



# **Using Boyer's Model of Scholarship: Our thoughts and experience on changing faculty evaluation processes under this new model**

By: Laura Cruz, Gillian (Jill) D. Ellern, John Habel, & Beth Tyson-Lofquist

## **Abstract**

Presentation of four different perspectives (center for teaching and learning, university administration, library faculty, and teaching faculty) on the application of the Boyer Model of Scholarship at WCU given to the faculty of Guilford College. Guilford was considering implementing the Boyer Model.

Cruz, L., Ellern, G.D., Habel, J., & Tyson-Lofquist, B. (2008, April 16). *Using Boyer's Model of Scholarship: Our thoughts and experience on changing faculty evaluation processes under this new model* [Invited presentation]. Guilford College, Greensboro, North Carolina.

Archived version from NC DOCKS available at: <http://libres.uncg.edu/ir/wcu/listing.aspx?id=37402>.

Western Carolina University faculty visit to  
Guilford College – April 16, 2008

# Using Boyer's Model of Scholarship

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Our thoughts and experience on  
changing faculty evaluation  
processes under this new model

Laura Cruz, Jill Ellern, John Habel, and Beth Tyson-Lofquist

# Changing the Governing Documents

The screenshot shows a Microsoft Word document titled "MMPC recomm revised.doc". The document contains a list of support services and a comment box with a list of actions.

**Document Content:**

- > --Office of Conference Services -- 2 staff (Wayne Stevens and Neal Wheeler) provide Public Address and audio visual equipment setup and support
- > --Office of Distance Learning -- various staff provide ad hoc support of hardware, software and training / assistance with developing materials for presentation
- > --Office of Information Technology -- one staff member (Ronnie Adkins) provides assistance with project management and serves liaison with vendors to provide equipment recommendations, price quotes and installation.
- > --Camden Carroll Library -- staff in multimedia resource center assist faculty and students in developing presentations
- > --Various support resources within each college include (but are not limited to) Patrick Hawkins, MMRC in Science & Tech, Mark Messer in College of Business, Tony Glover, Communications, Bill Cole and Lesia Lennex, Education, Robert Royar, English, Gary Mesa-Gaido, Art, etc. that assist faculty.
- > --PT3 Grant team -- related instructional technology support
- > --Center for Teaching and Learning -- related instructional technology support
- > --[Possibly add:] Institutional Research and Computing Applications -- Technology Training Program for faculty/staff
- > --[Possibly add:] Office of Human Resources -- professional development workshops for faculty/staff, sometimes on technology
- 4. The workgroup recognized multimedia support (as defined in the task overview section) as a critical support area that should co-exist within a larger umbrella of instructional technology support. There is also a recognized need for multimedia support for non-instructional events scheduled through Conference Services. *Such support would necessarily be multifaceted, but can be broken into two main strands:*
  - I. Faculty support, including:
    - > --Distance Learning
    - > --Consulting and/or professional development in:
      - o --Instructional design
      - o --Academic software applications
      - o --Paradigms of teaching with technology
      - o --Digital portfolio production
      - o --Development of independent learning modules
  - II. Facilities support, including:
    - > --Legal and ethical issues related to instructional technology
    - > --Facilities coordination (labs, classrooms and portable technology)
      - o --Scheduling

**Comment Box:**

**William Cole**  
Comment: There are really two different types of people in this list: there are staff members who are specifically assigned to providing technology support, for the most part at the college level (Hawkins, Messer and myself), and faculty whose technology support is mostly in the form of maintaining one (or more) computer labs/classrooms, for the most part at the department level (everyone else, I think). I think we might want to separate these two kinds of support, especially since the faculty members often provide their support on top of their teaching load and other duties. I also notice that Humanities is the only college that does not have a college-wide technology support person of some kind (although they do have several departments that are very active in their use of technology). I wonder if it would be overstepping our bounds to recommend that CCH create this kind of position to coordinate its technology efforts.

