee of the Board of Trustees, April 15, 2003.
- Altered by action of the FEC, May 2004, to include a grandfather clause governing change of criteria for tenure; approved by the Dean of the College and the President, June 2004.

Section VIII establishes the standards of evaluation assigned to each of the three areas of faculty work. Assessments using these standards provide the basis for decisions on retention, tenure and promotion. The College expects a record of excellence in all three areas of assessment (indicated below). Candidates for tenure and/or promotion must meet the standard in each area.

If evaluation criteria are changed within the two-year period prior to tenure evaluation, a tenure candidate may, at his or her request, be evaluated by the criteria in effect during the year of the candidate's fourth-year review. Such a request must be submitted to the Dean of the Faculty in writing as a part of the tenure application.

Teaching: Effective teaching is central to Rhodes' educational mission. Teaching includes traditional classroom and laboratory instruction (disciplinary or interdisciplinary), leading internships or fellowships, and supervising directed inquiries, honors projects and/or other forms of student research or creative activity. In evaluating performance in this area, the following standards apply:

- Faculty members sustain in their classes a consistent engagement with matters of substance and importance in the subject area.
- Faculty members demonstrate command of the subject material and the critical issues surrounding it.
- Faculty members construct syllabi that make grading policies and course goals clear.
- Faculty members design student assignments and projects that demonstrably advance course goals.
- Faculty members organize courses in ways that reflect an effective pedagogy, and result in successful educational outcomes.
- Faculty members develop in students the ability to think critically on the subjects studied and to communicate effectively about these subjects.

Rhodes College evaluates teaching by gathering input from students, departmental colleagues, a committee whose charge is specifically to review a faculty member's in-class performance and teaching materials, as well as by members of the Tenure and Promotion Committee that have

access to all of the materials relevant to a particular faculty member's promotion.

Scholarship: Appointment to the Rhodes Faculty is made with the expectation that faculty members bring with them a commitment to advancing scholarly knowledge and/or producing creative works in their field. In evaluating a faculty member's performance in this area, the following general standards apply:

- Faculty members demonstrate their ongoing engagement in original research or creative activity by the regular appearance of original scholarly work which includes peer-reviewed products, juried exhibits/performances, and products that have undergone rigorous scholarly evaluation appropriate to the discipline.
- Each academic department of the College provides a statement of expectations that articulates in more detail the specifics of each discipline as regards appropriate forms of peer review and scholarly products. The departmental expectations are subject to review and approval by the Dean of the Faculty.
- The quality and the quantity of juried or peer-reviewed work are both important indicators of achievement in scholarship. The quality and quantity of a candidate's scholarly work is evaluated internally by departmental colleagues and externally by peer evaluators within the candidate's discipline(s). The Tenure and Promotion Committee, drawn from representatives of all College divisions, gathers all of these materials together, reviews and evaluates them, and forwards a recommendation to the Dean of the Faculty. The Dean considers all of these evaluations in determining a final recommendation to the President of the College.
- Faculty members, particularly those at the rank of associate professor and professor, are expected to participate in the activities associated with effective professional citizenship, such as reviewing articles and manuscripts for scholarly publications, organizing conferences and panels, serving as a commentator on a scholarly panel, delivering invited talks, taking on leadership roles within professional organizations, and the like. While not a substitute for the appearance of scholarly work as defined above, these activities provide a means by which scholars remain actively involved in their scholarly communities as well as engaged and up to date in their own scholarship.

Service: Effective professional service involves contributing to the operation and welfare of the College, the department, and the larger community. The operation and welfare of the College involve a number of important responsibilities invested in the Faculty. The governance structure of the College serves to distribute these collegial duties in a fair and effective manner. Normally, major leadership responsibilities (such as chairing standing committees, academic departments, or academic programs) should be assigned to senior faculty members. In evaluating a faculty member's service, the following standards apply:

- A faculty member is an effective advisor to students and regularly advises both incoming students – through the students' declaration of major – and continuing students within the major. Aiding students who seek post-graduate scholarships and/or admission to professional and graduate schools by providing counsel and, where appropriate, preparing letters of reference is also expected. A faculty member's work as an advisor is assessed by the Tenure and Promotion Committee using a student survey of all of a faculty member's advisees, past and current.
- Faculty members participate in the administrative work of their department. This work includes participating in department meetings, faculty development and evaluation activities,

curriculum reviews, and implementation of curriculum changes; overseeing library and other academic resources; aiding in the recruitment of students and new faculty; and supporting departmental co-curricular activities. Department colleagues are expected to include in their letters to the Tenure and Promotion Committee their assessment of a candidate's contributions to the work of the department.

- Faculty members participate in the governance of the Faculty and the College. Faculty members are expected to serve the College through such channels as membership on standing committees of the Faculty, administrative committees of the College or Board of Trustees, ad hoc committees or task forces, engaging in and/or providing leadership for appropriate co-curricular activities, and/or activities that develop and sustain the College's connections to external communities. Faculty members are also expected to work with other departments to help with faculty recruitment, development, and evaluation. The Tenure and Promotion Committee relies in this case on the evaluation of a candidate's contributions in service by colleagues and College staff members who have served with the candidate during the probationary period.

Effective service means not only becoming a member of one or more of the many committees on campus, but also participating in a significant and effective way. As such, faculty members are expected to work productively and respectfully with students, staff, and colleagues in both the department and the College. Tolerance for differing points of view and the capacity to give civil expression to one's own position are highly prized. Evidence of such collegiality in the past and the prospect of continuing collegiality are thus important factors in decisions about reappointment, promotion, and tenure.

Levels of assessment: As noted above, the College expects a record of excellence in all three areas of assessment. Faculty work is assessed as either meeting or not meeting the high standards expected by the College. In the second- and fourth-year reviews particular attention will be paid to the trajectory of work exhibited by the probationary faculty member with an eye towards the level of achievement necessary for a successful sixth-year review.

