External Funding and Tenure at Texas State University-San Marcos

By

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Abstract

Purpose: This research describes how well the newly implemented college and departmental tenure and promotion policies encourage faculty efforts to seek and secure external funding at Texas State University-San Marcos (Texas State). Specifically, the research describes college and departmental expectations for external funding within the context of Boyer's (1990) broadened definition of scholarship. External funding was selected because it is a priority at Texas State that cuts across Boyer's four domains of scholarship and was identified in the literature as an alternative to publication for fulfilling the scholarship requirement for tenure.

Methodology: A content analysis of seven college and forty-one department policies was used to measure the extent to which Texas State's tenure and promotion policies encourage faculty to seek and secure external funding. The descriptive categories used to analyze the policies are Boyer's four domains of scholarship (discovery, integration, application, and teaching) and the level of involvement (proposal submissions and grant awards).

Results: Overall, Texas State policies encourage external funding activities. The scholarships of discovery and teaching are more prevalent in the policies than the scholarships of integration and application. The lack of incentive for integration and application can hinder multidisciplinary and commercial research efforts at Texas State. Grant awards receive credit equal to publication at a much higher rate than proposal submissions in all domains at both the college and department level. To avoid sending mixed messages to new faculty about the value of seeking external funding, academic heads are urged to recognize and reward proposal submissions in the policies.

About The Author

Evelina Garza Gonzales (Evy) was born in Laredo, Texas in 1975. She graduated from Southwest Texas State University (now Texas State) in 1998 with B.A. in Liberal Arts with a major in Political Science and a minor in Spanish. Evy was the first in her family to graduate from college and the only one to pursue an advanced degree. She hopes to instill the importance of higher education to her two children and to others in her family.

Evy has been employed at Texas State University for seven years and is currently the Assistant Director of Proposal Development, for the Office of the Associate Vice President for Research. She is primarily responsible for increasing the quantity and quality of grant proposals submitted to external funding agencies by Texas State faculty.

Evy is also an active member of the League of United Latin American Citizens (LULAC) Council 4876, serves as the Deputy District Director of LULAC District II and was instrumental in reviving the student chapter of LULAC at Texas State University in 2009. She serves on various boards including the Center for Community Arts Advisory Board, the Center for Interdisciplinary Research and Grants Advisory Board and the Feria del Mariachi Advisory Board. Above all, Evy enjoys volunteering at her children's school and extracurricular activities.

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Chapter One: Introduction

In *Scholarship Reconsidered: Priorities of the Professoriate*, Earnest Boyer
(1990) urged Institutions of Higher Education to redefine or reaffirm their roles in the
American higher education system and society. He suggested that campuses clarify their
distinct missions and relate their work more directly with their internal values, societal
issues, and the diverse perspectives of their faculty. Boyer (1990) also suggested that an
institution's success is measured by how scholarship is defined and rewarded. Boyer
(1990) proposed that the diverse nature of faculty strengths, experiences and talents be
recognized and rewarded by broadening the definition of scholarship beyond the
traditional emphasis on discovery.

While Boyer (1990, 58) acknowledged that original research and publication were
the primary expectations for faculty at a research institution, for a doctoral-granting
institution he suggested a different approach. Faculty at doctoral-granting institutions
who prefer research should be rewarded, but faculty who make exceptional contributions
in other scholarly areas should also be recognized. He proposed that two ideals be
encompassed into the scholarship mission of the institution: the academy's tradition of
research, teaching and service, and society's need for the integration and application of
scholarly knowledge to social, economic and environmental problems.

The four domains of scholarship—the scholarship of discovery, the scholarship of
integration, the scholarship of application, and the scholarship of teaching—have been
widely debated, accepted, or expanded in the literature (Green, 2008). According to
Braxton et al. (2002), many campuses have institutionalized the four domains of
scholarship at various levels since Boyer proposed the framework. As the role of

academia expands and the responsibilities of faculty increase, Boyer's ideas become even more relevant for the academic tenure and promotion system.

Mission, Tenure and Funding at Texas State

In November, 2003, Texas State University-San Marcos (Texas State) implemented a revised mission and value statement that would guide the university's path to becoming a premier, doctoral granting institution[1]. The 2004-2009 (extended through 2012) University Strategic Plan, entitled "Embracing Change," appropriately laid out the goals that would transform Texas State from a comprehensive, predominantly undergraduate institution to a premier, research-intensive institution. The first of these goals is to promote academic quality by building a distinguished faculty, developing the university's culture of research, and managing enrollment.[2] The plan lays out the environmental climate under which the University's transformation will occur as well as the University's response to these environmental factors.

External funding is an important consideration in the plan and the lack of funding, an important barrier to overcome. Noting that shrinking state appropriations and increased competition for educational dollars will only get worse, the plan outlines the need to pursue alternate sources of funding, such as funded research opportunities, grants, and partnerships with the private sector. The Texas State plan acknowledges that the university's current success in securing competitive federal dollars must not only continue but improve in a time of decreased funding and increased competition.

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[1] For additional institutional planning and assessment research on Texas State University programs see Texas State University Applied Research Projects, Garza (2001) and Moore (2009).

[2] This is the first of six goals stated in the University Plan (found at http://www.upa.txstate.edu/University-Plans/University-Plans-.html. It is the one most relevant to the topic of this paper which is external funding and tenure and promotion. The remaining five goals can also be better achieved if external funding dollars increase (See Appendix A).

The Academic Affairs section of the plan includes strategies to improve university infrastructure and provide support that is consistent with the University's transition to a research-intensive university. These strategies include setting new college, school, and departmental targets for external grants, an expanded emphasis on contract work, and increasing the leveraging of University funds to acquire additional funding.[3] According to Cole (2006, 1), grant funding is not only critical to new faculty seeking tenure but also to institutions seeking funding to support research activities.

Communicating clear research expectations in University tenure and promotion policies is noted in the literature as a key factor for the successful inculcation of a university's research goals.[4] Diamond (1999) echoes Boyer's (1990) notion that the closer the match between the institutional mission and the tenure and promotion policies, the more productive the faculty will be in helping the institution accomplish its goals. Therefore, communicating to faculty that external funding is important to the success of the university's and the faculty's research goals is a critical endeavor for institutions to undertake.

During the same period that the Texas State mission and strategic plan were being refined, Texas State began the process of reviewing tenure and promotion standards and policies to develop a campus-wide consensus on the principles that should guide a faculty member's earning of tenure.[5] In 2005, the colleges and departments began revising the tenure and promotion policies to include those principles and make policies more

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[3] The Division of Academic Affairs Plan is found in Section VIII of the University Plan. The Associate Vice President for Research (AVPR) oversees sponsored programs (external funding) for the campus. The AVPR and the academic departments studied here all fall under the direction of the Provost and Vice President for Academic Affairs.

[4] See (Eduventures, 2009; Cole 2006; Fairweather, 2002)

[5] This initiative can be found on page 25 of the University Plan under the Academic Affairs section.

consistent with the University Plan. The process for making these transformative

changes at Texas State included careful planning by faculty, chairs, deans, administrators

and other stakeholders from the entire campus community. This inclusionary process

was consistent with literature recommendations that stress the importance of recognizing

the differences between the disciplines as well as the need for flexibility and variety in

tenure and promotion policies.[6]

By the end of 2007 all of the campus colleges and departments that offer tenure

had completed the process of revising the policies and most had already begun using the

new policies to confer tenure. Since the goal of a good policy is to convey activities that

are important to the University, the activities that will catapult the institution toward

research-intensive status, such as seeking and securing research funding, should be

communicated through the policy.

Purpose Statement

The purpose of this research is to describe how well the newly implemented

college and departmental tenure and promotion policies encourage faculty efforts to seek

and secure external funding at Texas State University-San Marcos (Texas State)[7].

Specifically, the research describes college and departmental expectations for external

funding within the context of Boyer's (1990) broadened definition of scholarship.

External funding was selected not only because it is a priority at Texas State, but also

because it cuts across the four domains of scholarship and was identified in the literature

as an alternative or supplement to publication for fulfilling the tenure scholarship

requirement.

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[6] See (Cole, 2006; Diamond, 1999; Barge, 2008)
[7] Texas State Applied Research Projects, Good (2007) and Garza (2001) also examine the effects of policy on the operation and culture of universities.

Chapter Summaries

This paper is divided into seven chapters.   Chapter two examines the literature on

tenure and promotion: its history, structure and role in academia. It also explores the

traditional and changing roles of faculty at institutions of higher education. Chapter three

begins by describing the role external funding plays in tenure and promotion. It then

develops the conceptual framework for external funding from an existing framework for

scholarship found in the literature. Chapter four describes the research and academic

setting at Texas State. Chapter five introduces the methodology and the units of analysis

studied. Additionally, the descriptive categories are operationalized into a coding sheet

used for data collection. Chapter six highlights the results of the analyses. The last

chapter summarizes the findings and provides recommendations about the role of

external funding in tenure and promotion policies at Texas State.

Chapter Two: Academic Tenure and Promotion

Chapter Purpose

This chapter provides an overview of the historical and current setting of tenure and promotion systems and policies in the American higher education system. It also examines the literature on the role that tenure and promotion policies play in institutional and faculty productivity and success. The traditional functions and activities of faculty are described, and the alternative activities are identified. External funding is increasingly becoming an important priority for both institutions and faculty.

Definition and History of Tenure

The American Association of University Professors describes the period before tenure as a probationary period after which faculty "should have permanent or continuous tenure, and their services should be terminated only after adequate cause[8]…" According to Byse and Joughin (1959, 2), "The principle justification for tenure is that it enables a faculty member to teach, study, and act free from a large number of restraints and pressures which otherwise would inhibit independent thought and action."

Although the general definition of tenure and the reasons that faculty seek it have not changed, the tenure and promotion policies that guide faculty performance have evolved. The passage of time, population shifts, and the pressures exerted by academic, state, national, and international priorities have molded the missions and policies of universities (Youn and Price, 2009). State legislators and public opinion (pushing for increased teaching), and patrons of research (making research a priority) are sources of

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[8] The American Association of University Professors (AAUP) uses the 1940 Principles on Academic Freedom and Tenure found at
http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

pressure that can shape tenure and promotion policies (Milem et al., 2000). Globalization

is also credited as a contributor to the changing landscape of academia and faculty work

(Levin, 2006, 65).

By the beginning of World War II, the work of higher education institutions had

already shifted from teaching, to service, to research and the tenure and promotion

policies had expanded in response to the shifts (Boyer, 1990). Yet, as the effects of

World War II and the end of the Cold War expanded the role of universities in federal

research, the tenure and promotion system seemed to narrow and restrict activities that

count for tenure, mostly at the expense of teaching and service.[9] Research and

scholarship became the most valued academic function and publication the most valued

activity.[10]

Current Setting for Tenure and Promotion Policies

Today, it is clear in the literature that most universities expect faculty to teach,

pursue scholarly activities, and perform service.[11] Although the value placed on each of

these roles will vary based on the type of institution, scholarship and teaching are

overwhelmingly identified as key—yet sometimes conflicting—responsibilities of tenure-

track faculty.[12] The relationship between teaching and research in different institutional

settings and disciplines and among different faculty ranks is examined in the literature for

answers about what is most important. For every article stressing the importance of

teaching, or the problem of research infringing on teaching, there is another article

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[9] See (Slaughter and Rhoades, 1996; Boyer, 1990; Milem et al., 2000)
[10] See (Milem et al., 2000; Youn and Price, 2009; Singell and Lillydahl, 1996)
[11] See (Green, 2008; Link et al., 2008, Toews and Yazedjian, 2007)
[12] See (Hamin et al., 2000; Link, 2008; Milem, 2000)

arguing that good teaching cannot exist without engaged scholarship and vice-versa.[13] Boyer's (1990) research sparked debate about a redefinition of scholarship that would encompass the teaching and service missions of universities while confronting the social and environmental challenges of the nation and the globe.

The conflicts between teaching and scholarship identified in the literature, along with Boyer's assertion that universities must break out of the "teaching versus research" (1990,xii) debate, make clear the need for universities to evaluate their own tenure and promotion structures and introduce what the university values in the form of revised policies and processes. Identifying the differences between faculty and institutional perspectives, recognizing the differences between the disciplines, and the need for flexibility and variety in the policies are strategies identified in the literature for improving the tenure and promotion policies.[14] Diamond (1999) urged institutions to consider all factors when developing tenure and promotion standards in order to maximize productivity by the faculty and the university.

Institutional Perspective

From the institutional perspective, the tenure and promotion policy is a personnel management tool that documents past performance, provides evidence of accomplishments, and predicts future productivity (Mills and Hyle, 1999). Tenure and promotion policy, properly applied, can help identify strengths and weaknesses, which lead to faculty improvement (Mills and Hyle, 1999, 352). Conversely, weak tenure and promotion systems, which do not outline the responsibilities of each party, send confusing messages to faculty about what an institution values.

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[13] See (Kasten, 1984; Green, 2008; Serow, 2000)
[14] See (Chait, 2002; Miller, 1987; and Hamin, et al., 2000)

University administrators are often conflicted about the values that will be conveyed through their policy structure.[15] It is difficult to create a policy that focuses on an institution's mission, while at the same time, ensuring that individual, department, and discipline priorities and norms are recognized.[16] As universities face increasing pressures to emphasize the importance of research and funding in their missions, tenure and promotion decisions will have to rely primarily on research and funding productivity. However, narrowly evaluating faculty research productivity, without regard for discipline, can be detrimental to the success of faculty members in fields that do not fit the traditional scholarship model. For example, an institution with a strong research mission, and heavy emphasis on publication in highly ranked discipline based research journals, may alienate teaching faculty or leave arts faculty without an appropriate outlet for scholarship (Shen, 1998; Singell, 1994). Faculty in disciplines that are closer to the market, such as engineering or technology, may have a comparative advantage in securing external funding for technology application than faculty liberal arts disciplines if the policies are too narrowly defined (Slaughter and Rhoades, 1996; Ylijoki, 2003). Therefore, university administrators should craft their policies and define the criteria used to evaluate faculty in a way that transcends the disciplines.

Leading scholars recommend that university tenure and promotion policies communicate clear expectations that match the institutional mission and provide disciplinary flexibility.[17] "The closer the match between the mission of an institution and the priorities described in the tenure and promotion system, the more productive the

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[15] See (Boyer, 1990; Braxton et al. 2002; Levin, 2006)
[16] See (Diamond 1999; Rhode 2006; Shen 1998)
[17] See (Cole 2006; Fairweather, 2002; Barge, 2008; Bianco-Mathis, 1999; Green, 2008; Hamin et al., 2000)

faculty will be in helping the institution reach the goals that have been identified (Diamond, 1999, preface)."

Universities, such as Texas State, transitioning from a predominantly undergraduate teaching emphasis to doctoral or research intensive status should especially evaluate how their structures, policies and processes are setting the stage for transformation to the campus community. Describing the policies through Boyer's (1990) framework will allow Texas State administrators to evaluate how funding activities are represented in the colleges and departments.

Faculty Perspective

From the faculty perspective, the probationary period before tenure can be described as a frantic cycle (Phillips et al., 1994). New faculty members are often overwhelmed by the mounting responsibilities placed upon them during their probationary period. Forsyth (1999, 99) recognized that faculty will have difficulty producing publication if they jump into a job "and start teaching four or five introductory courses while running a couple of programs and raising grants." New faculty members are often unprepared or uninformed about the multiple responsibilities that faculty life entails, and their first years on the job are a time to learn while doing (Hamin et al., 2006). They look for guidance in the policies that will be used to evaluate their early years.