**Actions:**

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# Changing the Governing Documents

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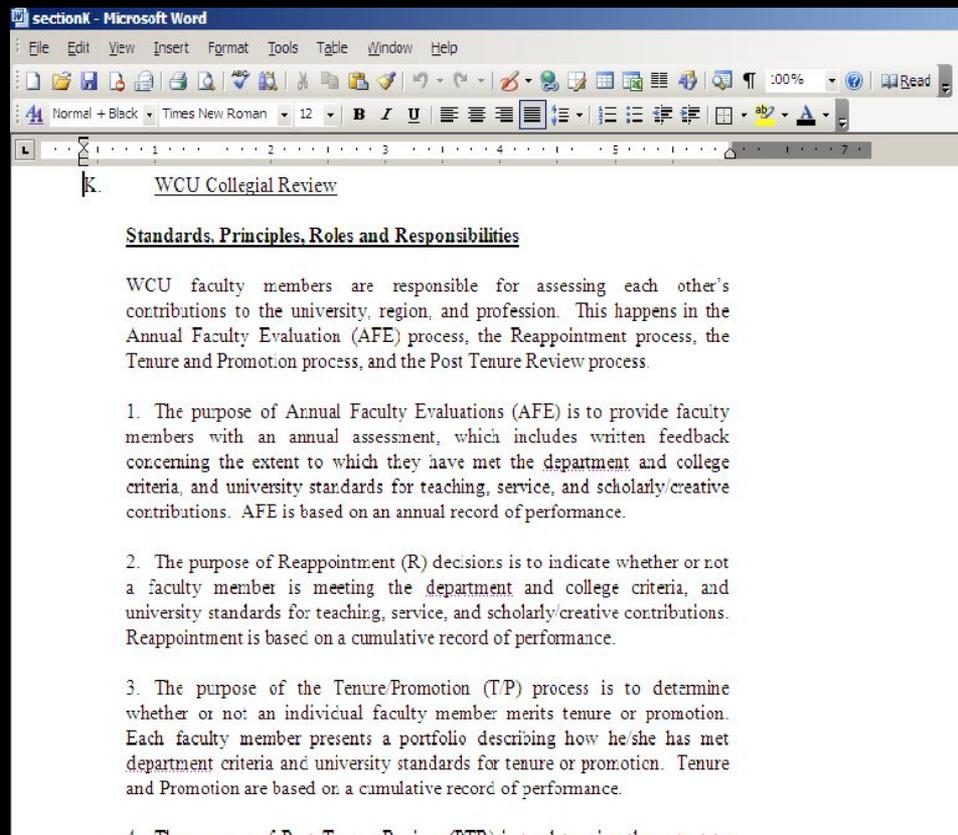
- Levels of document changes
  - University
    - Faculty Handbook's section on Tenure, Promotion and Reappointment
  - Departmental
    - Departmental Collegial Review Documents
- The Processes that took place
  - At the Senate level
  - At the Department level

# University Level - Faculty Senate

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# Section K of Faculty Handbook



# Senate's attempts at change

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- Need to revise current documentation
  - Several minor proposals over the years
- Adding a new “Section K” to Faculty Handbook
  - Outlining the respective roles and responsibilities
  - Outlined standards and principles
  - Organizing all the processes and procedures of review
- Rejected by Campus Lawyer
  - General Administration of UNC must approve changes to Tenure and Promotion documents
- Senate recommended creating a “University Standards Review Committee”