Contributions to the tenure decision are made by students, faculty colleagues, outside evaluators, the Dean of the Faculty, and the President of the College. A decision to recommend tenure remains a matter of judgment by the relevant individuals at the College, based on their reading of the evidence and projection of the candidate's future performance. The recommendation is reached after careful attention to the procedures authorized in Processes and Procedures to be followed in the Evaluation of a Member of the Faculty (Section IX).

The importance of the three areas of the work of the Faculty: All faculty members are required to be engaged in teaching, research/creative activity, and service throughout their career at the College. Care should be taken by the faculty member and those in academic administrative positions to ensure that no one component threatens to compromise a faculty member's overall performance over extended periods of time.

The College therefore affirms the following:

During the probationary years (normally, the first year through the sixth year of service to the

College): The focus at this stage should be on a faculty member's work as a teacher and scholar/artist— on becoming skilled in the classroom and established as an authoritative contributor to one's discipline. Service to the College is not a substitute for meeting the standard in teaching and in research or creative activity, so care should be taken to ensure that a junior faculty member's service involvements do not interfere with his or her development as a teacher and scholar/artist. Service activities early in a faculty member's career should focus on developing skills and competency as an advisor to students and as a departmental colleague. By the beginning of the fourth year, service should normally expand to include work on college-wide committees and/or on campus-wide initiatives.

Following the probationary years (normally, the seventh year of service until retirement): Becoming a senior member of the Faculty entails assuming a more prominent role in faculty governance (e.g., by serving as department chair, providing effective service and leadership on college-wide faculty committees or task forces, initiating curricular reform or program development).

Concentrated efforts in pedagogical and/or curricular development may take away time from research/creative activity and service. The awarding of a major grant may involve a reduction in teaching load and in service commitments for the grant period. While such shifts are appropriate, they should be carefully monitored. The post-tenure evaluation cycle provides room for such shifts while also monitoring them to prevent more extensive involvement in one area from compromising a faculty member's performance in other areas.

Normally, heavy service commitments should not last longer than six consecutive years in order to ensure that every faculty member remains an active and energized teacher and scholar. Care should be taken by each faculty member and those in academic administrative positions to ensure a profile for each faculty member that is in keeping with the College's standards. The equitable distribution of workload across the Faculty is done with the intention of making possible this profile.

Appendix 22: Sample Departmental Tenure and Promotion Guidelines.

Anthropology/Sociology Department Statement on Faculty Scholarship and Creative Work

Departmental Expectations

Anthropology/Sociology professors engage in a wide variety of different scholarly and creative activities. These activities range from traditional fieldwork and scholarship to applied research and consulting in support of community and government interventions. Generally speaking, the various activities engaged in may be placed in the two different categories: Scholarship and Professional Citizenship. The department expects faculty to be engaged in both types of activities in a consistent and ongoing manner, and quality is deemed at least as important as quantity of work produced.

Faculty scholarship includes the following three connected types of activity:²

1. Discovery is the production of knowledge through original, scholarly research and creative activity.
2. Integration interprets and contextualizes knowledge and makes connections across disciplines, theories, or models.
3. Application involves the application of knowledge and understanding to address and solve problems in the public or private social spheres.

Scholarship encompasses the linked processes of knowledge production, contextualization, dissemination and application that engage both scientific and nonscientific constituencies. Interaction with multiple publics, communities and audiences in these processes generates a range of scholarly products that may include: policy documents, peer-reviewed publications in professional journals or edited volumes, a book from a press of recognized quality, external grant awards, exhibition designs, alternative media expositions³, policy documents, or research reports or training materials for institutional or community partners.⁴ Certain anthropologists, in particular, archaeologists and physical anthropologists, are often engaged in research and analysis that spans the traditional boundaries between the natural and the social sciences. It is also the case that sociologists and anthropologists have interactions with and ethical obligations to multiple publics, communities and audiences critical to ongoing projects of reciprocal

² This description of the three domains of scholarship is based on Boyer's *Scholarship Reconsidered* (1990).

³ Scholarly products that might fall under this category are ethnographic films, multi-media presentations, accurate crafting/reconstruction (based on analysis and learned skills) of pottery, lithic materials, or other artifacts for display and/or teaching.

⁴ Scholarship of integration is often best represented in scholarly products such as research reports and training materials for institutional or community partners that foster mutual understandings and share knowledge across communities. Creation of these products typically involves collaboration and consultation with non-academic stakeholders such as indigenous communities (e.g., Zuni Nation), governmental agencies (e.g., USGS), and/or professional organizations (e.g., American Anthropological Association, Society for American Archeology, American Sociological Association). This type of research partnership is vital to meet broader impact criteria (e.g., as defined by the National Science Foundation) and fulfill ethical standards of our respective disciplines.

knowledge production. It is thus understandable that their scholarly and professional portfolios will necessarily include a range of work beyond the scope of traditionally defined scholarly products. In all cases, scholarship will meet relevant expectations in terms of: rigorous methodological standards, contributions to prior scholarship, mutually-beneficial collaboration with stake-holding communities, and assessment of outcomes by appropriate reviewers.

Evaluation

The best evaluations result from ongoing assessment of a faculty member's work. Such assessment is aided by the creation and regular updating of a portfolio by the probationary faculty member. Such a portfolio will include a record of work accomplished and evidence of the reception of the work among peers, and will further include a plan for future research, creative activity and professional citizenship. The portfolio can help ensure sensitivity to differences of specialization, interest, and training among the individual faculty members. It can also record, as analysis of a single year's work cannot, the rhythms of productivity in an unfolding scholarly career. Evaluations should take account of such rhythms and of the stages of scholarly work (data collection, field research, writing, manuscript completion, acceptance, and appearance in print).