Faculty stress, however, is often exasperated by the lack of clear expectations in the documents to which they are supposed to turn for guidance (Fetchter, 1999; Hamin et al., 2000). Mills (1999, 368) points out that "while faculty can get frustrated with the lack of specified criteria…they seem to recognize that the process is their only formal

opportunity to identify their goals and negotiate their role within the institution."

According to Fairweather (2002, 27), the tenure and promotion decision is where

meaningful productivity of faculty is defined and evaluated. Yet, confusion about what is

expected for tenure and promotion is noted by Hamin et al. (2000, 89) as one of the main

sources of anxiety for new faculty. Toews and Yazedjian (2007, 113) describe academia

as a three-ring circus of research, teaching and service and compare navigating through

the tenure process to the work of a ringmaster. Navigating effectively through the

process, however, will result in the earning of tenure.

Traditional Faculty Roles and Scholarship

The primary goals of American universities are to (1) prepare students for

professions, (2) critique society, and (3) produce knowledge (Blackburn and Lawrence,

1995). University faculty have traditionally fulfilled these goals by teaching students;

performing service to their institution, profession and the community; and engaging in

scholarship. However, much of the literature on faculty time allocation and tenure and

promotion reveals that scholarship productivity prevails as the most important goal and

that faculty members are spending more time on research than on the other academic

activities[18]. The definition of acceptable scholarship has traditionally been narrowly

defined to mean basic disciplinary research which is traditionally evaluated through

publication (Boyer, 1990; Braxton et al., 2002). This tradition fails to consider the varied

and diverse roles of academia. Boyer (1990) introduced a way to redefine scholarship

that would encompass the teaching and service missions of universities while confronting

the social and environmental challenges of the nation and the globe.

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[18] Link et al., 2008; Milem et al., 2000; Youn and Price, 2009

Publication

      The traditional assessment of faculty performance has predominantly consisted of articles in academic journals, book chapters, scholarly books, and monographs (Braxton et al, 2002, 74). Braxton et al. (2002, 74) acknowledge that traditional assessment works well in many disciplines but contends that it is best suited for appraising the scholarship of discovery—not the other domains of scholarship. Because of the lack of scholarly publication outlets, the traditional assessment "hinders the institutionalization of the scholarship of application, the scholarship of integration, and the scholarship of teaching (Braxton, et al, 2002, 75).

      Yet, even as institutions began to incorporate the four domains of scholarship into the tenure and promotion structure, faculty evaluation of scholarship continued to rely on publication (Diamond, 1999, 50). For example, the Department of Political Science policy at Texas State states that only refereed scholarship or creative work that is in print, or documented as forthcoming, will be counted as part of the scholarly record.

      As the realm of scholarly venues expanded to include journals addressing the four domains of scholarship, institutions continued to regard basic, discipline-based discovery publications as more important than integrative, teaching, and application publication for the purpose of tenure. In many disciplinary fields, the emergence of teaching and integration journals has not translated to equal ranking for these types of publications in tenure and promotion review. In some of the tenure and promotion documents reviewed for this research, publication in integration journals was not ranked as high as publication in basic science journals. The Department of Social Work Policy, for example, specifically states that, although collaborative work is recognized as important, it is not

sufficient to earn tenure. For a field that requires consultation and cooperation with other

fields such as sociology, psychology, health professions and criminal justice for solving

problems, this statement can prove to be detrimental to new faculty who publish in

multidisciplinary journals.

Braxton et al. (2002) suggest that in addition to publication, consideration should

be given to other scholarly activities and to unpublished scholarly outcomes. They

provide an inventory of the activities, outcomes and publications that should count as

scholarship. Many of the activities inventoried by Braxton et al. (2002) can be better

accomplished by seeking and securing external funding. Examples include introducing

the results of research in a consultation, developing an innovative technology, reporting

research findings to a granting agency, studying problems in one's own teaching,

development of a collection of resource material for one's subject area. More

importantly, other scholarly activities and unpublished scholarly outcomes such as

research conducted, programs developed, or innovative technology developed using

external funding can lead to publication because many sponsoring agencies require

publication or other dissemination of results[19].

Scholarship Reconsidered

Although Boyer sought coherence among the traditional forms of scholarship and

provided a framework for scholarship that incorporates teaching and services as opposed

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[19] Examples: National Institutes of Health (NIH) requires that results be published in Pub Med within 6 months of final report to NIH—see Grant Policy Manual at www.nih.gov. National Science Foundation (NSF) publishes findings of research on the NSF website and requires faculty to budget for result dissemination in grant proposal—see Grant Policy Manual at www.nsf.gov. The Institute for Education Sciences (IES) requires that results be published and disseminated to public and education audiences and IES sends out newsletters and articles on recent findings—see Publications and Productions at http://ies.ed.gov/pubsearch/.

to treating each as separate and conflicting purposes, he did not offer a description of specific criteria or activities that could be incorporated into the tenure and promotion policies and evaluated. Boyer's (1990, 34) research found that the majority of faculty at all types of institutions agreed that scholarly performance should be evaluated in other ways besides publication.

But even as late as 2002 "Boyer's call to align the academic reward to account for the day-to-day scholarly activities of faculty members and to correspond to the institutional mission…" had still not been realized (Braxton et al., 2002, 75). Much of the literature that followed attempted to describe the multiple and alternate forms of scholarship that can be considered to merge the roles of teaching, service and scholarship and allow individual faculty strengths to become an integral part of the tenure and promotion decision[20].

Increasingly, the scholarship of pedagogy has risen to the forefront of literature and is beginning to count in tenure decisions at many institutions (Green, 2008; Toews and Yazedjian, 2007).   At Texas State, the four departments that provided journal rankings in the tenure and promotion polices, included teaching journals in the top or second tier ranking[21]. Toews and Yazedjian (2007), point out that the traditional activities of scholarship and teaching can be merged to make them more complementary. For example, they point out that brushing up on literature to prepare for a class can result in new research questions and students will also be more engaged if faculty members incorporate their research results into teaching. Ylijoki (2003) writes that changes in the universities' funding structures are transforming university missions and especially

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[20] Barge & Schockley-Zalabak, 2008; Boyer, 1990; Braxton, et al.,2002; Milem, 2000; O'Meara, 2006; Shen, 1998.
[21] See departmental policies: Agriculture, Art & Design, Family and Consumer Sciences, and Mathematics.

university research and that increasing the expectation for external funding can help institutions to adapt to changing economic conditions. Ford et al. (2008) also describes the private sector's push to bring university research to the marketplace.

Braxton et al. (2002) conducted a study which concluded that all four of Boyer's domains—discovery, pedagogy, integration, application—had been institutionalized in some way at most of the institutions they studied. According to O'Meara (2006, 49) institutions that initiated the formal reforms recommended by Braxton et al. reported positive influences to "faculty involvement in the scholarship of application, teaching, and integration; external funding; faculty presentations; service learning; student contact; and overall faculty satisfaction" as a result of those reforms. This research will determine if tenure and promotion policies, which are identified as a formal reform, reflect Texas State's push toward research intensive status.

Chapter Summary

Tenure and promotion policies play an important role in guiding institutional and faculty productivity. This chapter explained that throughout history, policies have changed to accommodate the shifting role of academia. Boyer's redefinition of scholarship brought sweeping changes to the way academics perform scholarship, but the institutionalization and success of the four domains of scholarship depends on how institutions define and evaluate scholarship in their tenure and promotion policies. External funding was identified as an alternative to traditional scholarship and as an activity that should be credited for tenure. The following chapter expands the justification for external funding activities in academia.

Chapter Three: External Funding and Boyer's Domains of Scholarship

Chapter Purpose

This chapter provides an overview of the role that external funding plays in academia and some examples of the types of external funding activities performed at Texas State. It also describes the external funding activities found in faculty productivity literature that cut across Boyer's four domains. The level of involvement and weights commonly associated with external funding activities in tenure and promotion policies are discussed. Finally, the conceptual framework table provides an exhibit of the descriptive categories tied to the literature.

The Role of External Funding

In response to economic downturns and reduced state funding for institutions of higher education, universities have been forced to increase entrepreneurial activities and secure external funding for research and general support (Lintz, 2008). For an institution aspiring to premier, doctoral-granting status, securing external funding is a gateway to increasing capacity and gaining favorable status among peers[22].

As mentioned in Chapter Two, external funding can also lead to publication. Unfortunately, the timeliness of publication stemming from an external grant can be lengthy. Receiving an award can take up to six months after the grant proposal is submitted and the term of the research grant can be up to five years. This means that publication of research results can take up to six years after proposal submission. A national study of university best practices revealed that aligning grant submissions and acquisitions with tenure and promotion expectations was a quickly implementable, cost-effective way to increase research productivity (Eduventures, 2009). Counting the

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[22] Rhode 2006; Ylijoki 2003; Levin 2006; Milem, 2000; Youn & Price, 2009

submission and the award as scholarship can help new faculty accomplish their long-term research goals and will likely produce publication after tenure is earned.

The external funding activities identified in the literature are the following: applying for and receiving grants, contracts, and awards for basic or applied research; commercialization activities; and collaborations with industry, government, and other institutions and researchers etc. These activities are difficult to categorize because some of the literature uses the word grant generically to describe a variety of external funding activities while other literature categorizes grants, contracts and commercialization activities distinctly.[23] Boyer's (1990) four domains of scholarship provide a framework for categorizing the activities. Braxton et al (2002) conducted a study which concluded that all four of Boyer's (1991) domains—discovery, pedagogy, integration, application— had been institutionalized in some way by all of the institutions they studied. Since external funding opportunities are associated with each domain of scholarship, the conceptual framework for this research was developed within this greater context. Boyer's broad categories are used to examine the extent to which external funding is encouraged by Texas State tenure and promotion policies.

Conceptual Framework

Discovery

The scholarship of discovery is the most recognized form of scholarship whereby faculty, acquire and advance knowledge within their disciplines. Boyer (1990, 17) describes discovery as knowledge for knowledge's sake where the process of generating knowledge and questions is as valuable as the results of the research. "Because the

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[23] Bianco-Mathis, 1999; Fairweather, 2002; Hamin, 2000; Levin, 2006; Link, 2008; O'Meara, 2006; Phillips, 1994; Rhode, 2006; Serow, 2000; Ylijoki, 2003.

nature of research requires researchers to be fully informed of developments in their field, discovery keeps the individual informed of new knowledge" (Braxton, et al. 2002).

Scholars have traditionally been concerned with this the scholarship of discovery, which is based on technical rationality—not on contextualized issues (Barge and Shockley-Zalabak, 2008, 251). The increases in federal funding for research and development described by Sheila Slaughter and Gary Rhoades (1996), shifted the decontextualized, individualistic nature of basic research to research that served the funding agencies' needs. The knowledge born of discovery, through innovative research, now makes its way into communities, governments and society as a whole instead of just idling on campus (Lintz, 2008). The reasons for conducting the research changed, but the way research is done did not.

The external funding activities identified in the literature as discovery can be condensed into applying for and acquiring funds for basic or disciplinary research through grants and contracts; getting a cash award or fellowship for discipline-based research accomplishments; and acquiring funding for student research (Ylijoki, 2003). Faculty at Texas State have been successful in acquiring grants for discovery and each external funding activity for discovery fulfills some university value like providing an excellent graduate and undergraduate experience and advancing knowledge through research. Finding out it the policies promote this type of funding activity is a reason for this research.

Integration

Texas State University values a diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for

campus life. The scholarship of integration reflects similar values[24]. Boyer (1990; 18)

describes integration as "making connections across the disciplines, placing the

specialties in larger context, illuminating data in a revealing way, often educating non-

specialists too." Integration involves taking the basic research of discovery and

interpreting it, combining it with other disciplines, and researching with broader

perspective to solve real problems such as hunger, family issues, environmental concerns

etc. (Aboelela et al., 2007).

According to Arshadi and George (2008, 6), the obstacles to integration as an

acceptable form of scholarship can include differences in institutional culture and

inequities in the sharing of infrastructure and cost. Tenure and promotion policies tend to

under value collaborative work because journals are categorized by discipline (Sá, 2008,

541). Also, interdisciplinary journals tend to be ranked lower than top disciplinary

journals.   For these reasons new faculty seeking tenure may find it difficult to undertake

interdisciplinary scholarship. External funding supports multidisciplinary approaches to

solving problems so encouraging external funding in the tenure and promotions policies

can help faculty who want to integrate their knowledge with other disciplines.

Many funding agencies, such as the National Science Foundation (NSF) and the

U.S. Department of Agriculture (USDA), require the integration of different disciplines

and integration between institutions. These and other many other federal agencies have

collaborative research programs that fund multidisciplinary, multi-institution research.[25]

The National Institutes of Health has made interdisciplinary research a strategic priority

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[24] See Shared Values in Appendix A: Texas State University Mission Statement.
[25] The National Institute for Food and Agriculture (NIFA) is the collaborative research arm of USDA. Its
mission can be found at http://www.csrees.usda.gov/about/partnerships.html. The NSF has a similar
Office in Integrative Activities (OIA) that sponsors interdisciplinary programs and projects
http://www.nsf.gov/dir/index.jsp?org=OIA.

for funding.[26] In order to remain competitive, university faculty must establish and maintain relationships with other researchers and institutions, when seeking grants. Cole (2006) identified collaborative arrangements as one of the most important factors in receiving federal funding.

The traditional faculty role of service fits well into the integration domain. Therefore, seeking and securing external funding for service are important activities. According to Phillips et al. (1984, 67), "service includes activities other than research and teaching that advance departmental, disciplinary, and institutional interests." Chait (2002, 52) also includes service to the community and to students as types of service that should be taken into account by tenure and promotion policies. Service can include activities such as serving on committees, subcommittees, task forces, commissions, consortia and administration (Green 2008, 121; Rhode 2006, 104) and is regarded by much of the literature as a marginal, yet time consuming, tenure criteria (Link 2008, 8; Milem 2000, 467; Shen 1998, 32). Under Boyer's framework, faculty could receive scholarship credit for service performed as part of external funding.

Funding for each type of service is common at Texas State. In fact, the university has increased its efforts to encourage collaborative and multidisciplinary endeavors by establishing various centers that foster integrated activities. These integrative centers are primarily staffed by non-academic or senior research faculty who do not have to worry about tenure. This research will examine whether departments provide new faculty with incentives for performing interdisciplinary funding activities so that they are encouraged to work with the centers.

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[26] The strategic plan entitled, NIH Roadmap for Medical Research can be found at http://nihroadmap.nih.gov/.

Application

Boyer (1990, 21) describes the scholarship of application as the connection between theory and practice. Similar to the scholarship of integration, the application domain "is the application of disciplinary knowledge and skill to help address important societal and institutional problems (Braxton, et al. 2002)." Application is distinguished from integration in that integration scholars combine knowledge with other scholars to address complex problems while application scholars collaborate with business and/or external funding agencies to combine resources and develop a solution or commercial product.

In funding terms, the scholarship of application is best described as, the process of creating and transitioning the storehouse university research and development into commercial products (Ford et al. 2008, 58). Ford et al. (2008, 58) calls this process a true partnership of great university innovators, experienced entrepreneurs and adequate funding sources. According to Uttam and Venugopal (2008, 58), public funding to institutions for generating knowledge that can be translated into private goods, and ideas to solve real world problems, is increasing. The private sector also increasingly seeks out university faculty to produce new knowledge and science-based products and processes that will help them stay competitive (Ylijoki, 2003). Industrial and technological corporations recognize that partnering with universities can increase the potential for research, development and innovation which results in increased financial capital for all involved (Lintz 2008).