# University Standards Review Committee

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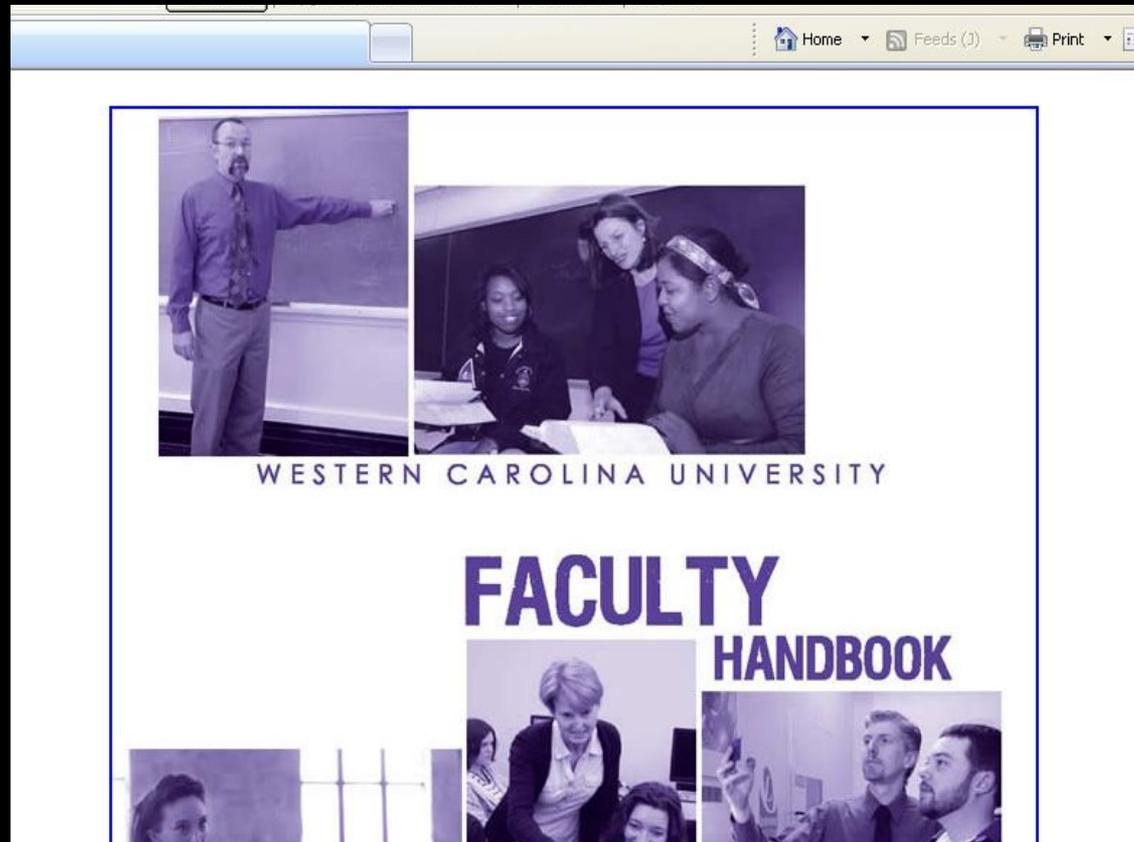


# University Standards Review Committee

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- Membership
  - Chair of Faculty Senate
  - V-Chair of Faculty Senate
  - Chair of Collegial Review Committee
  - Provost
  - Campus Lawyer
- Charged with adding Section K to the Handbook
- Met weekly for several months
  - Dec – April 2005-2006

# WCU Faculty Handbook



# WCU Faculty Handbook

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- Decided that it needed a complete revision
  - Hadn't been revised significantly in years!
    - Possibly unchanged since it was created in late 70's
    - No major revisions in at least 10-15 years
  - Embarrassing, confusing, hard to read
- Considered scraping it and starting over from scratch

# What we did to the Handbook

staff, including assistant coaches of football and basketball. (These persons may be appointed to a fixed term as instructors upon recommendation by an instructional department head, the dean, and the vice chancellor for academic affairs. Reappointments may be made for an indefinite period.)

- Persons subject to the State Personnel Act (SPA Appointments)
- Administrators exempt from the personnel act (EPA Appointments)

2. Tenure Track Appointments (Probationary)

a. A tenure track appointment is a probationary appointment which has as its major purpose the determination of the suitability of the faculty member for a -tenure appointment, consistent with the provisions of Section 604 (4) of The Code of The University of North Carolina. (See Section 4 0??? Academic Tenure and Promotion for a description of the process to award tenure).

3. Fixed-Term Appointments

All appointments of visiting faculty, adjunct faculty, or other special categories of faculty such as instructors, lecturers, artists-in-residence, or writers-in-residence shall be for a specified term. However, full-time appointees at the rank of instructor shall be given the notice of non-reappointment specified in [Section III H] if the conditions of appointment to the rank of instructor include a provision that the appointment is subject to renewal. That term shall be set forth in writing when the appointment is

probationary appointment for a period not to exceed three years.¶  
d. The review of probationary appointees must be conducted on a schedule that permits the timely notice requirements in Section III H to be observed.¶  
e. When awarded, tenure shall become effective at the beginning of the academic year following the academic year in which the recommendation was made.¶  
f. The chancellor, after the regular consultation and review, may recommend the award of tenure prior to the completion of six years of probationary service.¶  
g. Tenure may be conferred only by action of the president and the Board of Governors, or by such other agencies or officers as may be delegated such authority by the Board of Governors. The award of tenure by the president and the Board of Governors shall refer to tenure at Western Carolina University and not to The University of North Carolina. [Check out the accuracy of this statement]¶