Formal review and evaluation by the college of a probationary faculty member will take place in the second, fourth and sixth year. Additional yearly evaluation within the department will take place in the first, third and fifth year to insure that adequate mentoring, direction and encouragement are offered to probationary faculty, and that supplementary data are collected that can be used to inform departmental feedback during the years of formal review and evaluation by the college. The purpose of this ongoing process is to establish a trajectory of a successful teacher-scholar.

It is understood that during the first two academic years, a probationary faculty member will be devoting significant attention to teaching as well as developing a program of research. Consequently, the standards for assessing faculty scholarship, creative work and professional citizenship will become more rigorous across a faculty's probationary career.

Second year—College Review—Spring Term

The faculty member is expected to demonstrate substantive progress in carrying out an original research project through either a body of research results or preliminary documentation and dissemination of that research. Because of the multi-year research cycle in anthropology and sociology, the activities that demonstrate active participation in original research will depend on what state the project is in leading up to the review. For the faculty member initiating a new project that requires external funding, a submitted grant proposal and detailed research design is expected. If not applying for external funding for new projects, the faculty member should demonstrate successful completion of project planning and setup, including securing necessary permissions (e.g., access to secondary data) and developing appropriate infrastructure (e.g., lab setup). Significant progress on a publication relating to previous research is desirable. For those in the fieldwork, lab work, or data collection phase of a project, a body of primary research should be complete, and progress towards data analysis and results interpretation should be

demonstrated, including presentation of preliminary results of this work (e.g., conference paper, research report, member checks). For those who have completed primary research or who are in an advanced stage of research, an article-length manuscript in advanced stages of preparation for submission is expected.

Fourth year—College review—Fall term

The faculty member is expected to have produced measurable outcomes in one or more of the scholarly domains (discovery, integration and application). These outcomes may be demonstrated in a variety of ways including refereed journal publications, peer reviewed reports of original research, successful grant or project proposals, comprehensive field reports, community needs assessments, program evaluations, or the publication of a book. In addition to presenting a portfolio evidencing the production of the types of outcomes described above, the faculty member is expected to evidence a professional trajectory that promises continued production of such outcomes into and beyond the 6th year.

Sixth year—Tenure Review

A successful candidate for tenure will have met or exceeded the departmental standards for scholarship as discussed below. These standards include not only a previous record of scholarly and creative productivity, but also evidence that the faculty member will remain professionally engaged and intellectually vital. It should be remembered that departmental standards for scholarship are only one piece of a larger picture that will also include additional materials from outside reviewers.

Departmental Standard for Tenure

A successful candidate for tenure in the Anthropology/Sociology department will have achieved recognition as having made a substantive contribution to the discipline. This work will be assessed based on its impact and rigor, and should be subject to review and evaluation by members of its intended audiences.

In order to demonstrate this substantive contribution, the successful candidate will be expected to have completed either: (1) a book appearing from a press of recognized quality or (2) three peer-reviewed scholarly products. Examples of such products include peer-reviewed journal articles, peer-reviewed book chapters, reports of significant research to professional, governmental, or community partners, awarding of a major grant, public exhibition or museum design based on scholarship, or documentary or ethnographic film. It is important to note that archaeological excavation involves the destruction of non-renewable resources. Consequently, archaeologists are under ethical obligations to assure that their documentation of excavations are meticulous and comprehensive enough to allow the virtual reconstruction of the sites they excavate, and that materials excavated are properly documented, preserved and curated, and disseminated to both members of their profession and local communities. Accordingly, the completion, recording, and dissemination of a major body of fieldwork and lab work is considered an important scholarly product. It is also the case that anthropological and sociological scholarship is frequently carried out collaboratively with community partners, often prioritizing the application of research to questions and concerns that directly affect those communities. Given the core

ethical mandates of both disciplines to participate in the reciprocal production of knowledge and to be accountable to these community partners, scholarly products can take the form of completion and dissemination of interpretive or training materials for community partners or public audiences, completion and dissemination of a major community-based project, Website or DVD disseminating research or public scholarship project, non-peer-reviewed journal article, or non-peer reviewed book or book chapter. It is often the case that the most appropriate peer to review the impact and significance of the research are members of the community in question. In balancing the needs to produce scholarship in dialogue both with other scholars and with community partners, a minimum of two of the peer-reviewed scholarly products should be primarily for scholarly audiences, while the third may be reviewed by the appropriate members of the community, who might include: community leaders or elders, practitioners recognized for their expertise by the community, or professional, governmental, or NGO specialists in relevant fields.

A faculty member, both pre-tenure and post-tenure, is also encouraged to demonstrate ongoing scholarly engagement and effective professional citizenship that might take various forms: conference presentations, articles in popular presses or trade magazines, book reviews, invited lectures, journal editing, reviewing work for journals, reviewing applications for granting agencies, etc. However, such professional engagement and products are not substitutes for major scholarly products listed above as necessary for tenure.

The production of contributions to scholarship is an important indicator of an individual's likelihood of remaining an asset to the department and the institution over the length of a career. Scholarly production is measured not only in terms of quality and quantity, but also in the patterning of activity. The Department thus looks for evidence of sustained and consistent, and not sporadic, scholarly activity.

Appendix 23: The Tenure and Promotion to Rank of Associate Professor Review.

The Tenure (and Promotion to rank of Associate Professor) Review

- Amended by Faculty approval, February 5, 2013
- Amended by Faculty action, February 16, 2011

Overview: The tenure review process is a comprehensive assessment of the work of a faculty member. It is a review of the work of the candidate since the beginning of his or her appointment as well as an attempt to gauge a trajectory of the candidate's career at the college. A candidate for tenure must hold the Ph.D. degree or other appropriate terminal degree.