Funding for application research is available through commercialization activities such as acquiring applied research or product development grants and contracts; applying

for patents and licenses; collaborating with industry; and starting-up research and development companies (Arshadi and George, 2008; Ylijoki, 2003). Unfortunately, the lack of incentives for commercialization efforts in the tenure and promotion structure is noted as having a negative effect on the research environment of universities (Welker and Cox, 2006).

Texas State has increased its efforts to enhance these activities by establishing an office of technology commercialization, and is in the development stage of creating a research park aimed at partnering with industry. Green technologies, soldier safety, and healthcare initiatives are a few examples of research activities that have attracted recent funding at Texas State. However, these commercialization centers are typically staffed by tenured faculty or non-teaching program faculty because of the lack of incentive for tenure for newer faculty. The continued success of commercialization efforts may depend on whether or not these activities are rewarded in the tenure and promotion policies.

Teaching

Teaching is a major responsibility for new faculty (Phillips 1994, 153). Because faculty members often receive little preparation for teaching, it is also one of the major sources of stress for new faculty (Hamin et al., 2000). Teaching can include activities such as classroom instruction, computerized instruction, field instruction, supervising research projects, advising students and directing dissertations (Green, 2008, 121). According to Rhode (2006, 68), good teaching requires the teacher to; develop the students' analytical ability and technical skills; inspire original insights; convey crucial

information; and serve as an adviser, mentor, and role model. The qualities of good teaching are difficult to assess and therefore cause anxiety during tenure review.

Braxton et al (2002), define the scholarship of teaching as the development and improvement of pedagogical practices. Teaching, according to Boyer (1990; 23), is the bridge between a teacher's understanding and a students learning. The latter occurs during the instruction (whatever the mode of delivery). The teacher's understanding is where the discovery occurs, and the bridge is where the scholarship of teaching occurs. What the student does with that knowledge is yet another component of this domain.

Some of the literature finds that institutions and faculty value research on teaching (Chait, 2002; Green, 2008; Rhode, 2006) while others (Kasten 1984; Levin, 2006; Milem et al., 2000) describe the faculty's frustration with lower value placed on the educational responsibilities of faculty members in tenure and promotion assessment. The recent emergence of teaching journals has allowed faculty members to share pedagogical research and evaluation results and extend scholarly teaching (Barge, Schockley-Zalabak, 2008, 255). Whether this trend is providing more opportunity for the scholarship of teaching to be incorporated in tenure and promotion policies remains to be studied. Toews and Yazedjian (2007, 116) suggest, however, that engaging in the scholarship of teaching and learning can help faculty members to improve their teaching strategies and practices while at the same time contributing to their scholarly productivity. Serrow (1990) found that faculty felt an obligation to integrate into the classroom any information discovered in their own research and consultation that will help students in the job market.

From a funding perspective, the scholarship of teaching will continue to be an important form of scholarship. The nation's push to increase the graduation rates of students in the science, technology, engineering and mathematics (STEM) fields and in increasing the graduation rates of the teachers in these subjects has increased the need for universities to focus on the scholarship of teaching.[27] Acquiring external funding to perform pedagogical research, develop teacher preparation programs, and consult with educational organizations are excellent ways to merge the teaching and scholarship missions of higher education while learning to overcome teaching deficiencies by faculty. The NSF sponsors a program called the Faculty Early Career Development Program (CAREER), which seeks and funds proposals, that integrate research and teaching, from faculty early in their research careers in Higher Education[28]—various federal agencies have similar programs. Texas State has been consistently successful in acquiring curriculum development grants and contracts, teaching research grants and contracts, and training grants, and in consulting/collaborating with local, state and federal education agencies to develop better ways to educate students, governments, and communities.

Degree of Involvement

In addition to the participation in external funding activities that fulfill the four domains of scholarship, the level of involvement was noted in the literature as an important factor for faculty who decide to pursue external funding. As previously mentioned, the review period for grant proposals can take up to six months before an

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[27] The Association of Public and Land Grant Universities, Science and Mathematics Teacher Imperative is a national effort by Institutions of higher education to advance the national priority to increase graduates and teachers in STEM fields. Their website http://www.teacher-imperative.org/ is a clearing house for publications, funding announcements, and evaluation for these efforts.

[28] The NSF CAREER website can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214.

award is announced, and the publication of results stemming from sponsored research can take up to six years from application for funding. In addition, contract applications, grant proposals and patent applications can take a tremendous amount of time and effort to prepare, and the likelihood of success on the first try is not common. For these reasons departments must decide if the time and effort spent on a proposal submission will be rewarded in the tenure and promotion policy. The timing between award and dissemination and results should also be considered in the tenure and promotion policy. Since the publication will likely occur after the tenure decision, department heads should count the award for tenure. The Eduventures (2009) report suggests that both submissions and awards should be aligned with tenure and promotion expectations.

Submission

Preparing proposals was reported by McMillan (2004) as one of the behaviors attributed to a complete scholar. "As institutions become more dependent on external funding and more interested in garnering national prestige, faculty have spent more time seeking such funding, writing grants and making national conference presentations" (O'Meara, 2006, 47). According to Ylijoki (2003, 315), applying for money has become an extremely time-consuming duty for faculty.

A proposal submission requires a significant amount of time and effort from faculty. Most requests for proposals (RFP) for research from federal agencies require at minimum that the researcher perform an extensive literature review, identify the research problem/question, propose a solution or direction of research, develop the methodology and identify the available manpower needed to accomplish the research goal.

The National Institutes of Health (NIH) requires that six review criteria be addressed in a proposal for funding. The process for a successful NIH proposal can take several revisions and resubmissions. Junior faculty often have little awareness of how to prepare a successful proposal so this iterative process is a good form of training (Cole, 2006). Each unsuccessful proposal receives comments from the reviewers about what was lacking, what was good, and what was not clear in the proposal so that faculty can make improvements to subsequent proposals. Cole (2006) found that the number of submissions increased the likelihood of subsequent funding success. For these reasons a proposal submission should be considered as a scholarly activity for the purpose of tenure and promotion.

Award

External funding awards can have a performance period of up to 5 years. Publication of research findings in a scholarly venue will usually come at the end of the funding period and will go through the same level of scrutiny as an un-funded research publication. This timeframe goes beyond the typical tenure period and can put faculty at risk if the award is not considered in the tenure determination. O'Meara (2006, 48) found that faculty at institutions who had implemented Boyer's (1990) reforms were more likely to report an observed increase in external funding and were more likely to report that they were satisfied with the alignment of roles and rewards.

According to Serrow (1990, 454), externally funded research engagement at research-intensive institutions is widely recognized as the most sure way to faculty advancement. Ylijoki (2003, 330) adds that faculty at entrepreneurial institutions have an additional responsibility to generate funds for their research and should therefore

evaluated on that front. Serrow (1990) classified researchers with moderate to substantial funding as productive scholars. Cole (2006) found that funding success for both faculty and institutions is often measured by dollar value of awards.   Fairweather (2002) also found that acquiring an externally funded award was highly valued as a form of scholarship in tenure review at many institutions.

Summary of Conceptual Frameworks

Exhibit 3.1 summarizes the descriptive categories identified and links them to the literature.

Table 1: Conceptual Framework Linked to the Literature	
Descriptive Category	**Sources**
Domains of Scholarship	
Discovery	Barge and Shockley-Zalabak (2008); Boyer (1990); Braxton et al. (2002); Fechter (1999)Lintz (2008); Slaughter and Rhoades (1996); Ylijoki (2003)
Integration	Aboelela et al. (2007); Arshadi and George (2008); Boyer (1990); Chait (2002); Cole (2006); Green (2008); Link (2008); Milem (2000); Sá (2008); Shen (1998); Phillips et al. (1994); Rhode (2006)
Application	Arshadi and George (2008); Boyer (1990); Braxton et al. (2002); Ford et al. (2008); Lintz (2008); Uttam and Vengupal (2008); Welker and Cox (2006); Ylijoki (2003)
Teaching	Boyer (1990), Braxton (2002); Chait (2002), Green (2008), Hamin et al. (2000), Kasten (1984), Levin (2006), Phillips et al. (1994), Rhode (2006); Toews and Yazedjian (2007)
Degree of Involvement	
Submission	Cole (2006); Eduventures (2009); McMillan (2004); O'Meara (2006); Ylijoki (2003)
Award	Cole (2006); Eduventures (2009); Fairweather (2002); O'Meara (2006); Serrow (1990); Ylijoki (2003)

<center>**Chapter Four: Research Setting**</center>

Chapter Purpose

The purpose of this chapter is to describe the institutional setting for this research. A brief description of the history and current institutional profile for Texas State University-San Marcos (Texas State) is presented and the colleges and departments are described. The chapter concludes with a description of the external funding profile at Texas State.

Texas State History and Current Setting

Southwest Texas State Normal School opened its doors in 1903 with a primary mission to prepare Texas public school teachers. Over the years, the Legislature broadened the institution's scope and changed its name, in succession, to Normal College, Teachers College, College, University, and in 2003 to Texas State University-San Marcos. Each name reflects the university's growth from a small teacher preparation institution to a major, multipurpose university.[29] The University's 30,816 students can choose from 101 bachelors, 88 masters, and nine doctoral degree programs in seven academic colleges and various disciplines.

Today Texas State identifies itself as a public, student-centered, doctoral-granting institution with a mission dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond. Additionally, the students, faculty and staff at Texas State are guided by a shared collection of values that reflect the importance of teaching, discovery, integration and application in the University's

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[29] History and Traditions profile can be found on the Texas State University website at http://www.txstate.edu/about/index.html.

culture.[30] The extent to which each of Boyer's domains are incorporated into the University's policy structure will depend on the level of the policy within the structure and the disciplinary preferences represented in the colleges and departments. Diamond (1999) explains that the higher the level of the policy (i.e. University Policy), the less specific the policy should be about the activities that should be performed to accomplish tenure. Likewise, departmental policies according to Diamond, should be more specific and tailored to the academic disciplines represented (1999). Since the purpose of this research is to describe the policies in each of the seven colleges and forty-one departments, those academic units are described below and listed in Appendix B.

Texas State Academic Profile

Texas State's 30,816 students choose from 101 bachelor's, 88 master's and nine doctoral degree programs offered by the following academic colleges: Applied Arts, McCoy College of Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts and Science. The seven colleges of the University are in turn comprised of forty-four separate academic departments. A brief description of each college is provided below.

The mission of the College of Applied Arts is to prepare undergraduate and graduate students for careers in academic, professional and technical areas; further the faculty experience in teaching supported by quality scholarship; and enhance involvement with local, state, national and international constituencies. The college provides students with opportunities to collaborate with faculty and engage with the community through internships, research and classroom projects. The departments represented in Applied Arts are Agriculture, Criminal Justice, Family and Consumer

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[30] See appendix A for the University Mission and Goal Statement.

Science, Occupational Education, and Social Work. Within each department exist programs in basic, applied, integrative, and educational fields. As an example, the Department of Agriculture hosts Agricultural Systems Management, Agricultural Education, Animal Science, Agribusiness, Range Management, Plant and Soil Science, Horticulture.

The McCoy College of Business Administration offers various bachelors and master degrees to student in the following departments: Accounting, Computer Information Systems & Quantitative Methods (CIS), Finance & Economics, Management, and Marketing. The College provides a curriculum that focuses on developing skills in information technology, oral and written communication, critical thinking and teamwork. Students have many opportunities for the application of the concepts they learn. This blending of content and application is shaped by the faculty and endorsed by the business community as the best way to prepare individuals to meet the challenges of a dynamic business world.

The College of Education prepares students for careers in the education field through undergraduate, masters, and doctoral degrees. Through its three departments—Curriculum and Instruction (CI), Educational Administration and Psychological Services (EAPS), and Health, Physical Education and Recreation (HPER)—the College prepares teachers, principals, superintendents, school counselors, school psychologists, diagnosticians, as well as professionals in health, exercise science, sports management, recreation and leisure services. The College of Education also prepares students for careers in the mental health fields of professional counseling and marriage and family therapy.

The College of Fine Arts and Communication advances unique forms of human expression through the performing and visual arts, media and interpersonal/rhetorical interaction to prepare students to think critically, enrich society, and select appropriate career paths. Through the departments of Art & Design, Communication Studies, Journalism & Mass Communication, Music, and Theater & Dance the College espouses the balance between theory and practice, graduate and undergraduate emphases, teaching and research, and between the curricular and the co-curricular. Additionally, the college has recruited top faculty to allow for the expansion of research throughout the college.

The College of Health Professions prepares students for careers in the health care field. Through its professional, technical, clinical and academic programs, the college serves as an advocate for change and improvement in the field of health care services. The seven departments—Communication Disorders, Clinical & Lab Science, Health Administration, Health Information Management (HIM), Physical Therapy, Radiation Therapy, and Respiratory Care—together serve as a catalyst to expand and improve public perceptions of health care in the community.

The College of Liberal Arts prepares graduates to think independently, to choose freely, to serve others, and to base personal and professional decisions on a broad understanding of history, culture, and science. The College pursues its mission with a commitment to teaching, learning, and research that is academically rigorous and ethically grounded. The departments within the college represent a wide variety of disciplines. They are Anthropology, English, Geography, History, Modern Languages, Philosophy, Political Science, Psychology, and Sociology. In addition to the various undergraduate, and masters level degrees offered in Liberal Arts, the Department of

Geography offers Doctoral level degrees in Environmental Geography, Geographic Education, and Geographic Information Sciences.

The College of Science prepares undergraduate and graduate students for careers in biology, chemistry and biochemistry, computer science, engineering, mathematics, physics, or technology. It also provides a general, scientific and mathematical background for non-science majors and prepares students for advanced training in professional or graduate schools. The College is committed to nurturing the talents of young scientists by immersing students in a robust curriculum and applied learning experiences in laboratory research, field study, and cutting edge technology. The college also offers doctoral degrees in Mathematics Education and Aquatic Resources.

As noted in the literature, the academic profile of an institution is an important consideration in the crafting of institutional policies[31]. Because of the diversity of colleges, departments, and programs at Texas State, various stakeholders such as administrators, faculty, staff and students were involved in creating the new policies. The University's recent move to doctoral granting status, and the push to reach research-intensive status make it is especially important for University administrators to inventory the current policies and determine if the intended messages are conveyed in the policies.

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[31] See (Chait, 2002; Hamin, et al., 2000; Miller, 1987; Mills and Hyle, 1999)

Texas State External Funding Profile

Texas State has experienced a consistent increase in external funding for several years. Table 4.1 shows the seven year trend of external funding expenditures.[32] Expenditures are the acceptable measure for reporting external funding activity.
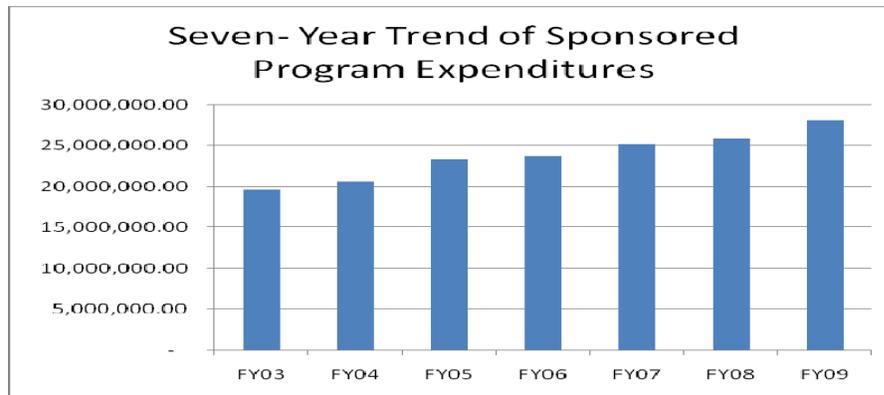
The university is faring well in external funding expenditures, but there is great disparity in the amount of expenditures between the colleges. The five-year trend shows increases for the colleges of Applied Arts, Business Administration, Fine Arts and Communication, and Science. However, the Colleges of Education and Health Professions show decreases while the College of Liberal Arts has remained steady.