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# What we did to the Handbook

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- Reorganized and renamed sections
  - to put like stuff together, create some logic
- Edited wording together using overhead projector
  - Updating to current practices and procedures
  - Using models from other UNC campus's documents
  - Editing for clarity
- Resisted adding new ideas

# Resisting the adding of new ideas

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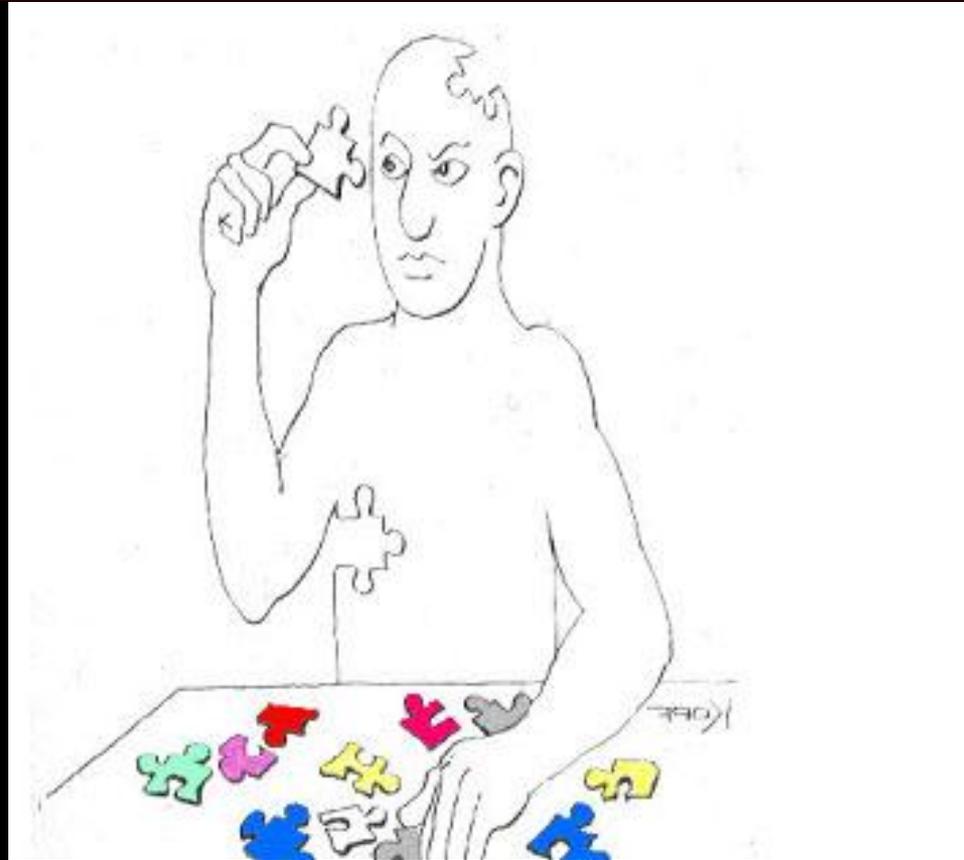
# Resisting the adding of new ideas

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- Why did we want to resisted adding new ideas
  - Wanted to get finish editing during that session of the Senate
  - Lots of work to do just fixing what was there
  - Need for consensus with the faculty, colleges and departments