At the start of the year of the review, the candidate for tenure prepares an updated portfolio, together with some supplemental materials described below. The Faculty Committee on Tenure and Promotion, the candidate's Department Chair, and the Dean's Office then work together to gather all of the documentation required for the review. A number steps are involved in this process:

- The Associate Dean of Academic Affairs for Faculty Development and the Chair of the Faculty Committee on Tenure and Promotion assemble a Teaching Evaluation Committee, working in consultation with the candidate's Department Chair.
- Four external reviewers are secured to assist in evaluating the candidate's scholarship. The Associate Dean of Academic Affairs for Faculty Development and the Chair of the Faculty Committee on Tenure and Promotion select two outside reviewers from a list created by the candidate. The Associate Dean, in consultation with the Chair of the candidate's department and with the Chair of the Faculty Committee on Tenure and Promotion, selects two additional reviewers. The Associate Dean contacts outside reviewers to secure their agreement to participate in the process of assessment and forwards the materials to be reviewed.
- The Chair of the Faculty Committee on Tenure and Promotion obtains a list of students taught by the candidate. These students receive a survey about the candidate's teaching effectiveness. A similar list is prepared to include all of the advisees served by the candidate. These students will receive a survey about the candidate's work as an advisor.
- The Chair of the Teaching Evaluation Committee convenes the committee, reviews the process of visitation, and oversees the timely preparation of letters for the Faculty Committee on Tenure and Promotion.
- The Chair of the Committee on Tenure and Promotion invites those non-departmental colleagues named by the candidate to submit letters of evaluation concerning service to the College.
- The Chair of the Department reviews the process of evaluation at the departmental level with the senior members of the department early in the semester of review, and oversees the scheduling of class visits for senior faculty not appointed to the Teaching Evaluation Committee. He or she then convenes the Department meeting to discuss the candidate's performance at the end of the review process, and oversees the timely submission of letters for the Faculty Committee on Tenure and Promotion.

When all of the review materials have been assembled, the Faculty Committee on Tenure and Promotion evaluates the candidate's record of teaching, scholarship, and service. Deliberation by

the Tenure and Promotion Committee usually occurs late in the fall semester of the review year. This committee makes a recommendation for or against the granting of tenure to the Dean of the Faculty by February 15. The Dean and the President undertake their own, respective, evaluations of the candidate's record. The Dean's review of the case is completed by early March. The Dean forwards his or her recommendation, along with the Tenure and Promotion Committee's recommendation, to the President for review. The President's decision, if positive, results in a recommendation for the granting of tenure and promotion that is sent to the Board of Trustees at their April Meeting. Tenure is granted to members of the Rhodes Faculty by the Board of Trustees on the recommendation of the President (typically at that same meeting).

In completing the assessment and determining that a recommendation in favor of granting tenure is appropriate, the consensus of the Chair of the department, the Dean of the Faculty, and the President must be that there is a clear need for continuing a permanent position in the area of the faculty member's expertise and teaching competence.

Normally no member of the Faculty may teach more than seven years at Rhodes without having been granted tenure; exceptions are made only in those special circumstances where a term contract is appropriate.

Promotion to Associate Professor normally accompanies a positive tenure decision as a natural consequence of meeting the standards for tenure. On rare occasions promotion to associate professor may occur before completion of twelve semesters of full-time teaching as a way to recognize an unusually effective member of the Faculty. While such early promotion to Associate Professor requires evidence of outstanding contributions to the College, it does not guarantee a positive tenure review.

Tenure may be offered with the initial appointment of a senior academic to the Rhodes Faculty; in this case expedited reviews by the appropriate academic department, the Faculty Committee on Tenure and Promotion, and the Dean of the Faculty are required.

A number of people or groups have roles in this process, and the responsibilities of each of these are outlined below.

The responsibilities of candidates for tenure are as follows:

1. Preparation of materials for the Faculty Committee on Tenure and Promotion:

- An updated portfolio in which candidates present relevant materials in support of the application for tenure.
- The names of four members of the Faculty nominated by the candidate to serve on the Teaching Evaluation Committee; these members are to be tenured Faculty from both the department and/or related departments.
- The names of at least six outside evaluators of professional work. All of these persons should be recognized scholars in the discipline. None should have a personal stake in the career of the candidate. The candidate provides a description of the extent of personal acquaintance, if any, the candidate has with each of the scholars named. At least two of the outside evaluators will be

selected from this list.

- The names of three members of the Rhodes community (tenured faculty members, and staff members) who can provide evaluations of service to the College.

2. Preparation of materials for the candidate's department (including the Teaching Evaluation Committee):

- An updated portfolio
- Materials describing courses being offered in the fall semester of the review, for example, syllabi, exams, laboratory exercises, class schedules, with notations about recommended times for classroom visitation during the semester.

3. Preparation of materials for the Dean of the Faculty:

- The names of at least six outside evaluators of professional work. All of these persons should be recognized scholars in the discipline. None should have a personal stake in the career of the candidate. The candidate provides a description of the extent of personal acquaintance, if any, the candidate has with each of the scholars named. At least two of the final evaluators will be selected from this list.
- Four copies each of the current curriculum vita, all published work, evidence of creative activity, and other materials related to professional research and/or creative activity to be sent to the outside evaluators.