Table 4.2 FY05-09 Summary of Sponsored Expenditures by Unit					
	FY05	FY06	FY07	FY08	FY09
Applied Arts	$7,264,654.45	$7,407,495.01	$8,274,711.61	$9,796,799.19	$8,420,777.37
AVPR (Centers)	$2,608,177.41	$2,702,046.23	$4,103,176.45	$4,036,355.61	$5,022,951.25
Business Admin. (BA)	$452,472.09	$536,699.88	$467,216.45	$596,513.45	$1,170,283.46
Education	$4,687,638.75	$5,752,566.94	$5,159,056.83	$4,139,452.61	$3,357,909.95
Fine Arts & Com. (FAC)	$980.00	$332.00	$17,100.38	$21,927.63	$69,456.50
Health Professions (HP)	$999,460.99	$814,287.21	$388,324.94	$130,268.72	$196,798.95
Liberal Arts	$2,340,077.95	$2,310,959.61	$2,087,258.23	$1,937,082.80	$2,200,838.22
Provost	$661,986.74	$195,718.84	$251,934.98	$138,080.95	$248,977.45
Science	$3,029,201.86	$2,149,961.32	$2,968,091.35	$3,773,507.49	$5,945,482.59

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[32] All tables and figures found in this chapter were taken from the Texas State University Sponsored Programs Expenditure and Proposal Activity Report for Fiscal Year 2009. The report is generated by The Associate Vice President for Research and disseminated to administrative heads.

For the 2009 fiscal year Applied Arts expended thirty percent of the total external funding dollars. Science spent twenty percent while Health Professions expenditures made up only one percent of the total. The Office of the Associate Vice President for Research (AVPR) is where the multidisciplinary and commercialization centers are housed. The other units represented in this figure are the Vice Presidents for Information Technology (VPIT), University Advancement, (VPUA), and Student Affairs (VPSA).
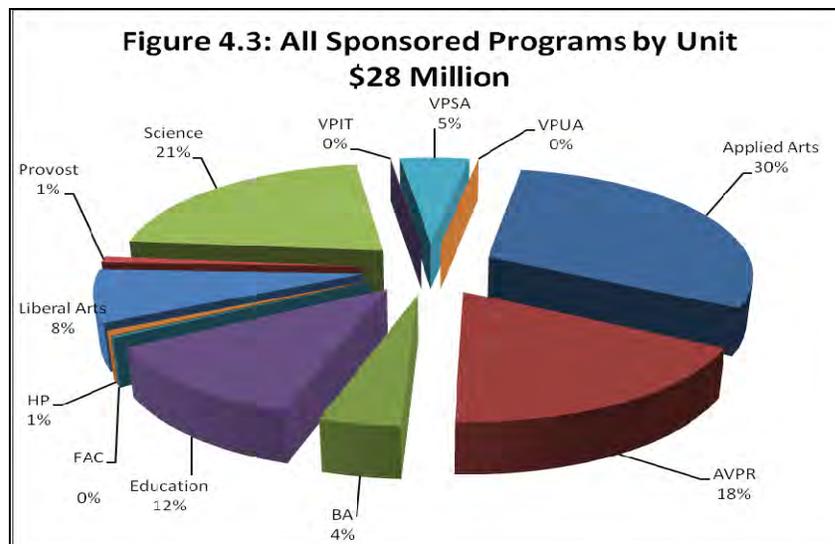
Figure 4.3: All Sponsored Programs by Unit
$28 Million

Source: Texas State University Sponsored Program Expenditure and Activity Report for FY 2009

The mix of funding type and source has remained consistent with two exceptions. This year the research dollars increased significantly, although service dollars still make up the majority of the expenditures. Private funding expenditures slightly increased at the expense of Federal expenditures.
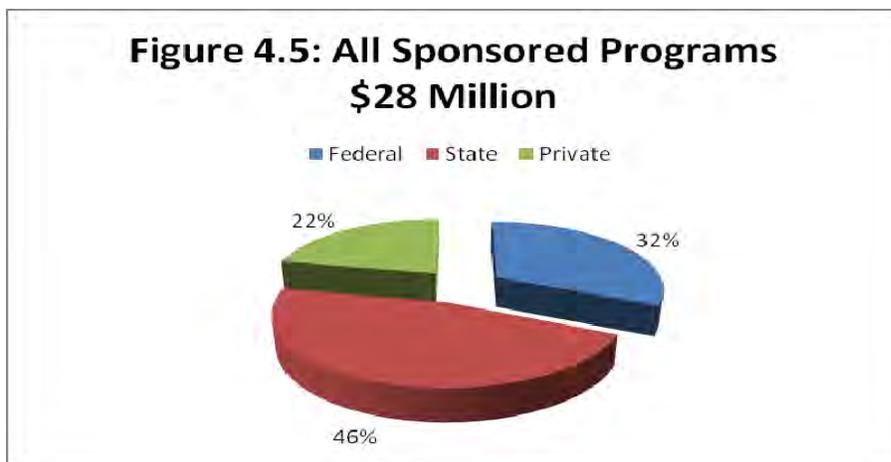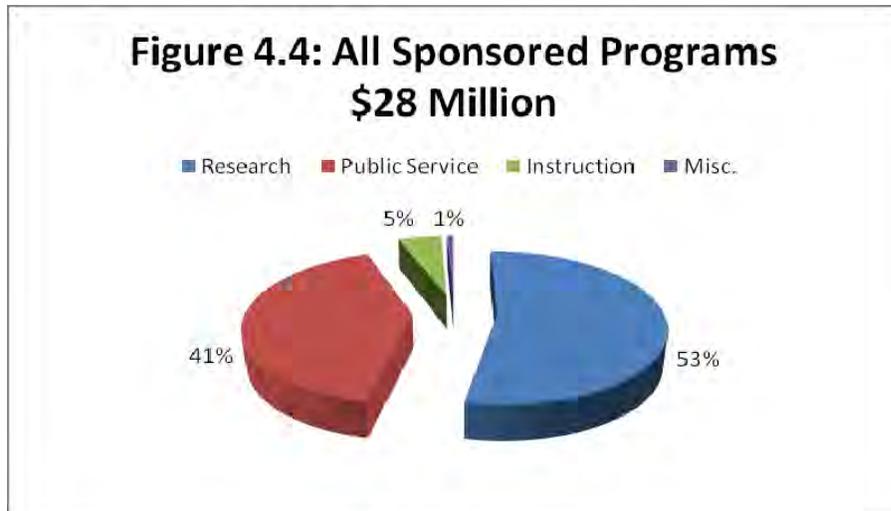
Figure 4.4: All Sponsored Programs $28 Million

Figure 4.5: All Sponsored Programs $28 Million

Source: Texas State University Sponsored Program Expenditure and Activity Report for FY 2009

Just as reporting expenditures allows institutions to guage how they are doing in relation to other institutions and in comparison to provious years, proposal submission and award data help offices that support faculty in their research endeavors to forcast how we will do in the future. An increase in submissions almost always translates to an increase in awards, and an increase in awards translates to an increase in future years expenditures. In 2009, the University submitted 396 proposal and was funded for 128 of them. The majority of proposals and awards came from the College of Science.

Table 4.6: Summary Table for Proposal Activity				
College	Number of Proposals	Amt. Request	Number Awarded	Amt. Funded
Applied Arts	51	$26,192,756.00	6	$6,195,126.00
AVP Research (Centers)	40	$5,923,670.00	17	$2,311,618.00
Business Administration	2	$510,290.00	1	$47,473.00
Education	37	$18,969,737.00	22	$6,800,643.00
Fine Arts & Communication	7	$473,507.00	1	$30,516.00
Health Professions	24	$3,818,149.00	9	$823,908.00
Liberal Arts	69	$7,650,361.00	28	$2,257,098.00
Science	165	$36,709,905.00	44	$8,768,465.00
VP Academic Affairs	1	$1,304,500.00	0	$0.00
Total	396	$101,552,875.00	128	$27,234,847.00

Chapter Summary

This chapter provided a description of the history, academic setting and external funding success at Texas State. A brief description of the colleges whose policies will be analyzed as well as a listing of the department that correspond to each college was also provided to show the variety of disciplines represented in each college. The 2009 research expenditure figures for each college were presented to show how well each is doing in relation to the others and proposal submission and award data was presented to show is faring well in its external funding pursuits. A significant difference in funding is found between the colleges of Applied Arts, Education and Science and the college of Liberal Arts. Another large gap exists between the college of Liberal Arts and the colleges of Fine Arts, Business Administration and Health Professions.

Chapter Five: Methodology

Chapter Purpose

As previously discussed, the purpose of this research is to describe how well the

tenure and promotion policies encourage faculty to seek and secure external funding at

Texas State. This chapter introduces the methodology, content analysis, and

operationalizes the descriptive categories identified in chapter three into a coding sheet

used to collect data on the policies. The strengths and weaknesses of content analysis are

identified and the population is described.

Operationalization of Conceptual Framework

Table 5.1 illustrates how each category, identified in chapter three, is analyzed in

the tenure and promotion policies. The coding sheet was used to collect data from the

forty-one academic departments that confer tenure and the six colleges that have formal

tenure and promotion policies. Because each departmental and college policy will vary

in size, format and language (making it difficult to identify the domains), additional

language was included for each domain to ensure consistency in coding between raters.

The policies were analyzed to determine whether the elements of the conceptual

framework were specified in the policies. The activities were counted in a specific

domain—discovery, integration, application, and teaching—if the department/college

policy listed any of the activities and/or language identified in that descriptive category.

For example, for the integration domain, the words, multidisciplinary, consulting, public

service, and internships were used to determine if funding for integration was specified.

For the scholarship of teaching, pedagogy, curriculum development, and training were

the words searched. Application scholarship is described by the words, application,

Product development, copyrights, patents, licenses and industry collaboration. Where external funding was identified but no clear domain specified or the words basic, discipline-based, and student research were used, the activity was counted under the discovery category.

A distinction is made between proposal submission and grant awards to determine if the degree of involvement is a consideration in the policies. The policies were also measured to determine if external funding proposals and external funding awards are of equal value to publication in each of the college and departmental policies.

Table 5.1-Coding Sheet: Departmental Tenure & Promotion Policies
Unit Name:

Descriptive Categories	Proposal Submitted		Awarded	
	Specified	Equivalent to Pub	Specified	Equivalent to Pub
Discovery				
Basic Research Grants/Contracts				
Awards for Discipline-based research				
Funding for student research				
Integration				
Multidisciplinary Grants and Contracts				
Consulting				
Public Service Grants/Contracts				
Funding for student internships				
Application				
Applied Research Grants/Contracts				
Product Development Grants				
Copyrights, Patents, Licenses				
Industry Collaborations				
Teaching				
Pedagogical Grants/Contracts				
Curriculum Dev. Grants/Contracts				
Pedagogical/Program Consulting				
Training/Teacher Prep Grants				

Content Analysis

This research uses content analysis to describe the extent to which Texas State's

tenure and promotion policies encourage faculty to seek and secure external funding.

Content analysis is the unobtrusive study of recorded communication (Babbie, 2004,

314). It can be used to study, books, magazines, web pages, poems, newspapers, songs,

paintings, speeches, letters, e-mail messages, bulletin board postings on the internet,

laws, and constitutions (Babbie 2004: 314). Since this research identifies what the

departments and college are communicating explicitly in the policies—not on the implicit

and subjective aspects of tenure and promotion—a content analysis is appropriate for

accomplishing the research goals. Anderson (2003) used content analysis in her study of

domestic partner benefit policies. Zech (2008) also used content analysis to study home

rule charters in Texas.

Strengths and Weaknesses of Content Analysis

Strengths

Using a content analysis as the research technique is economical in terms of both

time and money (Babbie, 2004, 323). "When used properly, content analysis is a

powerful data reduction technique. Its major benefit comes from the fact that it is a

systematic, replicable technique for compressing many words of text into fewer content

categories based on explicit rules of coding"(Stemler, 2001, 8). Content analysis

enables researchers to sift through large volumes of data with relative ease in a systematic

fashion (GAO, 1996). It can be a useful technique for allowing the researcher to discover

and describe the focus of individual, group, institutional, or social attention (Weber,

1990). Describing the University's focus on external funding is goal of this research therefore content analysis is an appropriate methodology.

Weaknesses

While content analysis' major strength comes from the systematic gathering of information that can be replicated by multiple coders with similar results, the main weakness of content analysis comes from ambiguity or in the language used for coding (Stemler, 2001). Another noted weakness is that if too many of the documents to be analyzed are missing the content analysis should be abandoned (Stemler, 2001). Green (2008, 120) also studied tenure and promotion policies and found that obtaining the unique policies from all the departments was extremely difficult. He noted that the different formats and language used by individual departments make it almost impossible to compare the documents (Green, 2008, 120).   The former issue was quickly overcome because the Academic Affairs division at Texas State had already collected the policies from each of the college and departments.

The issue of structure and language differences was overcome by including examples of language that could be used in the policies to describe each of the four domains. In an effort to strengthen the reliability of the coding sheet, the original coder collected language from the policies and the literature that would allow for a different coder to yield similar results. For example patents, copyrights and licenses were identified in the literature as funding for application research (Arshadi and George, 2008; Welker and Cox, 2006). In the policies, the original coder found language such as discipline (for discovery), applied (for application), and pedagogical (for teaching), used

to describe the different domains. The language was included in the coding sheet and a sample of the policies was coded by another rater to test for inter-rater reliability.

Out of ten policies, the rater identically coded eight of the policies. In one of the policies that did not match, the rater identified one of the domains that the original rater missed (this was subsequently corrected by original coder) and in another policy the rater erroneously coded language specified for the the teaching domain as integration. Overall the coding sheet was found to be reliable across raters.

Population

As discussed in the setting chapter, Texas State has seven academic colleges and forty-three academic departments. The policies for each college and department that offer tenure are the units of analysis. Of the seven colleges only six have a written policy. The College of Fine Arts and Communications reverts to the individual department policies when deciding on tenure. Of the forty-three academic departments, forty-one confer tenure. The two that don't—Aerospace Sciences and Military Sciences department both fall under their respective branches of governments promotion policies and are therefore not included in this study.

The policies for the six colleges and forty-one departments were all retrieved from the office of Academic Affairs, online tracking system site (TRACS). Policies range in size between one page and twenty-five pages and their structures are all very different— some itemized activities in narrative form, some offered bulleted itemization, while others offered only a broad description of expectations (See Appendix B:1-5 for a sample of policies). Almost all of the policies categorized activities under the three traditional roles of faculty—teaching, service, and scholarship. The additional language included in

the coding sheet helped the original rater and the sample rater to consistently code external funding activities into the appropriate domain.

Simple descriptive statistics were used to describe the policies. Percentages are used to describe the departmental policies. While for the college polices, simple counts are used since there are only six policies. Counts are also used to describe the relationship between the colleges and their respective department's policies.