# We did resist changing

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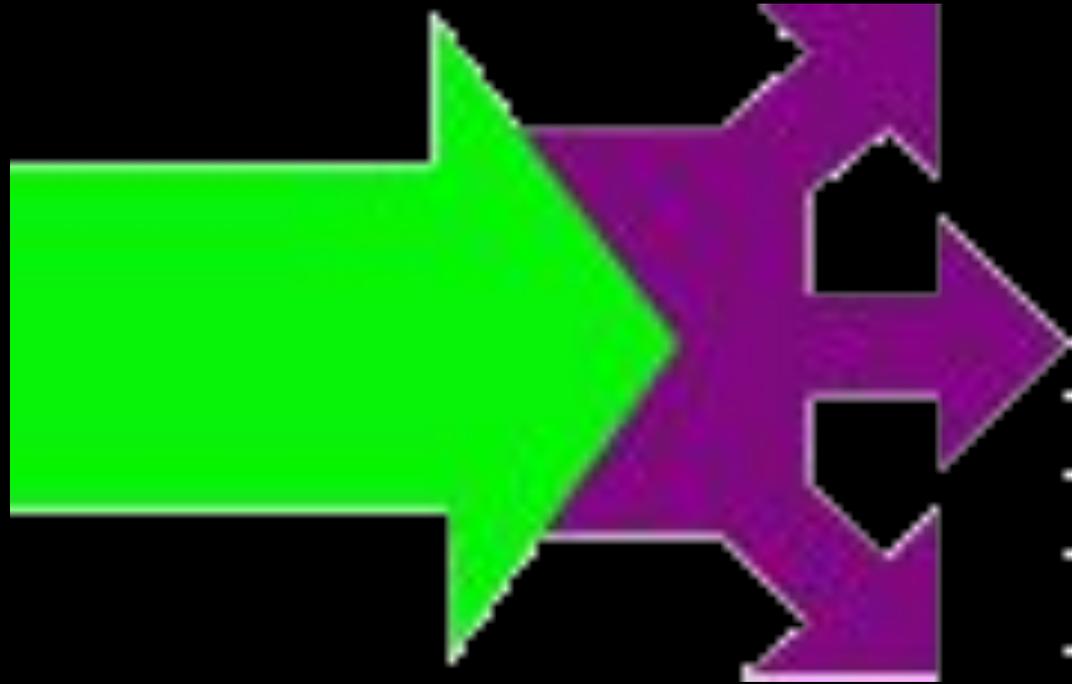
# We did resist changing

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- Annual Faculty Review
  - Newest section (updated in the mid 90's)
  - Leaving it out almost derail the whole process
- Grievance and termination
  - problematic with Legal Counsel
  - Need lots consensus and take too long

We couldn't help but touch or  
change

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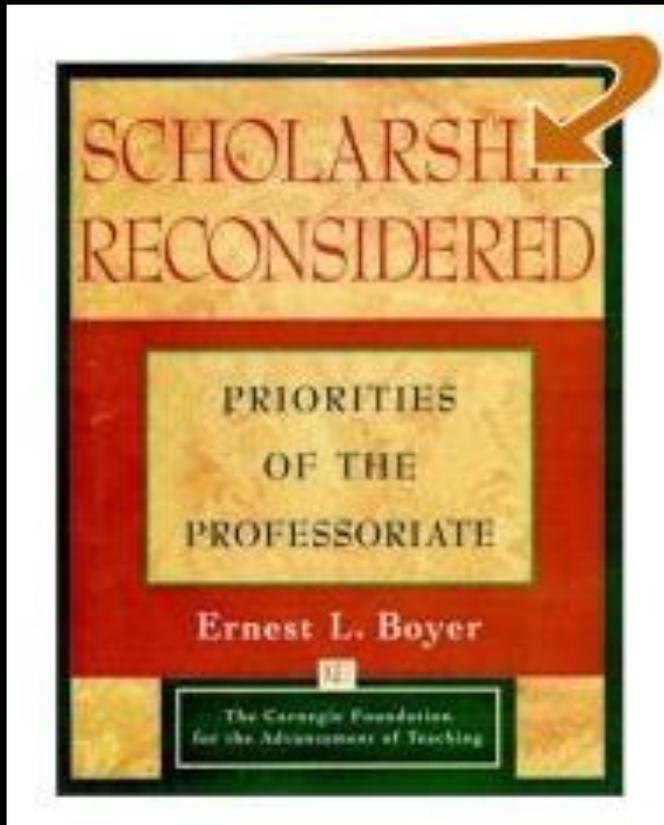
# We couldn't help but touch or change

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- Minimum standards
- Reappointment section
- Adding Boyer's model of Scholarship

# My interest in Boyer's

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# My interest in Boyer's

- Was tenured in large part using Boyer's scholarship of application before there was such a thing here
  - Later promoted under Scholarship of Discovery
  - Felt a responsibility to make this option available to other faculty
  - As a Librarian, I felt a responsibility to discourage publish or perish
  - Seemed appropriate (since I saw it as a current practice)

# Library's TPR using Boyer

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## **Library Faculty Guidelines for Applied Scholarship**

The library faculty supports the use of performance criteria for professional development that goes beyond the traditional "publish or perish" model and attempts to increase the recognition of contributions which are frequently undervalued by traditional promotion and tenure criteria. In addition to the Association of College and Research Libraries (1), more than fifteen professional associations (such as the American Historical Association, the American Philosophical Association, and the American Chemical Society) have participated by drafting statements that describe the range of activities appropriate for faculty in their discipline and deserving of recognition through the promotion and tenure system. See also Ernest Boyer in his 1990 book *Scholarship Reconsidered: Priorities of the Professoriate*(2).