The responsibilities of the senior members of the candidate's department are as follows:

- Senior members review the materials prepared for the department by the candidate. Senior members should be especially mindful of the particular expectations for scholarship formulated by the academic department of the candidate. These have been established to present, in more detail, expectations for scholarship that must be met for a positive review at the departmental level.
- Senior members will observe at least one class during the fall semester of the review year. (Those senior members appointed to the Teaching Evaluation Committee will observe more classes, and their specific responsibilities are described below.)
- Senior members may seek further information, not gathered as a result of the processes described above, when that information is essential in making a reasoned judgment about the candidate's performance. While candidates for tenure cannot be privy to student, faculty, or outside colleague comments on their performance, they must be informed if the department has questions about matters which the candidate can reasonably be expected to answer or clarify. In such instances, the candidate makes a written response which becomes a document available throughout the review process.
- As a group, senior members meet with the chair of the department to discuss the performance of the candidate, as measured against the College's standards for reappointment with tenure. At the close of this meeting, each senior member will indicate whether or not, in her/his judgment, the candidate has met the College's standard for excellent work in all three areas of evaluation: teaching (as defined in Handbook section 7A), scholarship (section 7B, and further clarified in the departmental expectations), and service (section 7C). The purpose of this meeting of senior departmental colleagues is to provide the candidate a clear and direct indication of the judgment

of their departmental colleagues, while still preserving confidentiality, and so senior members are asked here only to judge whether the candidate has met the College's standards for promotion and tenure, or not. This meeting will take place no later than November 1.

- Following this meeting the department chair will prepare a very brief letter to the candidate summarizing its outcome. This letter will not contain names or number of votes. This departmental letter shall be conveyed to the candidate by November 15, with copies sent to the Dean of the Faculty and the Chair of the Faculty Committee on Tenure and Promotion.

Each senior member of the department writes an individual letter of assessment, covering all three areas (teaching, scholarship, and service) and forwards the letter to the Chair of the Faculty Committee on Tenure and Promotion and to the Dean of the Faculty. These letters are due by November 15.

The responsibilities of the Teaching Evaluation Committee are as follows:

- Committee members review the materials prepared for the Committee by the candidate.
- Committee members will coordinate with the candidate to schedule visits to classes during the fall semester of the review.
- Each member of the Committee will visit a minimum of three different class sessions. The Committee will meet with the candidate at the conclusion of the class visits to discuss its observations and findings.
- Each member of the Committee then prepares a letter detailing his or her observations of the classes. When a member of the Teaching Evaluation Committee is also a senior department member, the letter writer should identify himself or herself as such and write a single letter. This letter will include a more substantial discussion of the candidate's teaching than will the standard evaluation letter. All letters are forwarded to the Chair of the Faculty Committee on Tenure and Promotion and to the Dean of the Faculty. This letter is due by November 15.

The responsibilities of the Faculty Committee on Tenure and Promotion are as follows:

- In the event that a member of the Committee is from the same department as (or has served on an ad hoc evaluation committee for) the candidate, that member is excluded from the discussion and formulation of the Committee's recommendation.
- The Associate Dean of Academic Affairs for Faculty Development and the Chair of the Faculty Committee on Tenure and Promotion select two outside reviewers from a list created by the candidate. The Associate Dean, in consultation with the Chair of the candidate's department and with the Chair of the Faculty Committee on Tenure and Promotion, selects two additional reviewers.
- The Committee will apply the College's standard of excellence in all three areas of assessment as described in Section VIII in assessing the performance of the candidate being reviewed over the entirety of his or her appointment at the College. The committee will be especially mindful of the particular expectations for scholarship as formulated by the academic department of the candidate.
- The Committee will request letters of evaluation of service/campus citizenship from three outside-of-the department colleagues/staff members selected by the candidate.
- The Committee will distribute special surveys to the candidate's advisees and students. In the assessment of teaching, only students with grades A through D- will be included; no students with Pass/Fail grades will be included, and no one credit-hour courses will be included. In

addition to the special survey, the Committee will also review the record of teaching, as measured by the college-wide evaluation instrument, during the entirety of the candidate's probationary years at the College.

- The Committee may seek any further information, not gathered as a result of the processes described above, where that information is essential in making a reasoned judgment about the candidate's performance. While candidates for tenure cannot be privy to student, faculty, or outside colleague comments on their performance, they must be informed if the committee has questions about matters which the candidate can reasonably be expected to answer or clarify. In such cases, the candidate makes a written response which becomes a document available throughout the review process.
- The Committee may consult materials compiled for the second-year, and/or the fourth-year reviews.
- The Committee will make a recommendation in regard to appointment with tenure and promotion to Associate Professor to the Dean of the Faculty normally by February 15 (a copy of the recommendation is provided at the same time to the President). A positive recommendation means that the committee has established to its satisfaction that the candidate has met the College's high standards in teaching, scholarship, and service and that based on this comprehensive review the pattern of excellence evidenced in the candidate's teaching, scholarship, and service can be expected to be a distinguishing mark of the candidate's continued work at the College.
- By mid-February the committee will inform the candidate in writing of its recommendation, positive or negative, with an explanation of the Committee's reasoning in reaching its recommendation.

The responsibilities of the Dean of the Faculty are as follows:

- The Dean will review all information collected in the process of assessment.
- The Dean will weigh the recommendation of the Faculty Committee on Tenure and Promotion, requesting from the Committee or its chair additional information, if needed, to clarify the Committee's recommendation.
- The Dean will apply the College's standard of excellence in all three areas of assessment as described in Section VIII in assessing the performance of the candidate being reviewed over the entirety of his or her appointment at the College, and will be especially mindful of the particular expectations for scholarship as formulated by the academic department of the candidate.
- The Dean will make an independent recommendation for or against the granting of tenure which is then submitted, along with all materials collected in the process of assessment, to the President by early March. The Dean will meet with the President to discuss the recommendation.
- In Mid-March the Dean will meet with the candidate and communicate his or her recommendation for or against the granting of tenure, along with that of the President.
- At the end of the meeting, the Dean will provide the candidate with a letter summarizing his or her recommendation.
- The Dean will inform the Chair of the Faculty Committee on Tenure and Promotion and the candidate's Department Chair of both the Dean's own recommendation and that of the President.