Chapter Summary

This chapter described how the conceptual framework was operationalized. An explanation of the content analysis and its strengths and weaknesses for this research study was provided. Additionally, this chapter also discussed the units of analyses and statistics used to describe the policies at Texas State University. Chapter six details the results of the content analysis.

Chapter Six: Results

Chapter Purpose

This study describes how well the tenure and promotion policies encourage faculty to seek and secure funding at Texas State University-San Marcos. This chapter reviews the findings from a content analysis of the college and departmental policies at Texas State University. Six college and forty-one departmental policies (see Appendix A for listing) were retrieved electronically and analyzed for content using descriptive categories drawn from Ernest Boyer's broadened definition of scholarship. External funding language identified from the literature was used to help in the coding of each domain. Summary tables for the college and department are provided for each descriptive category. If the policy states that credit is given for proposal submissions in any of the activities listed under a specific domain, that domain was counted. If the proposal submission is considered equal to a publication in the policy, that was also specified. The same was done for grant awards.

College Level Policies

The six college policies analyzed are, Applied Arts, Business, Education, Health Professions, Liberal Arts, and Science. Counts were taken of the college policies because of the small number of college policies. Table 6.1 summarizes the results of the college analysis.

Discovery

The types of funding activities and language that help describe the scholarship of discover are basic, discipline based grants and contracts, awards for discipline based research, and funding for student research. Only two of the six colleges, Applied Arts

and Health Professions, specified that they considered proposal for discovery funding for tenure and both also counted the submission as equivalent to a publication. Five of the six colleges, Applied Arts, Business, Health Professions, Liberal Arts, and Science, specified discovery awards and gave them publication credit.

Integration

The funding activities used to measure the scholarship of integration are, applying for multidisciplinary grants and contracts, consultation agreements, public service grants/contracts, and funding for student internships. The same activities are measured under the award category. Integration activities did not fare as well as discovery activities (See Table 6.1). Only two of the colleges—Applied Arts and Health Professions—specified they would count proposal submissions and awards as equal to publication in tenure and promotion reviews.

Application

To specify that a policy contains the scholarship of application for external funding purposes one of the following activities must be stated in the policy: applied research grants and contracts, copyrights, patents, licenses, and industry collaborations. Only the College of Applied Arts policy specified that credit equal to a publication would be given for both proposal submission and awards. The College of Education specified that grant awards for application research would be given consideration for tenure but did not specify that it would be weighted like a publication.

Teaching

For the scholarship of teaching category; pedagogical research grants and contracts, curriculum development grants and contracts, and training grants are the

activities that can be considered for tenure. Four of the college policies, Applied Arts, Business, Education, and Health Professions specified that proposal submission for funding pedagogical efforts will count for tenure. Of these four, all but Education indicated that proposals count like publications. All of the colleges specified that awards would count and all but Liberal Arts considered an award equal to a publication.

Table 6.1: College Results	Submission		Award	
Descriptive Categories	Specified	Equivalent to Pub	Specified	Equivalent to Pub
Discovery	2	2	5	5
Integration	2	2	2	2
Application	1	1	2	1
Teaching	4	3	6	5

N=6

Department Level Policies

For the departmental policies, percentages were used to compute how well the university encourages external proposal submissions and external funding awards in each of the descriptive categories. Table 6.2 summarizes the results of the departmental analysis. The full table of department results can be found in Appendix D.

Discovery

Of the forty-one departments, less than half (41%) specified that applying for discovery funding would count for tenure. Of those that specified, most (78%) gave credit equal to a publication.   An overwhelming majority (93%) of the policies specified that credit would be given for discovery awards and (97%) of those policies also credited the receipt of an award equal to a publication.

Integration

The scholarship of integration was not heavily specified in departmental policies. Only 20% of departments give credit for proposal submissions and only 32% for awards. Of the departments who specified submission, 67 % counted the submission like a publication. Furthermore, all of the departmental policies that specified awards also counted them like a publication.

Application

Similar to integration, proposal submissions for application funding did not fare well in department policies either. Only 20% specified that a proposal would be considered and 75% of those equate it to a publication. Awards for application research yielded a better representation in departmental polices with slightly less than half (44%) specifying awards and counting them like a publication.

Teaching

Thirty-nine percent of the departments specified proposal submissions in the policies but only 50% of those also specified that they would be count submission like publication. For awarded proposals, a majority (80%) of departments specified teaching research as a worthy activity but only two-thirds (64%) of those departments specified that awards were of equal worth as publication.

Table 6.2: Department Results	Submission		Award	
Descriptive Categories	**Specified**	**Equivalent to Pub**	**Specified**	**Equivalent to Pub**
Discovery	44%	34%	95%	93%
Integration	22%	15%	32%	32%
Application	20%	15%	44%	44%
Teaching	39%	20%	80%	51%

N=41

Integration of College and Departmental Policies

In addition to separate results for the colleges and the departments, it is important to capture whether the college policies conflict with or compliment the departmental policies. As noted earlier in the literature it is important that the college policies not be too restrictive and that they consider its representative disciplines when crafting policies. The following tables and description provide an analysis of the college policy as well as each of college's respective departments and allows for an analysis of the differences between the college and its corresponding units.

Applied Arts

The College of Applied Arts policy specified applications and awards in each of four domains. Applied Arts also gave external funding in each of the domains equal credit to publication. Table 6.3 shows that the departments are mostly consistent with the college policies in that most departments credited submissions and awards in the discovery, application, and teaching domains.

Table 6.3: Integration of Applied Arts College & AA Departments				
	Submission		Award	
College	Specified	Eq to Pub	Specified	Eq to Pub
Discovery	Yes	Yes	Yes	Yes
Integration	Yes	Yes	Yes	Yes
Application	Yes	Yes	Yes	Yes
Teaching	Yes	Yes	Yes	Yes
Applied Arts Depts. N=5				
Discovery	4	4	4	4
Integration	1	1	2	2
Application	3	3	4	4
Teaching	3	3	3	3

Table 6.4 indicates which departments in Applied Arts specify each descriptive category. The integration domain was less prevalent in the departmental policies. Only Criminal Justice gives credit for submissions in this domain. Both Criminal Justice and Agriculture give credit for awards. However, the Applied Arts policy was less restrictive in the integration domain which allows individual departments to decide if this domain is appropriate.

Table 6.4: Specification by Departments in Applied Arts

Dept.	Discovery				Integration				Application				Teaching			
	Submission		Award		Submission		Award		Submission		Award		Submission		Awarded	
	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq
Ag	1	1	1	1			1	1			1	1				
CJ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
FCS	1	1	1	1					1	1	1	1	1	1	1	1
Occ. Ed.																
SW	1	1	1	1					1	1	1	1	1	1	1	1

Business

The College of Business only recognizes awards in the application domain and gives equal credit for awards as it does to publication. The college policy specified both applications and awards and gave publication equivalency in the scholarship of teaching.

The departments were more restrictive but mostly followed the college policies. All of the departments specified awards in the discovery domain and gave them publication credit. All departments specified teaching submissions and awards but did not specify that they were equal to publication. Table 6.5 summarizes the relationship between the college and departmental polices while Table 6.6 shows the specification by department.

Table 6.5: Integration of Business College & Business Departments				
	Submission		Award	
College	Specified	Eq to Pub	Specified	Eq to Pub
Discovery	No	No	Yes	Yes
Integration	No	No	No	No
Application	No	No	No	No
Teaching	Yes	Yes	Yes	Yes
Business Departments N=5				
Discovery	0	0	5	5
Integration	0	0	0	0
Application	0	0	0	0
Teaching	5	0	5	0

Table 6.6: Specification by Departments in Business																
Dept.	Discovery				Integration				Application				Teaching			
	Submission		Award		Submission		Award		Submission		Award		Submission		Awarded	
	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq
Acc.			1	1									1		1	
CIS			1	1									1		1	
Fin & Eco			1	1									1		1	
Mgmt.			1	1									1		1	
Mktg.			1	1									1		1	

Education

The College of Education policy was more restrictive than the departmental

policies. At the college level submission for teaching was the only domain specified.

Awards for application and teaching domains were specified in the college policy. Only

awards in the teaching domain were equal to publication. See Table 6.7 for comparison

results.

The majority of departments specified that awards in discovery, application, and

teaching domains were equal to publication. For the integration domain HPER was the

only department that did not specify. Submissions did not fare as well as awards in the

department policies.

Table 6.7: Integration of Education & Ed. Departments				
	Submission		Award	
College	Specified	Eq to Pub	Specified	Eq to Pub
Discovery	No	No	No	No
Integration	No	No	No	No
Application	No	No	Yes	No
Teaching	Yes	No	Yes	Yes
Education Departments N=3				
Discovery	3	2	3	3
Integration	2	2	2	2
Application	2	2	3	3
Teaching	2	2	3	3

Table 6.8 shows which departments specified submissions and awards in each domain and whether they counted them equal to publication. The departments of Curriculum & Instruction and Educational Administration & Psychological Services give credit for submissions and awards in all the domains while the department of Health, Physical Education and Recreation considers discovery, application and teaching—but not integration—in its policy.

Table 6.8: Specification by Departments in Education																
Dept.	Discovery				Integration				Application				Teaching			
	Submission		Award		Submission		Award		Submission		Award		Submission		Awarded	
	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq
C&I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
EAPS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
HPER	1		1	1							1	1			1	1

Fine Arts and Communications

As mentioned in the methodology chapter, the college of Fine Arts and Communications reverted to departmental policies. Therefore, no data was collected at the college level nor can data from the college be compared to the department level. For the departments, external funding activities were specified in each of the domains. All

departments except, Journalism and Mass Communications, give publication credit for awards in the discovery domain while one department, Music, gives credit for submissions. The Art Department specified that submission and awards in the scholarship of integration would be credited equal to publication. Music and Art give credit for awards in application while Music and Theater and Dance give credit for awards in teaching. Table 6.9 summarizes the results for the departments in Fine Arts and Communication.

Table 6.9: Specification by Departments in Fine Arts and Communication																
Dept.	Discovery				Integration				Application				Teaching			
	Submission		Award		Submission		Award		Submission		Award		Submission		Awarded	
	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq
Art			1	1	1	1	1	1			1	1				
CS			1	1												
JMC																
Music	1	1	1	1							1	1			1	1
T&D			1	1											1	1

Health Professions

The College of Health Professions specified both submissions and awards and provided publication equivalency in all but the application domain. The College was less restrictive that the departments in all but the application domain.

Table 6.10: Integration of Health Pro. & HP Departments				
	Submission		Award	
College	Specified	Eq to Pub	Specified	Eq to Pub
Discovery	Yes	Yes	Yes	Yes
Integration	Yes	Yes	Yes	Yes
Application	No	No	No	No
Teaching	Yes	Yes	Yes	Yes
Health Professions Departments N=7				
Discovery	5	2	7	7
Integration	3	0	4	4
Application	3	1	5	5
Teaching	5	2	7	7

The majority of departments state equivalency to awards in all of the domains. Submissions in the domains of discovery and teaching were also specified in the majority of department policies but their equivalency to publication was not specified. Communication Disorders, Health Information Management, and Respiratory Care specified external funding in all of the domains except integration. Health Administration, Physical Therapy, and Radiation Therapy all specified integration submissions in the policy but they did not indicate whether they would be weighted like a publication. On the other hand, these three departments, along with Clinical Laboratory Science, specified that they would weight awards like a publication. The two departments that did not specify application awards are Health Administration and Radiation Therapy. See Table 6.11 for the department specifications within Health Professions.

Table 6.11: Specification by Departments in Health Professions

Dept.	Discovery				Integration				Application				Teaching			
	Submission		Award		Submission		Award		Submission		Award		Submission		Awarded	
	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq
CD	1	1	1	1							1	1	1	1	1	1
CLS			1	1			1	1			1	1			1	1
HA	1		1	1	1		1	1					1		1	1
HIM			1	1							1	1			1	1
PT	1		1	1	1		1	1	1		1	1	1		1	1
RT	1		1	1	1		1	1	1				1		1	1
RC	1	1	1	1					1	1	1	1	1	1	1	1

Liberal Arts

The college of Liberal Arts only specified and gave publication credit to awards in the discovery domain. The college policy also specified awards for the scholarship of teaching but did not offer publication equivalency. The majority of department policies mirrored the college policy.

Table 6.12 Integration of Liberal Arts & LA Departments				
	Submission		Award	
College	Specified	Eq to Pub	Specified	Eq to Pub
Discovery	No	No	Yes	Yes
Integration	No	No	No	No
Application	No	No	No	No
Teaching	No	No	Yes	No
Liberal Arts Departments N=9				
Discovery	0	0	9	8
Integration	0	0	0	0
Application	0	0	0	0
Teaching	0	0	7	0

History was the only department that did not consider a discovery award equal to publication. All departments except Modern Languages and Philosophy specify external funding for the scholarship of teaching in their policies. However, none specify that the awards is equal to a publication.

Table 6.13: Specification by Departments in Liberal Arts

Dept.	Discovery				Integration				Application				Teaching			
	Submission		Award		Submission		Award		Submission		Award		Submission		Awarded	
	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq	Spec	Pub Eq
Anth.			1	1											1	
Eng.			1	1											1	
Geo.			1	1											1	
Hist.			1												1	
ML			1	1												
Phil.			1	1												
PoSci			1	1											1	
Psyc.			1	1											1	
Soc.			1	1											1	

Science

In the College of Science policy, submissions specification was absent for all the domains. Awards were specified for only the discovery and teaching domains and they were considered equal to a publication. Most departments specified submissions and publication equivalencies in the discovery domain as well as for awards in the discovery, integration and teaching domains.

<table>
<tr><th colspan="5">Table 6.14 Integration of Science & Sci. Departments</th></tr>
<tr><th></th><th colspan="2">Submission</th><th colspan="2">Award</th></tr>
<tr><th>College</th><th>Specified</th><th>Eq to Pub</th><th>Specified</th><th>Eq to Pub</th></tr>
<tr><td>Discovery</td><td>No</td><td>No</td><td>Yes</td><td>Yes</td></tr>
<tr><td>Integration</td><td>No</td><td>No</td><td>No</td><td>No</td></tr>
<tr><td>Application</td><td>No</td><td>No</td><td>No</td><td>No</td></tr>
<tr><td>Teaching</td><td>No</td><td>No</td><td>Yes</td><td>Yes</td></tr>
<tr><th colspan="5">Science Departments N=7</th></tr>
<tr><td>Discovery</td><td>5</td><td>5</td><td>7</td><td>7</td></tr>
<tr><td>Integration</td><td>2</td><td>2</td><td>4</td><td>4</td></tr>
<tr><td>Application</td><td>0</td><td>0</td><td>3</td><td>3</td></tr>
<tr><td>Teaching</td><td>3</td><td>3</td><td>6</td><td>6</td></tr>
</table>

Table 6.15 shows that the application domain was only credited as publication at award in three of the departments—Computer Science, Engineering, and Technology. All departments except Engineering and Technology specify that proposal submissions for discovery are equal to publication. Physics only specifies credit for awards in the discovery domain.