A librarian's professional development may fall within one or more of the following categories of applied scholarship:

**Scholarship of Discovery** - finding, comparing, analyzing existing information and knowledge for the development of new knowledge.

The scholarship of discovery is defined as the contribution of new knowledge to the discipline of librarianship through systematic methods and the dissemination of findings. Librarians have applied a wide range of quantitative and qualitative research methodologies in advancing the discipline's knowledge base. They engage in the scholarship of discovery in order to apply their findings to the everyday challenges of providing library services. Traditional research, publications, presentations, and professional interaction also fall into this category.

**Scholarship of Integration** — integrating information services/resources and information skills with the curriculum.

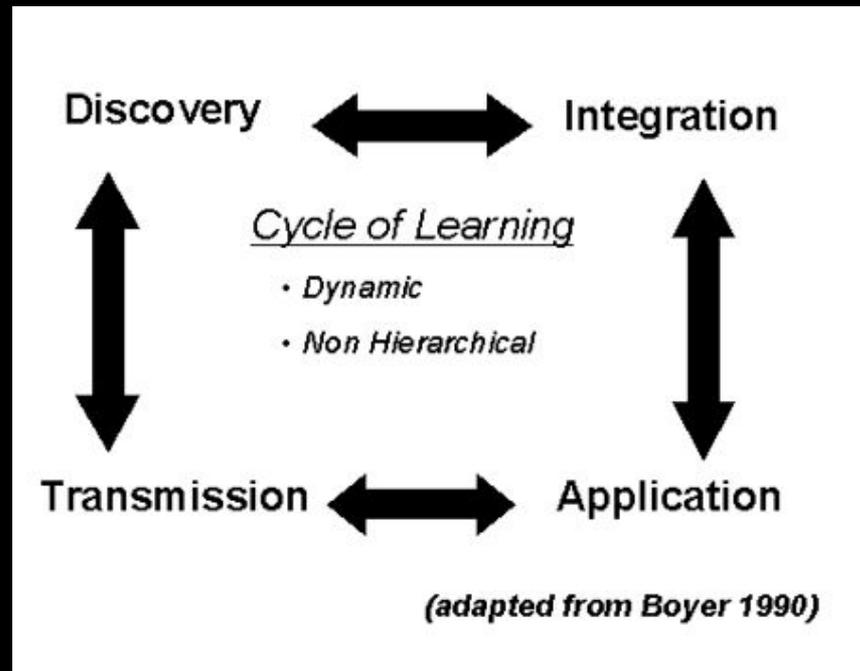
# Library's TPR using Boyer

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- Worked on the Library's TPR document to include it
  - Extensive background research
  - Examples from other academic libraries and universities

# Boyer in Scholarship section

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# Boyer in Scholarship section

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- Copied Library's section into the Handbook
- Resounded with the other members of the editing committee
- Willing to fight any opposition to it's addition to scholarship
- Didn't hear much resistance once it was in
  - Perhaps because "one significant scholarly item" got more attention during the faculty forum

# Results

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- Changes to the Faculty Handbook Tenure and Promotion section passed GA in September 2007 (effective 2008-2009)
- Faculty Handbook's "minimum university standards provide the groundwork for departments to establish specific criteria for collegial review"

# Now the real work begins

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# Departmental Documents

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- First draft template created for departments
- Psychology document was given as a model
  - Some departments took this very seriously
  - Some documents will still need work
- Deadline was given of April 4<sup>th</sup> for first draft from the Departments

# Where we are going from here

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- Provost Office is currently reviewing these documents
  - Working on the review method of the Departmental documents
- Ultimately the University Collegial Review Committee will review these documents every 5 years
  - Same committee that reviews Tenure and Promotion

# After a first look at the documents

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- Number of issues that need to be addressed in the first drafts
  - Making sure University minimum standards are met
  - Addressing “Shared with others and/or evaluated by peers?”
    - What is shared?
    - What is a peer?
    - How do you do peer review in Boyer?