Personal circumstances may arise that warrant a delay in the tenure review of a faculty member. Examples may include, but are not limited to, the birth or adoption of a child or the need to care for a partner or family member who is seriously ill. In such cases, a faculty member is eligible to request a one-year postponement of the tenure review. This postponement will not change what is expected in the cumulative record of the faculty member in the areas of teaching, scholarship, and service at the time of tenure consideration, even though the candidate will have been in the probationary period longer than six years. This extension of the probationary period is independent of and different from any full or partial leave of absence, although faculty who meet qualifications for the Family Medical Leave Act (FMLA) would also be eligible to request an extension of the probationary period. An extension of a faculty member's service to seven or more years does not de facto grant tenure.

The faculty member wishing to request a postponement of the tenure review must submit this request in writing to the Dean of the Faculty, copying the department Chair. Requests normally will not be granted if made after the first Friday of March in the calendar year during which review materials are due to be submitted to the Tenure and Promotion Committee. In consultation with the department Chair and the Director of Human Resources, the Dean of the Faculty will determine whether the extension will be granted. The Dean will issue a written reply to the faculty member, copying the department Chair and the Director of Human Resources, within one month of the day the request was made. Requests for more than two postponements normally will not be granted.

Appendix 24: The Promotion to Rank of Professor Review.**The Promotion to rank of Professor Review**

Amended by Faculty Approval, February 5, 2014

Altered by action of the FEC, May 2004, to introduce a provision that permits five year review cycles for faculty members with the rank of Professor; approved by the Dean of the Faculty and the President, June 2004.

Altered by Faculty action to shift evaluation cycle to six years, February 2008.

Overview: Promotion to the rank of Professor recognizes a sustained trajectory of significant achievement in teaching, scholarship, and service to the College since the appointment to Associate Professor. Given the need for an extensive period of time in which to establish such a trajectory, application for promotion to professor normally occurs six years or more after promotion to Associate Professor. In teaching, the successful candidate should have maintained or exceeded the level of teaching effectiveness achieved for tenure. In scholarship, there should be concrete evidence of scholarly productivity that has contributed significantly to the candidate's professional profile. In service, the candidate should demonstrate a level of meaningful and effective service to the College beyond that required for tenure. Potential candidates are encouraged to discuss their plans for promotion with their Department chairs or a designate of the office of the Dean of the Faculty.

The Process: The process for consideration begins with notification of intent to apply to the Faculty Committee on Tenure and Promotion at the end of the academic year preceding the academic year in which the review takes place (early May). The due date for submission of materials will be early August. The Faculty Committee will consider the application in the fall semester.

The candidate for promotion prepares two (2) notebooks for the three (3) groups involved in the assessment process. The first notebook is shared by the candidate's department and the Tenure and Promotion Committee. The second notebook goes to the office of the Dean of the Faculty.

Materials for the Faculty Committee on Tenure and Promotion must include:

- A letter, or personal statement, addressing qualifications for promotion in the areas of teaching, research and/or creative activities, and service (These letters typically average from 4-5 typed, double-spaced pages.);
- A current curriculum vitae, including a complete bibliography of published work or evidence of creative activity;
- A representative sample of syllabi, examinations, and class or laboratory exercises covering the period since the appointment to Associate Professor;
- One (1) copy of publications, evidence of creative activity, and other materials related to professional work since the appointment to Associate Professor;
- A list of no more than ten (10) current and ten (10) former advisees who can evaluate service in the area of student advising (These students are included in a representative sample of

students to be surveyed.);

- A list of no more than ten (10) current students and ten (10) graduates who can evaluate teaching effectiveness (These students are included in a representative sample of students to be surveyed. Names of at least six (6) outside evaluators of scholarly production or creative works (These persons should be recognized scholars in the discipline; no one of them should have a personal, vested stake in the professional standing of the candidate; the candidate should describe the extent of the acquaintance with the outside evaluators and indicate what work each outside evaluator is in a position to review.);
- Names of three (3) members of the Faculty from outside the candidate's department and/or College staff who can comment on the candidate's citizenship at the College.

Materials for the Dean of the Faculty must include:

- Names of at least six (6) outside evaluators of scholarly production or creative works (This is the same list as specified above.);
- Names of three (3) members of the Faculty from outside the candidate's department of the candidate who can comment on the candidate's citizenship at the College (This is the same list as specified above.).
- Four (4) copies of the current curriculum vita, including a complete bibliography of published work or evidence of creative activity (Copies will be sent to outside reviewers.);
- Four (4) copies of publications, evidence of creative activity, and other materials related to professional work since the appointment to Associate Professor (Copies will be sent to outside reviewers).

The responsibilities of the senior members of the candidate's department are:

- To review the notebook prepared for the department by the candidate being reviewed;
- To be especially mindful of the particular expectations for scholarly performance as prescribed for the academic department of the candidate;
- To seek further information, not gathered as a result of the processes described above, where that information is essential in making a reasoned judgment about the candidate's performance;
- To write an individual letter of assessment that is forwarded to the Chair of the Faculty Committee on Tenure and Promotion. (In the case that the letter is written by a Professor in the Faculty, a recommendation in regard to the promotion is made; in the case that the letter is written by an Associate Professor in the Faculty, an evaluation without a recommendation is offered.)

The responsibilities of the Faculty Committee on Tenure and Promotion are:

- In the event that a member of the Committee is from the same department as the candidate being reviewed, that member is excluded from the discussion and formulation of the Committee's recommendation;
- In the event that a member of the Committee is a candidate to be considered for promotion, that member resigns from the Committee;
- The chair of the Committee and the Associate Dean of Academic Affairs for Faculty Development select two (2) outside evaluators for the candidate's scholarly work, taken from the

list provided by the candidate, and select two (2) additional outside evaluators after consultation with the chair of the department;

- To apply the standards as prescribed in Section VIII above in assessing the performance of the candidate being reviewed since the appointment of the candidate as an Associate Professor at the College;
- To be especially mindful of the particular expectations for scholarly performance as prescribed for the academic department of the candidate;
- To collect information about teaching effectiveness and student advising duties from special student surveys, including interviews with students, if deemed necessary;
- To distribute special surveys to a representative sample of students that includes the names of students submitted by the candidate (The Tenure and Promotion Committee will ensure that an adequate number of surveys are sent out so that a representative sampling of students can be achieved. This representative sample will be balanced by gender, course-levels, and grades; only students with grades A through C- will be included; no students with Pass/Fail grades will be included, and no one credit-hour courses will be included.);
- To seek further information, not gathered as a result of the processes described above, where that information is essential in making a reasoned judgment about the candidate's achievements;
- To make a recommendation in regard to appointment with promotion to Professor to the Dean of the Faculty on or about December 5 (a copy of the recommendation is provided at the same time to the President); and,
- To inform the candidate, normally by mid-December, of the result of the recommendation, positive or negative, made by the Faculty Committee on Tenure and Promotion, with an explanation of the Committee's reasoning in reaching its recommendation.