<table>
<tr><th colspan="17">Table 6.15: Specification by Departments in Science</th></tr>
<tr><th rowspan="3">Dept.</th><th colspan="4">Discovery</th><th colspan="4">Integration</th><th colspan="4">Application</th><th colspan="4">Teaching</th></tr>
<tr><th colspan="2">Submission</th><th colspan="2">Award</th><th colspan="2">Submission</th><th colspan="2">Award</th><th colspan="2">Submission</th><th colspan="2">Award</th><th colspan="2">Submission</th><th colspan="2">Awarded</th></tr>
<tr><th>Spec</th><th>Pub Eq</th><th>Spec</th><th>Pub Eq</th><th>Spec</th><th>Pub Eq</th><th>Spec</th><th>Pub Eq</th><th>Spec</th><th>Pub Eq</th><th>Spec</th><th>Pub Eq</th><th>Spec</th><th>Pub Eq</th><th>Spec</th><th>Pub Eq</th></tr>
<tr><td>Bio.</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>Chem.</td><td>1</td><td>1</td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>CS</td><td>1</td><td>1</td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td></tr>
<tr><td>Engin.</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td></tr>
<tr><td>Math</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>Physics</td><td>1</td><td>1</td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Tech</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>1</td><td>1</td></tr>
</table>

Chapter Summary

The purpose of this chapter was to present the results of the content analysis of the college at departmental policies at Texas State University. The college results were presented first and followed by the departmental policies. Lastly, an overall analysis of the colleges and their respective departments was conducted.

Chapter Seven: Conclusion

Chapter Purpose

This final chapter summarizes the findings and draws conclusions about the research results. Recommendations for improving policies are presented and recommendations for future research are provided.

Summary of Research Question and Results

The purpose of this research was to describe how well the newly implemented college and departmental tenure and promotion policies encourage faculty efforts to seek (measured by specification of proposal submission) and secure (measured by specification of awards) external funding at Texas State University-San Marcos (Texas State). The analysis was coded within the context of Boyer's (1990) broadened definition of scholarship and the submission and award descriptive categories to determine if the policies encourage multiple forms of external funding.

Summary of Key Findings

Overall, Texas State University does encourage external funding. In both the college and departmental level, awards (securing external funding) are specified at a much higher rate than proposal submissions (seeking external funding) for all of the domains. Awards are also more likely than submissions, to be counted as equivalent to publication.

The scholarship of discovery and the scholarship of teaching are more prevalent in the college policies than the scholarships of integration and application. The weak presence of specified criteria for the scholarships of integration and application may indicate that Texas State is not keeping up with the demands of the federal and

commercial funding landscape. In fact, several college policies, it was stated that while collaborative endeavors were recognized, they were insufficient as a consideration for tenure. The implications of these results are that the college may not be sending the right message to departments about the value of external funding in the application and integration domains.

For the departments, the domains of discovery and teaching are specified in a majority of the policies; 93% and 80% respectively. Nearly two-thirds of departments do not consider the domains of integration and application for tenure. With the exception of the scholarship of teaching, all departments that specify the domains in the policy also value awards as much as publication.

The departmental results mostly mirror the college results. This indicates that departments are responding to the cues conveyed in the college policies. The exception is in the application domain where some of the departments that are closer to market activities such as technology, engineering, and computer science may be forming their policies to be more responsive to disciplinary and market pressures.

One of the most disappointing results is the lack of specificity of funding activities in the integration domain. As stated in the Chapter three, most of the federal funding agencies have funding dedicated to multidisciplinary, integrative research and projects to solve complex issues. The submission results can also indicate a deficiency in the communication of the campus goal aimed at reaching research intensive status. If proposals are not submitted, they will not be funded; therefore more departments should at least specify in the policies that proposals will be considered. Preparing a grant proposal is not only very time consuming, but it also requires that the faculty member be

current on the literature and have a research plan worthy of consideration for funding. By this description, preparing a proposal meets the criteria of scholarship and should be counted as such.

Recommendations

Since departments look to their colleges for cues about what to consider in the departmental policy, colleges need to ensure that the diversity of their respective departments is considered when specifying activities in the college policy. Policies should explicitly incentivize the commercialization and integrative efforts of new faculty in the tenure and promotion structure in order promote the research environment at Texas State. Simply stating in the policy that the activities that count for tenure will be left to the discretion of the department, is not be sufficient motivation for departments to encourage diverse funding activities in their polices.

The College of Applied Arts, for example, considers both, proposal submissions and awards, equal to publication in all four domains. This college is represented by very diverse disciplines where even within the academic departments, programs exist that are very distinct from one another. The departments of agriculture and family and consumer science contain programs in social, economic, science, political, and educational disciplines. The college has done a good job of representing this disciplinary diversity in its college policy. This college also receives the highest dollar value of external funding at Texas State and the policy should be used as a model for other colleges.

The departments that specified all four domains are Criminal Justice, Curriculum and Instruction, Educational and Psychological Services, Clinical Lab Science, Radiation Therapy, Engineering, and Technology. These departments are also shown in the

University's external funding profile as departments that continuously seek and secure funding. This research does not suggest that all departments give credit for external funding activities in all domains. However, it is recommended that each department evaluate whether the importance and level of external funding valued by the department is conveyed in the policy for each relevant domain. Department heads are also urged to consider the importance of commercialization and multidisciplinary research when crafting their policies.

Future Research

Two categories that were not captured in this study but that were noted as prevalent in the policies were the quality of the funder and the dollar value of the grants. Because of the observations that departments and colleges that are actively seeking and securing external funds also encourage multiple forms of scholarship in their policies, it is recommended that future research be conducted on the relationship between the policy variables—proposal submissions, grant awards, quality of funder, and dollar value of grants—and the amount of funding received by an academic unit.

Now that it is determined that external funding under the four domains of scholarship is encouraged by the policies, future research should also be conducted to describe the level of institutionalization, that external funding through Boyer's domains, from the perspective of faculty. This should measure what the faculty are actually doing instead of what they are being encouraged to do.

Conclusion

Texas State University-San Marcos is transitioning from a predominantly undergraduate teaching emphasis to doctoral granting emphasis. This transition, along

with the University's goal to reach research intensive status, calls for the constant evaluation and modification of the structures, policies and processes that are setting the stage for transformation. Describing tenure and promotion policies through Boyer's (1990) framework allows Texas State administrators to evaluate how funding activities are represented in the colleges and departments. This chapter described the results of the policy analysis and their implications for the future of funding and tenure at Texas State University.

University administrators should craft their policies and define the criteria used to evaluate faculty in a way that transcends the disciplines and that recognizes their faculties' talents. For, the application and integration domains, this means that administrators should include explicit language in the policies that encourages both proposal applications and awards in for the domains that the college/department finds relevant to its respective disciplines.

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Appendix A: Texas State University Mission Statement

The noblest search is the search for excellence.

—Lyndon B. Johnson
Thirty-Sixth President of the United States, 1963-1969
Texas State University Class of 1930

Our Mission

Texas State University-San Marcos is a public, student-centered, doctoral-granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Shared Values

In pursuing our mission as a premier institution, we, the faculty, staff and students of Texas State University-San Marcos, are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;

- Graduate education as a means of intellectual growth and professional development;

- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;

- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect and ethical behavior, both in the classroom and beyond;

- Engaged teaching and learning based in dialogue, student involvement and the free exchange of ideas;

- Research, scholarship and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;

- A commitment to public service as a resource for personal, educational, cultural and economic development;

- Thoughtful reflection, collaboration, planning and evaluation as essential for meeting the changing needs of those we serve.

Goal Statements

Goal 1: Promote academic quality by building a distinguished faculty, developing the university culture of research, and managing enrollment.

Goal 2: Expand access to public university education and contribute to the economic and cultural development of Texas.

Goal 3: Provide a premier student-centered, educational experience that fosters retention and success and is built on academic programs with clearly defined learning outcomes and a rigorous level of academic challenge.

Goal 4: Expand educational opportunities, emphasizing doctoral program development, applied scientific and technical programs, and other programs that address critical state needs.

Goal 5: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.

Goal 6: Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the university's mission.

View the entire University Extended Plan through 2012

	Appendix B: Department Data Sheet																
College	Department	Discovery				Integration				Application				Teaching			
		Submission		Award		Submission		Award		Submission		Award		Submission		Awarded	
		Specified	Eq to Pub	Specified	Eq to Pub	Specified	Eq to Pub	Specified	Eq to Pub	Specified	Eq to Pub	Specified	Eq to Pub	Specified	Eq to Pub	Specified	Eq to Pub
Applied Arts	Agriculture	1	1	1	1			1	1			1	1				
	Criminal Justice	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	FCS	1	1	1	1					1	1	1	1	1	1	1	1
	Occupational Ed																
	Social Work	1	1	1	1					1	1	1	1	1	1	1	1
Business	Accounting			1	1											1	
	CIS			1	1											1	
	Finance & Economics			1	1											1	
	Management			1	1											1	
	Marketing			1	1											1	
Education	Curriculum & Instr.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	EAPS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	HPER	1		1	1							1	1			1	1
Fine Arts & Comm	Art			1	1	1	1	1	1			1	1				
	Comm. Studies			1	1												
	Journ. & Mass Comm.																
	Music	1	1	1	1							1	1			1	1
	Theater & Dance			1	1											1	1
Health Professions	Comm. Disorders	1	1	1	1							1	1			1	1
	Clinical Lab Science			1	1			1	1			1	1			1	1
	Health Administration	1		1	1	1		1	1					1		1	1
	Health Info. Mgmt.			1	1							1	1			1	1
	Physical Therapy	1		1	1	1		1	1	1		1	1	1		1	1
	Radiation Therapy	1		1	1	1		1	1	1		1				1	1
	Respiratory Care	1	1	1	1					1	1	1	1	1	1	1	1
Liberal Arts	Anthropology			1	1											1	
	English			1	1											1	
	Geography			1	1											1	
	History			1												1	
	Modern Languages			1	1												
	Philosophy			1	1												
	Political Science			1	1											1	
	Psychology			1	1											1	
	Sociology			1	1											1	
Science	Biology	1	1	1	1	1	1	1	1					1	1	1	1
	Chemistry	1	1	1	1							1	1			1	1
	Computer Science	1	1	1	1							1	1			1	1
	Engineering			1	1			1	1			1	1			1	1
	Mathematics	1	1	1	1	1	1	1	1					1	1	1	1
	Physics	1	1	1	1												
	Technology			1	1			1	1			1	1			1	1
	Total Departments=41 N	18	14	39	38	9	6	13	13	8	6	18	18	16	8	33	21
	%	44%	34%	95%	93%	22%	15%	32%	32%	20%	15%	44%	44%	39%	20%	80%	51%

LA/PPS 2.02— Tenure and Promotion Policy

Effective Date: 8/15/02
Revised and approved by LAC: 9/28/05
Review Cycle: May 15, ONY
Review Date: May 15, 2009
Reviewers: Dean and Liberal Arts Council Members

PURPOSE

1. The purpose of this PPS is to establish the criteria of the College for tenure and promotion together with the policies and procedures for their application. The following is an updated list of sources relevant to these criteria.

a. PPS 8.01, Development/Evaluation of Tenure-Tenure Track Faculty
b. PPS 4.04 Teaching and Research or Creative Activity
c. PPS 4.05 Maintenance and Improvement of Quality in Teaching
d. PPS 8.10, Tenure and Promotion Review
e. Faculty Handbook, Texas State University, 13th edition
f. The Core of Academe, AASCU, 1993
g. The Texas State University System (TSUS) Rules and Regulations
h. Tenure and Promotion Policy of the Applicant's Academic Department

PREPARING THE PORTFOLIO

2. In addition to the forms required by the University (see PPS 8.10 [Forms 2P and 2T—go to http://www.txstate.edu/academicaffairs/pps/pps_toc.htm and scroll to PPS 8.10 Forms 2P and 2T to choose either word or .pdf format]), candidates for tenure and/or promotion will submit an up-to-date Texas State Vita (Form A). For other items to include in the portfolio, see below: Teaching, paragraph 4; Scholarly/Creative Activity, paragraph 11; and Leadership/Service, paragraph 13.

TEACHING

3. The teaching of each faculty member in the College of Liberal Arts is evaluated by the Personnel Committee and Department Chair on the basis of scholarly preparation, dedication, peer evaluation through classroom visits and review of a teaching portfolio. Teaching is understood to include not only classroom performance, but other factors such as preparation, syllabi and other course materials, graded assignments, effective testing, staying current in the discipline, student academic and career counseling, and curriculum improvement.

4. In preparing the portfolio, candidates will include the items listed below to document Teaching. Candidates for tenure and for promotion to associate professor should include teaching material collected since initial date of employment. Candidates for promotion to full professor should include teaching material collected since the latest promotion.

a. A summary of student evaluations from all classes that evaluated the candidate using departmental forms

b. Sample course syllabi, assignments, and examinations

c. Examples of students' work

d. Documentation of any other achievements relevant to teaching, such as awards, funded grants and/or curriculum development

e. For candidates for tenure, written statements and/or letters from colleagues who have observed candidate's classes

SCHOLARLY/CREATIVE ACTIVITIES

5. For tenure and/or and promotion to Associate Professor, the College of Liberal Arts requires five refereed, scholarly works—which may include articles, book chapters, and comparable electronic projects—or a book. In addition, candidates may include achievements such as externally funded grants and/or refereed papers presented at regional or national meetings. With the approval of the Dean, departments may establish alternatives to refereed, scholarly books or articles that are appropriate to their disciplines (e.g., novels, law review articles). Upon the recommendation of the department, the College may recognize other exceptional achievements. For example, a funded, refereed grant of substantial size and/or prestige may substitute for one article if the candidate is the principal investigator.

6. Promotion to Professor requires five refereed, scholarly works—which may include articles, book chapters, and comparable electronic projects—or a book, since promotion to Associate Professor. The candidate will identify these publications on the Texas State Vita (Form A) by an asterisk beside each entry and by a footnote at the bottom of each page: *Since promotion to Associate Professor. The College Review Group will emphasize Scholarly/Creative Activity published subsequent to promotion to Associate Professor but will also consider the candidate's entire academic career. In addition, candidates may include achievements such as externally funded grants and/or refereed papers presented at regional or national meetings. A funded, refereed grant of substantial size and/or prestige may substitute for one article if the candidate is the principal investigator. As with promotion to Associate Professor, each department establishes criteria appropriate to its discipline, approved by the Dean, and submits those criteria with their candidates' portfolios.

7. In addition to the quantitative requirement (which is intended as a standard of eligibility and not an approval of tenure and/or promotion), there is an important qualitative component. The Chair and Personnel Committee of each candidate's department will provide a qualitative assessment of the candidate's scholarship and/or creative activity based on such factors as acceptance rates of journals in which works have appeared, citation record, prestige of publishers, prestige of organizations to which papers were presented, prestige of granting agencies, and opinions of experts outside the University. For promotion to Associate Professor and Professor, the Chair and the Personnel Committee "should describe the total

scholarly/creative work of each candidate and assess its impact on the expansion of knowledge in the discipline"; the description and assessment are "particularly critical for promotion to full professor" (see #24, PPS 8.10). It is the candidate's responsibility to provide the Chair and the Personnel Committee with a two-page assessment of the impact of his or her scholarly/creative activity. In addition, the Chair and Personnel Committee "should fully develop a rationale for recommending the candidate, leaving no doubt about the candidate's suitability and importance to the future development of the department" (see #26, PPS 8.10). The qualitative assessment will appear as part of the tenure/promotion forms completed by a representative from the Personnel Committee and the Chair, respectively (PPS 8.10, Forms 3 and 4—go to http://www.txstate.edu/academicaffairs/pps/pps_toc.htm and scroll to PPS 8.10, Forms 3 and 4).

8. The following guidelines govern the collection of external reviews of the candidate's scholarship or creative activities for all faculty hired 8/15/02 or later. The reviews are required for promotion to Professor. The Chair, the Personnel Committee, and the candidate will generate a list from which external reviewers are selected. The candidate, the Chair, and the Personnel Committee will each select one expert in the candidate's area of specialization. The Chair will contact the three external reviewers and send them copies of the candidate's Scholarly/Creative Activity. As reviews are received, the Chair will add them to the candidate's promotion file. External reviewers will be informed that their remarks will be confidential to the extent allowed under law. External reviewers should hold the terminal degree appropriate to the discipline and be a professor in rank. To minimize biases for or against the candidate, external reviews should not be solicited from thesis advisors, co-authors, former students, or former professors. To assist referees in writing their evaluations, the invitation to submit an external review should include a copy of the mission statements of the University and the College, a brief description of the candidate's department and its mission, and the following form:

External Reviewer's Evaluation

Please respond to the requests below.

a. Indicate the nature of your professional contact with and knowledge of the candidate.

b. Provide an assessment of the significance and quality of the candidate's scholarly and/or creative contributions to the discipline.

c. Compare the candidate's contributions to generally accepted norms in the field according to your understanding of these norms.

9. If the size of the candidate's Department precludes internal evaluation, the candidate and the Chair will agree on the selection of at least two qualified external reviewers (see #25, PPS 8.10). For the logistics of the review, see # 8 above, beginning with the fourth sentence.

10. Only scholarship or creative work that is in print, or documented as forthcoming will be counted as part of the Scholarly/Creative record. In a separate folder titled "Forthcoming Scholarly/Creative Work," the candidate must provide documentation, i.e., letters of acceptance from publishers or journal editors listing date of publication. All documentation in this folder

must be received by the date of the College Review Group's meeting to vote on tenure and promotion. Written work that is under review, under contract, or being revised or resubmitted will not count and should not be listed under Publications on the Texas State Vita (Form A).

Candidates who have a substantial portion of their scholarship written or published in a foreign language are obliged to provide an abstract of each work in English and translation or independent scholarly assessment(s) of the same. Assessments may not come from interested parties, such as the candidate's mentors, thesis/dissertation directors, or co-authors.

11. In preparing the portfolio, candidates should use the checklist below to document Scholarly/Creative Activity. To indicate whether or not a publication is Refereed, candidates should write R for Refereed or I for Invited (the latter designation accompanied by an explanation) beside the entry of each book, monograph, article, or book chapter listed on the Texas State Vita (Form A). In each entry under Publications or Presentations, candidates should include beginning and ending page numbers of a work. Candidates should also list co-author(s), if any, exactly as they are listed on the publication or in a conference program. The portfolio for Scholarly/Creative Activity should be organized in the following order.

a. Refereed and non-refereed published books, i.e., scholarly monographs, textbooks, edited books, chapters in books, creative books

b. Refereed and non-refereed journal articles

c. Refereed and non-refereed abstracts, reports, book reviews, other

d. Folder, titled "Forthcoming Scholarly/Creative Work" with the forthcoming refereed and non-refereed publications and their respective letters of acceptance

e. Externally funded grant proposals

f. Copies of papers or materials presented at regional and national meetings and items under Works Not in Print on the Texas State Vita (Form A).

g. Qualitative assessment prepared by Chair and Personnel Committee

h. Letters from external reviewers (required for promotion to full professor)

i. On Texas State Vita (Form A), publications since promotion to Associate Professor identified by an asterisk beside each entry and by a footnote at the bottom of the page: *Since promotion to associate professor

j. Letters from Texas State colleagues

k. List of department's criteria for tenure and promotion, appropriate to discipline and approved by the Dean

LEADERSHIP/SERVICE

12. The College of Liberal Arts defines Leadership/Service as any professionally related activity, other than teaching or scholarship, which contributes to the well being of the university both in its internal and external aspects. It is expected that a faculty member will be able to demonstrate contributions—related to the faculty member's area of expertise—in one or more of the following areas: department, college, university, profession, or community. Examples of Leadership/Service are holding office in professional organizations; chairing sessions at professional meetings; serving on departmental, college and university committees; and in general, any other activity that advances the best interests of the university. Leadership/Service activities are subject to qualitative judgments, and the quality of Leadership/Service takes precedence over simply a long list of committee memberships. Leadership/Service includes Collegiality, i.e., expected "collegial contributions to the university community" and "to the positive functioning of the department and the university" (see #3, PPS 8.10). In its "Statement of Professional Ethics," AAUP addresses collegiality as follows:

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

13. On the Texas State Vita (Form A), candidates should list Leadership/Service to the department, College and University, and to the profession and the community. Candidates may include copies of correspondence, descriptions of projects, or other evidence of effective Leadership/Service.

14. Candidates for Professor should carefully describe and document Leadership/Service because an "outstanding record of leadership and service is normally expected" for promotion to this rank, but "less critical" for promotion to Associate Professor (see #21, PPS 8.10).

EARLY TENURE AND/OR PROMOTION

15. On the recommendation of the department and in exceptional cases, the College of Liberal Arts will consider candidates for early tenure and/or promotion.

FACULTY AFFECTED BY THIS PPS

16. Tenured and tenure-track faculty in the College of Liberal Arts will follow the policies in this document (revised and approved 9/05), subject to PPS 8.10 (effective 5/05).

Department of Technology
Tenure and Promotion Policy

Purpose

The purpose of this document is to inform multiple constituencies about the tenure and promotion policies of the Department of Technology (Department). These constituencies include departmental faculty, the College of Science (College) tenure and promotion review committee, the academic leadership of Texas State University-San Marcos and external reviewers. This document serves as an extension and supplement to the following documents by way of providing greater specificity in the context of the department. These documents include:

1.   PPS 8.01 Development/Evaluation of Tenure-Tenure Track Faculty.

2.   PPS 8.10 Tenure and Promotion Review

3.   SPPS 2.33 Criteria and Documentation for Tenure and Promotion, College of Science.

4.   Faculty Handbook, Texas State University, 12th Edition.

The intention of this document is to comply with and affirm the above mentioned university and college policies while articulating nuances that are unique to the Technology discipline.

Introduction

Faculty play a central role in the intellectual life of an university. Teaching, research and service are the three key areas in which faculty creative efforts find expression. Traditionally, these areas have been pursued as three distinct activities with little or no integration. In turn, this disintegration had led to the "teaching versus research" and other similar dichotomies. Consequently, it is difficult, if at all possible to develop the "full" faculty person.

The Department envisions a holistic model of faculty activities in which the areas of teaching, research and service are integrated. This integrated pursuit of teaching, research and service provides the framework for all activities undertaken by the faculty. As a discipline, Technology is practical and applied. It plans for and implements the results of scientific and engineering endeavors. Technology is also a dynamic discipline; very dynamic in the context of the global economy and the internet. New developments in science, engineering, technology, business and information technology make impacts on an annual (or less than annual) basis. Modern Technology is very interdisciplinary in orientation and keenly focused toward the industry. Lastly, the assessment of student learning is a central activity in all disciplines, Technology being no exception. These imperatives demand a concerted, integrated pursuit of the three areas.

In addition to performance in the three areas of teaching, research and service that are delineated below, two other criteria in the Departmental evaluation processes include *camaraderie* and *citizenship*. Camaraderie implies an ability to work with students, faculty, staff

and administration in a spirit of cooperation. The basis of this spirit is founded on trust, mutual respect and a very strong "Technology" team spirit. Citizenship implies active participation in the affairs and conduct of the Department. Some examples include faculty meetings, committee assignments, involvement in student clubs, industrial advisory committee meetings, out reach and outcomes assessment. The Department recognizes professional conduct as the cornerstone on which all of faculty pursuits lie.

Teaching

The Department of Technology encourages collaborative learning among various constituencies, which bridges a variety of traditional barriers, at all levels of the organizational hierarchy. Examples include collaboration between students enrolled in different, though related courses; collaboration between classes in different technology sub-disciplines (e.g., engineering technology, manufacturing technology, construction technology, etc.); collaboration between graduate and undergraduate students; collaboration between faculty members at all levels of seniority; collaboration between departmental faculty members and industry professionals; and where appropriate and mutually beneficial, collaboration between the Department of Technology and other schools and departments in the College of Science, or the university at large.

The department encourages an integrative approach to teaching. Effective integration of teaching and research should be observable, as should the development of the kinds of interdisciplinary, collaborative approaches discussed above. It is important that teaching become a stimulus for research activity, and that research and scholarship inform the process of teaching. Where possible and appropriate, discovery learning should be emphasized, as contrasted with more traditional classroom approaches, and both undergraduate and graduate students should be introduced to investigation as a means of discovering fundamentals. At its root, technology is a very practical, applied discipline. Laboratories and experimentation are essential to effective teaching in technology. Collaborative, discovery-based learning, organized around laboratories and experimentation, represents an ideal model for effective teaching in technology, and provides the basis for an effective integration of teaching and scholarship.

Teaching will be evaluated by the departmental Personnel Committee and the department Chair on the basis of scholarly preparation, currency in the discipline, dedication, enthusiasm, classroom performance, organization and presentation of material, course design and curriculum improvement, assessment and evaluation of student learning and methods of testing and measurement, supervision of internships, supervision or co-supervision of Masters thesis projects and other independent study projects, availability to and advising of students, and student rapport and morale.

In an effort to gain as complete a picture as possible of teaching effectiveness, information from a variety of sources will be considered. It shall be the responsibility of the candidate to gather, organize, and make available appropriate documentation of effective teaching. Such documentation may include, but is not necessarily limited to the following:

- Peer evaluations and in-class observations conducted by senior members of the faculty
- Student evaluations of teaching effectiveness

- Examples of course materials to include course syllabi, course texts and laboratory manuals, laboratory exercises and experiments, examinations and other forms of learning assessment, classroom media and teaching aids, etc.
- Examples of student productivity to include written papers, completed assignments and laboratory exercises, completed examinations, drawings, models and design projects, internship documents and logs, Masters theses and other independently executed research papers or special projects, etc.
- Development of new courses and curricula, or of significant curriculum revisions to existing courses
- Departmental, college, university, regional or national recognition and/or awards for teaching excellence
- Internal or external funding for the development of enhancements to courses and/or curricula
- Supervision of undergraduate independent study and special topics projects
- Supervision or co-supervision of Masters theses and/or other graduate level independent study projects
- Development, publishing and other dissemination of teaching-related scholarly products such as textbooks, lab manuals, curriculum materials, computer software, etc.
- Leading of special student initiatives such as joint research projects, design-team competitions, facilities tours and other excursions that enhance learning and/or enrich the overall educational experience of students
- Cultivation of guest speakers or distinguished lecturers who bring special insights or expertise to courses, or to a wider departmental or college audience

Scholarship

Scholarship is defined as the creation, discovery, advancement, or transformation of knowledge. The fruits of such efforts are evidenced only when that knowledge is assessed for quality by peer review and made public. Thus, the defining elements of scholarship are originality, creativity, peer review and communication [1]. Scholarship is very central to the accomplishment of excellence in all aspects of the academia. Ernest Boyer, in *Scholarship Reconsidered* [2] has argued for an expanded definition of faculty scholarship. Accordingly, he proposes the following kinds of scholarship: scholarship of discovery, scholarship of integration, scholarship of application and the scholarship of teaching (and learning). Recently, an additional kind of scholarship; the scholarship of engagement has also been proposed. The following details the nature of each of the five kinds of scholarship.

Scholarship of Discovery

The scholarship of discovery, the form of scholarship most often equated with the term research or basic research, is the most identifiable type of scholarship activity since it is focused on creating or reformulating knowledge regarding a particular subject [1].

Scholarship of Integration

The scholarship of integration is concerned with making connections across scientific disciplines, placing the work of individual investigators and their specialty fields into a larger context, and educating non specialists. Research is conducted in areas where disciplines converge [2].

Scholarship of Application

This kind of scholarship addresses the question "How can knowledge be responsibly applied to consequential problems?" The focus here is on sharing the results of theory in application of technology or the faculty member's area of expertise as applied to industry or government agencies. Scholarship of application has also been termed applied research.

Scholarship of Teaching

Although good and even inspired teaching can be found at most colleges, this alone does not qualify as scholarship. To qualify as scholarly activity, teaching, generally in the format of curriculum development, analysis of outcomes, must be accompanied by some form of inquiry with the results being subjected to external peer review and effectively communicated. Thus, the scholarship of teaching lies not in effective delivery of appropriate content but more in the development of creative and original means for delivery and measuring of outcomes [1].

Scholarship of Engagement

The scholarship of engagement refers to the relationship between the expertise of the university and the systems of the community to address social, ethical and civic problems. This form of scholarship seeks to advance the university-community partnership in a collaborative effort to address various problems [1].

All five kinds of scholarship are recognized as being appropriate for the Department of Technology. However, owing to the nature of the Technology discipline and the role learning outcomes assessment has come to play both in specific disciplines and across the university it would be most common for Technology faculty to engage in the scholarship of application and the scholarship of teaching.

Regardless of the type of scholarship, the following should constitute key elements of the faculty member's research program:
- Focused research agenda in an area/s wherein the faculty member has expertise
- External funding to support research
- Sustained activity
- Peer reviewed publication of research

The merit of scholarly pursuits will be determined by both quantity and quality of the formal documentation of such activity. Peer reviewed journal articles constitute the primary means of documentation. The standing of the journal in which the paper is published will be considered as

well as the merit or impact of work as assessed by external reviewers at the time of promotion or tenure is considered. Typical expectations are publication at the rate of 1 to 1.5 referred journal articles per year averaged over one's time spent at Texas State in a tenure-track position. Other documentation may include, but are not limited to the following:

- Publishing books or monographs
- Presenting and publishing papers at professionally recognized conferences
- Publishing chapters in books
- Documents confirming supervision of research by students
- Obtaining patents for ideas related to one's scholarly discipline

External reviewers will assist with the evaluation of research. Reviewers will be asked to comment on the quality and significance to the discipline of the published work. External reviewers are expected to make judgments based on published work. Such reviewers are typically discipline peers with a strong reputation.

Collaborative research with other members of the research community whether they be in the department, college, university, other academic institutions, industry, research laboratories etc. are highly encouraged. However, the faculty member should be able to demonstrate the capability to conduct independent research. A candidate for tenure and promotion to associate professor should demonstrate the potential for sustained excellence in scholarship. Candidates for full professorship should demonstrate in addition, a reputation at the national/international level in scholarship.

Service

Engagement in the form of service to the department, college, university, community and profession complements the teaching and research functions of the faculty member. It is through service that a sense of community and positive relationships with members of the department, university, community and profession are established. Service should be integrated with and informed by a faculty member's teaching and research agenda. Service is an evolving activity, which grows in scope and intensity as the faculty member matures professionally, ranging from departmental service in the early years to broad professional involvement in the latter years.   An appropriate service agenda for junior faculty should be developed with input from the Chair and the faculty mentor. Senior faculty should develop an appropriate service agenda with input from the Chair.

Some examples of appropriate service activities for junior faculty members include but are not limited to the following:

- Student advising
- Appropriate departmental committees
- Outcomes assessment
- Graduation ceremonies
- Departmental awards day
- Bobcat days (Orientation)

- Student organization involvement
- Involvement in departmental meetings
- Consulting (with scholarship implications)
- Other appropriate service

Examples of service activities for senior faculty members include but are not limited to the following:

- Chair of departmental committees
- Chair of faculty search committees
- Program coordinator
- Student organization sponsor
- Outreach/ External affairs
- College and university committees
- Editorial boards for professional journals
- Leadership positions in professional organizations
- Consulting
- Service on local associations and boards
- Alumni related activities
- Other appropriate service

Paperwork Preparation

Candidates are urged to pay due attention to the documentation that is required for the evaluation of teaching, research and service. In this regard they are counseled to consult PPS 8.10 and SPPS 2.33 for guidance in regard to the contents, format, and detail that is required in the documentation. PPS 8.10 also details eligibility criteria for tenure and promotion, the timeline and processes associated with decision making at various levels such as department, college, provost etc. Documentation is the responsibility of the candidate, not the Chair, personnel committee or staff.