The responsibilities of the Dean of the Faculty are:

- To obtain, with the assistance of the Associate Dean of Academic Affairs for Faculty Development, the agreement of outside evaluators to review the candidate's scholarly work and to submit in a timely fashion a report of these evaluations to the Faculty Committee on Tenure and Promotion;
- To be especially mindful of the particular expectations for scholarly performance as prescribed for the academic department of the candidate;
- To review all information collected in the process of assessment;
- To weigh the recommendation of the Faculty Committee on Tenure and Promotion, requesting from the Committee or its chair additional information, if needed, to clarify the Committee's recommendation;
- To make an independent recommendation which is then submitted with all materials collected in the process of assessment to the President; this is to be done on or about January 10 (If the President agrees with a recommendation to promote, the President forwards this recommendation to the Board of Trustees for action.); and,
- To inform the candidate of the result of the recommendation, positive or negative, made by the Dean of the Faculty, with an explanation of the Dean of the Faculty's reasoning in reaching his or her recommendation.
- In the event that a review for promotion reaches a negative outcome, the faculty member must wait at least three years from the date of the previous application before reapplying for consideration.

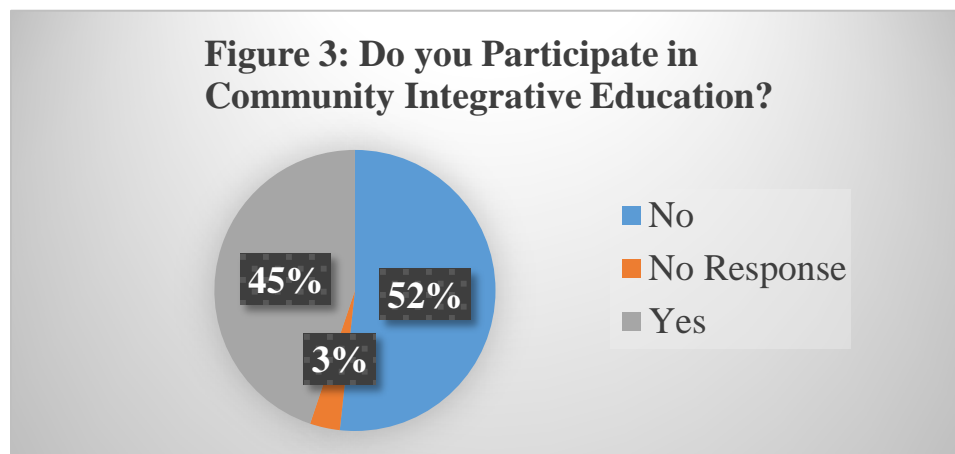
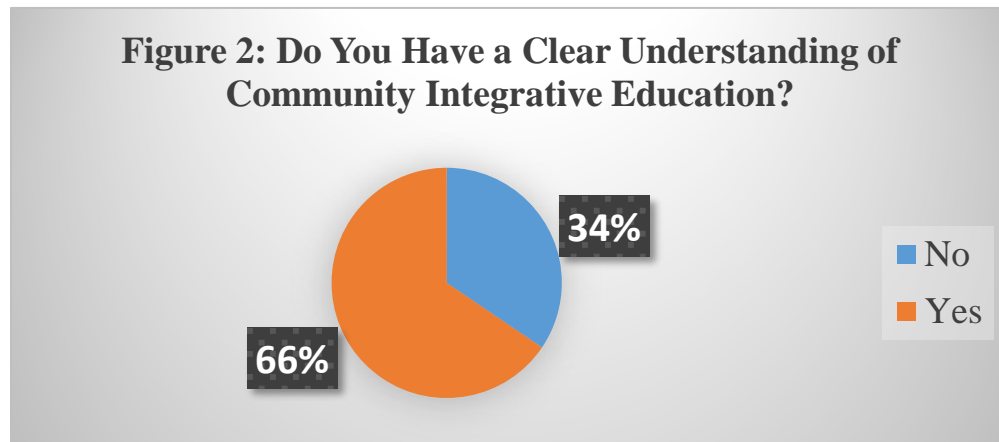
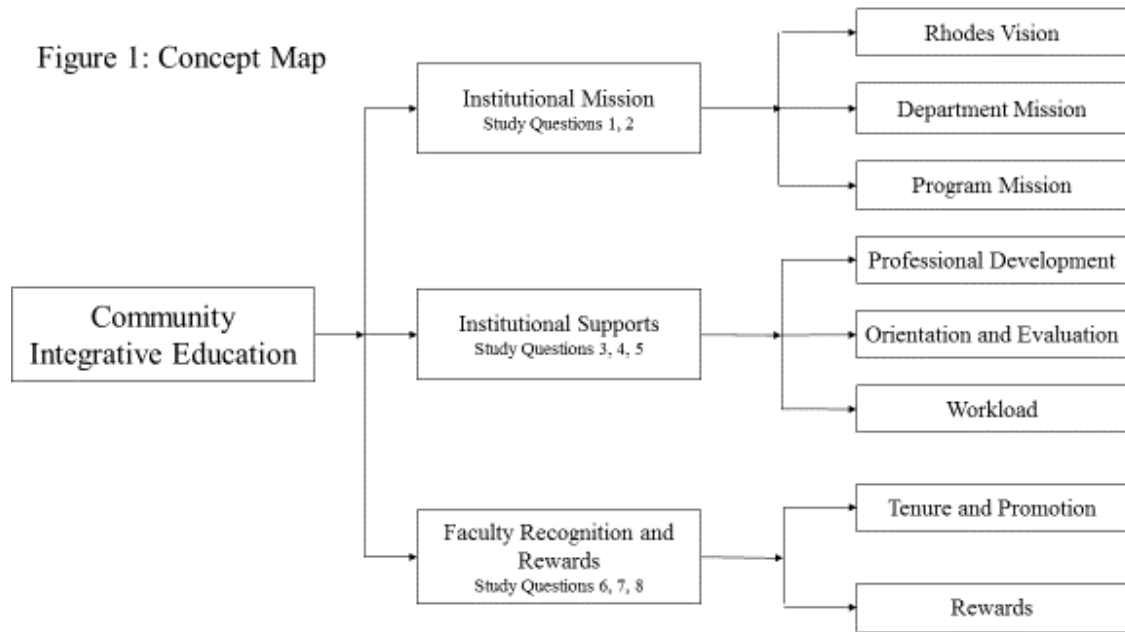


Table 1: Faculty and Administration Demographics by Department and Rank

	Assistant	Associate	Full	Visiting	Total
Anthropology & Sociology [#]			1		1
Art [#]			1		1
Biology ^{\$}		2			2
Chemistry ^{\$}	1		1		2
Commerce & Business Department [#]	1	1			2
Economics Department [#]			1	1	2
English [#]		1			1
Greek & Roman Studies [#]		1	1		2
History [#]	1		1		2
Mathematics & Computer Science ^{\$}		2			2
Music [#]		1			1
Psychology [#]	1	3	2		6
Religious Studies [#]	2	1	1		4
Theatre [#]			1		1
Total	6	12	10	1	29

Key: # = low consensus; \$ = high consensus;

Table 2: Study Question Arrayed by Survey Questions

Study Question	Survey Questions	Response
6. Does faculty work in community integrative education qualify as scholarship in the tenure and promotion process?	Q6: Does your department provide written guidelines clearly allowing for alternative forms of scholarship in community integrative education to be considered for tenure and promotion?	Five Point Likert 1-Strongly Disagree 5-Strongly Agree
7. What are the barriers to include community integrative education into the tenure and promotion process from the viewpoint of administration and faculty?	Q2: Do you feel you have a clear understanding of the definition of "community integrative education"? Q7: Do you know of anyone who has received tenure through scholarship in community integrative education in their portfolio? Q8: Do you know of anyone who has received a rank promotion through scholarship in community integrative education in their portfolio? Q9: Please rate your view of the barriers to incorporating alternative forms of scholarship in community integrative education for the tenure and promotion process. Q11: Do you know of anyone who has failed to receive tenure or a rank promotion through scholarship in community integrative education in their portfolio?	Five Point Likert 1-Strongly Disagree 5-Strongly Agree
8. For faculty that employ community integrative education in their work, what evaluation criteria will faculty and administration agree upon to qualify the work under research for tenure and promotion?	Q4: Who is the intended audience of your research? Q5: How important is each intended audience in the peer evaluation process during the tenure and promotion process? Q10: Please rate your view of the essential components for scholarly work in community integrative education to be considered scholarship for the purpose of tenure and promotion.	Five Point Likert 1-Strongly Disagree 5-Strongly Agree

Table 3: Barriers to Incorporating Community Integrative Education into the Tenure and Promotion Process

Barriers to Alt Forms for Tenure/Promotion	All N=24
Written Guidance (2)	3.67 (1.34) 0
President Support (7)	2.79 (1.06) 0
Dean Support (7)	2.79 (0.98) 0
Tenured Faculty Acceptance (2)	4.12 (0.95) 0
Non-Tenured Faculty Acceptance (6)	2.83 (0.82) 0
Professional Development (3)	3.63 (1.01) 0
Faculty Interest (5)	3.42 (1.06) 0
Faculty Awards (4)	3.54 (1.10) 0

Key: Mean 5 pt Likert, (SD), missing value

Table 4: Intended Audience for Research

Who is scholarship for?	Rank Order	All N=29
Scholars in my field	1	4.76 (0.64) 0
Scholars in other disciplines	2	3.10 (1.08) 0
Community Partners	3	2.29 (1.36) 1
Other Community Practitioners	4	2.04 (1.17) 1
General Public	5	2.52 (1.27) 0

Key: Mean 5 pt Likert, (SD), missing value

Table 5: Percent Agreement of Rank Order of Intended Audience for Research

Who is scholarship for?	Rank Order	All N=29
Scholars in my field	1	96 (1)
Scholars in other disciplines	2	75 (9)
Community Partners	3	57 (15)
Other Community Practitioners	4	73 (18)
General Public	5	40 (9) #3 (tie)

Key: number=%; (missing value); # = rank order

Table 6: Scholarship Essential Components for Tenure and Promotion

Essential Components of Scholarship	All N=26
Peer Reviewed (1)	4.27 (0.78) 0
Publish Journal or Book (4)	3.85 (1.01) 0
Discipline Related Expertise (2)	4.00 (0.85) 0
Innovative/New Ground (3)	3.88 (0.82) 0
Replicated (6)	3.58 (0.90) 0
Discipline Impact (5)	3.77 (1.03) 0
Community Impact (7)	3.38 (1.17) 0
Community Partner Review (8)	2.62 (1.20) 0

Key: Mean 5 pt Likert, (SD), missing value