McCOY COLLEGE OF BUSINESS ADMINISTRATION

CBAPPS 5.05

Tenure/Promotion Policy

PURPOSE

The purpose of this policy is to communicate to faculty the McCoy College policy governing tenure and promotion of faculty members. This policy should be construed as the minimum requirements for the McCoy College, and individual academic departments may further define the criteria for tenure and promotion decisions.

UNIVERSITY POLICIES

UPPS Documents:

04.04.21   Tenure/Promotion Review

Also see current Faculty Handbook.

Academic Affairs Policy & Procedure Documents:

7.10   Procedures for Awarding Merit and Performance Raises to
                Texas State Faculty Members
8.01   Development and Evaluation of Tenure-Track Faculty

GENERAL INFORMATION

Decisions on promotion and tenure are based on judgments of professional achievements and on the expectation of future achievement. To gain the support of the McCoy College, candidates for promotion or tenure are expected to have a strong record in teaching, research, and service.   Additional information is provided in Attachment A, Tenure/Promotion File, to this CBAPPS.

In assessing the expectation of future achievement, the following should be considered.
1. The record over the entire career
2. The record since the most recent promotion
3. The record since being hired at Texas State
4. Future prospects for continuing achievement.

Each Department in the McCoy College should decide how to evaluate faculty achievements subject to the following guidelines and review of the Dean.

Teaching

A strong record in teaching is essential and would normally include evidence of sustained teaching effectiveness and commitment to continuous improvement in the form of
1. Statement of teaching philosophy (required)
2. Student evaluations (required)
3. Evaluations by Department Chair (required)
4. Evaluations based on classroom observations by other faculty members (required for tenure and Associate Professor)
5. Other evidence, possibly including but not limited to letters from former students, development or revision of courses or programs, evidence of innovative instructional materials and teaching techniques, faculty development activities focused on improving teaching effectiveness (such as attendance at conferences and workshops or formal academic study), and teaching awards and honors.

Research

Scholarly contributions that are eligible for consideration for tenure and promotion are
1. Publications in peer-reviewed academic journals
2. Publications in peer-reviewed professional journals
3. Other scholarly activity including but not limited to scholarly books, publications in non-peer-reviewed journals, book chapters, funded external research grants, textbooks, conference proceedings, case publications (not in peer-reviewed journals), Internet-based publications, study guides, presentations at professional conferences, invited presentations at other universities, and software development.

Minimum Research Criteria for Tenure

It is recommended that a candidate for tenure have a strong record in research with a minimum of six scholarly contributions. At least three of these should be articles in peer-reviewed academic journals. In some circumstances a scholarly contribution may be regarded as equivalent to a peer-reviewed academic journal article if it carries a similar level of prestige and requires a similar level of effort. Additional contributions such as non-refereed publications, cases, presentations, and grants are encouraged but do not substitute for peer-reviewed academic journal articles.

Evaluation of scholarly contributions involves a judgment about quality as well as quantity. If a contribution is judged to be of greater (or less) quality, then a less (or greater) quantity may be appropriate. In addition, the number of co-authors of a paper may be considered. A significant portion of a faculty member's research

must deal with his or her professional discipline; not all may be in the area of instructional development.

A faculty member hired with credit for previous experience must have at a minimum the same number of scholarly contributions, including articles in peer-reviewed academic journals, over the course of his or her career as any other candidate for tenure. In addition, there must be evidence of research productivity from the time of hire at Texas State and of continuation of productivity in the future.

Minimum Research Criteria for Promotion to the Rank of Associate Professor

The criteria for promotion to Associate Professor are the same as for tenure.

Minimum Research Criteria for Promotion to the Rank of Professor

It is recommended that a candidate for promotion to Professor have a strong record in research with a minimum of eight additional scholarly contributions since promotion to Associate Professor. At least four of these should be articles in peer-reviewed academic journals. In some circumstances a scholarly contribution may be regarded as equivalent to a peer-reviewed academic journal article if it carries a similar level of prestige and requires a similar level of effort. Additional contributions such as non-refereed publications, cases, presentations, and grants are encouraged but do not substitute for peer-reviewed academic journal articles. Research productivity must be sustained over a number of years and there must be evidence of continuation.

Evaluation of scholarly contributions involves a judgment about quality as well as quantity. If a contribution is judged to be of greater (or less) quality, then a less (or greater) quantity may be appropriate. In addition, the number of co-authors of a paper may be considered. A significant portion of a faculty member's research must deal with their professional discipline; not all may be in the area of instructional development.

A faculty member hired with credit for previous experience must have at a minimum the same number of scholarly contributions, including articles in peer-reviewed academic journals, since promotion to Associate Professor as any other candidate for Professor. In addition, there must be evidence of continuing research productivity from the time of hire at Texas State and of continuation of productivity in the future.

Service

Evidence of a strong commitment to service may include but is not limited to

1. Chairing University, College, or Department committees
2. Service on University, College, and/or Department committees
3. Leadership in national, regional, and/or local professional organizations
4. Academic and career advising
5. Sponsorship and advising of student organizations
6. Community service, including consulting activities
7. Mentoring of students and other faculty
8. Grant proposals for instructional programs
9. Administrative activities

Service activities carry greater weight in evaluating candidates for Professor than for Associate Professor and tenure.

Candidates for tenure or promotion must understand that these decisions are based on judgments.

CERTIFICATION STATEMENT

This CBAPPS has been approved by the reviewers listed below and represents the McCoy College of Business Administration policy and procedure from the date of the document until superseded.

Review Cycle: Sept. 1, E5Y

Review Date: Sept. 1, 2010

CBAC Review:_____   Date:_____

Governance Review:_____   Date:_____

Approved:_____   Date:_____
            Denise T. Smart
            Dean of the College of Business Administration

Last Update: October, 2005

McCOY COLLEGE OF BUSINESS ADMINISTRATION

ATTACHMENT "A" TO CBAPPS 5.05

The Tenure/Promotion File

PURPOSE

AAPPS 8.10.45 requires Colleges to have detailed and explicit requirements for documentation incorporated into their tenure and promotion policies and procedures.

POLICIES, PRACTICES AND GENERAL INFORMATION

Candidates for Tenure or Promotion must provide documentation that supports quality of teaching, scholarly/creative activity and leadership/service as defined in department and college criteria. This documentation should be arranged and presented in the order of categories prescribed by the Texas State Vita form attached to AAPPS 8.10.

It is important for each candidate to prepare and present for evaluation a complete, well-organized, well-documented, and clear application file that is readable, consistent, and succinct. A disorganized, unclear file has the effect of diminishing the applicant's case.

A file for tenure or promotion must accurately reflect the record of the candidate. Misrepresentation of a candidate's record, either by false information or omission of information, may result in disciplinary action. Candidates must verify and sign the candidate for tenure and/or promotion information form attached to AAPPS 8.10.

Candidates must adhere to the timeline described in AAPPS 8.10.73-85 for the tenure and promotion process.

The File:

1. The file should be arranged in a file box. It should include a Table of Contents and each section should be clearly marked and separated. Additional supporting information should be provided in a separate "support" file box containing such items as full copies of journal articles or published proceedings, copies of the table of contents, editorial board page, references or appendices. Do not include full conference proceedings or complete journals. Supportive information should be appropriately cross-referenced to the main file. Supportive information not included in the file should be readily available for appropriate review at all stages of the process.

2. The file should include a Texas State Vita documenting all achievements and highlighting those that apply to the probationary period or time period since the last promotion. Also, outside letters of support are strongly recommended.

    a.   Under "Teaching," provide:

        (1) Statement of Teaching Philosophy

        (2) List of Courses Taught at Texas State, including years in which they were taught in chronological order and class size.

        (3) Course and Curriculum Development activities

        (4) Student evaluations for the last five years. (Older student evaluations should be included in the "support" file)

        (5) Sample copy of each different student evaluation questionnaire, including the years that each was used. Provide an explanation of the scoring system, any weighing factors, and analysis procedure for each different instrument.

        (6) Other Teaching-Related Activities (e.g., Peer Evaluations of Teaching)

    b.   Under "Research/Scholarship/Creative Activities, provide:

        (1) Research Agenda and/or Philosophy

        (2) Peer-reviewed Publications

        Provide complete bibliographic citation and list only works already in print or accepted for publication. For works accepted but not yet published, indicate "in press" and provide expected date of publication. If publication is co-authored, all authors must be listed as they appear in the publication. If sole authored, the author's name must be given. All other works that have not been accepted for publication must be listed under "Works in Progress."

        Each publication should be described in the form of a complete, standard bibliographic citation – including authors in order, title (exactly as it appears in print), year, volume, publisher, and page numbers. A copy of the Table of Contents and the first page of the article (or a letter of acceptance if not yet in print) for each publication should be included in the file (full papers should be included in the "support" file). Items appearing in more than one place should be clearly cross-referenced.

Because of the diversity of conventions from discipline to discipline, this section should describe the reviewing/refereeing procedure for each publication cited. Information from Cabell's publication guide, a copy of the editorial board page, or other evidence is required. Label each publication as:

    i. Discipline-Based Journal Article

    ii. Contributions to Practice Journal Article

    iii. Learning & Pedagogical Scholarship Journal Article

    iv. Conference Proceeding

(3) Non-Peer-Reviewed Publications

Provide an explanation of the nature of each publication.

    i. Books/Book Chapters

List each book or book chapter separately with a description of the type of monograph and the candidate's involvement in the publication. Classify each book as single author monograph, an edited book with different authors for different chapters, textbook, etc.

    ii. Other Publications

Any other written publications that do not fall into the above-referenced categories, such as book reviews, comments, cases in non-peer-reviewed journals, etc.

(4) Presentations at Academic or Professional Meetings/Conferences

Indicate which presentations were invited and/or refereed. Only list presentations not included in published proceedings/abstracts above.

(5) Grants/Contracts

Funded and unfunded proposals should be listed separately and be so indicated. Competitive grants and/or contracts which are meant to finance the development of ideas and research and that are subject to peer review should be listed separately from non-competitive grants and/or contracts where the emphasis is on providing professional service to agencies/organizations.

For each grant/contract, provide:

      i.   Name of principal investigator and all co-investigators
      ii. Title page of grant proposal
      iii. Funding agency
      iv. Amount of funding proposed or awarded
      v. Time period of the grant

(6) Technical Reports/Research Reports

List and describe written reports submitted to and accepted by funding agencies, governmental agencies, foundations, etc.

(7) Major Work-in-Progress

List titles and authors (in order), and place full papers in the "support" file.

(8) Other Research/Scholarship/Creative Activities

Enter and describe any other research/scholarship/creative activities that do not fall into the categories listed above.

c.   Under "Service" provide:

(1) Professional Service (External Service) to professional associations/societies

Examples include activities related to appropriate professional organizations; conferences, symposia, workshops; activity as referee/reviewer for journals, granting agencies, conferences, etc.

(2) Professional Service (External Service to the community or public)

Examples include service as speaker/presenter at non-academic meetings in area of professional competence; instruction/training for local, state, regional, national, international organizations/agencies in area of professional competence; participation in community meetings and media programs; memberships on advisory boards, committees, task forces, commissions, program/project coordination/development; and other volunteer service which represents a donation of time and professional skills to meet the needs of society.

(3) University Service (Internal Service)

Examples include service on committees; councils; senates; task forces; program coordination or administration; student organizations;

conferences, workshops, seminars
  i. To Texas State University
  ii. To the McCoy College of Business Administration
  iii. To the Department

(4) Consulting and Professional Development, including Consulting and Professional Service for Remuneration and Professional Development

(5) Awards and Honors

PROCEDURES FOR TENURE AND PROMOTION

The Department of Communication Disorders requests that the Personnel Committee consider the following criteria for achieving tenure and promotion. To maintain the excellence of the faculty, CDIS has a thorough and rigorous academic personnel review process which spans the entire career of each faculty member. The review process involves contributions from the individual, the department, the Dean, the Provost, and the President. This multi-level procedure is designed to ensure that colleagues and administrators evaluate the professional achievements of the individual in a balanced way and in accordance with clearly-defined procedures. Advancement to tenure is not guaranteed or automatic.

TEACHING

The Personnel Committee of the Department of Communication Disorders and the Chair annually evaluate the teaching of every department faculty member. That evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by tenured faculty members, 4) official student class evaluations, and 5) the faculty member's self-evaluation. Such evaluation may also include 6) examination of teaching web site materials, and 7) review of handouts, testing activities, course assignments, and other course materials prepared by the faculty member. Tenure-track faculty should request that tenured faculty conduct three peer evaluations of their classroom teaching every year (and tenured faculty may also request peer evaluations).

The Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, maintaining a minimum of five office hours per week for students enrolled in classes, maintaining competency in the profession by obtaining instructive CEUs, maintaining licensure, and mentoring students.

Minimum Requirement for Tenure and Promotion:
Elements Demonstrating Teaching
 All faculty are expected to show, by their final pre-tenure review, that they:

o	Exhibit excellent quality teaching, defined as an average of 3.75 or above, averaged across all students in all classes over years 3, 4, and 5
o	Maintain at least five office hours per week and are accessible to students as needed
o	Maintain professional competence by securing appropriate CEUs
o	Maintain ASHA certification and Texas state licensure

SCHOLARLY AND CREATIVE ACTIVITY

Faculty in the Department of Communication Disorders recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research. Satisfying the minimum requirement standards for scholarly and creative activity does not guarantee tenure and promotion.

Refereed means blind peer review in the case of a journal article. In the case of a book, chapter in a book, or monograph, it means peer review, but not necessarily blind peer review.

Minimum Requirement for Tenure and Promotion:
Elements Demonstrating Scholarly and Creative Activity

o One submitted internal or external grant
o Four (4) peer-reviewed publications, as listed below Category 1

Category 1
o One (1) funded external grant or contract
o One (1) scored external grant and contract
o One (1) funded internal grant
o One (1) Single or multi authored book
o One (1) publication in a refereed book or an article in a refereed journal
o One (1) personnel preparation grant
o One (1) Multi-author book
o One (1) Published annotated work
o One (1) chapter in a book, textbook, or monograph
o One (1) technical report or monograph based on grant activity
o One (1) Peer-reviewed, published research note
o Editing one (1) book
o Development of patented software or product

SERVICE

The Texas State Department of Communication Disorders defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the Department, University, community, or profession. In addition to the requirement that the faculty person must engage in service leadership at various levels, the Personnel Committee and Chair also assess the quality of the service or leadership, based on the documentation that the faculty member provides

The Chair and the Personnel Committee assess the quality of service leadership based on the faculty member's documentation of same. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing University, College, or

departmental committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

Minimum Requirement for Tenure and Promotion:
Elements Demonstrating Service Activity

- ○ Chair and/or Leadership at the University, College, Department, Professional Organization, or Community Level

Collegiality

Collegiality is interpreted as a behavioral/attitudinal construct where a faculty is keeping university and departmental missions, including the free exchange of ideas as well as ASHA regulations and requirements at the forefront of his/her teaching, scholarship, and service. The personnel committee will consider "collegiality" while evaluating a faculty for re-appointment, annual review and for promotion and tenure.

In the consideration of collegiality, it does not include fundamental disagreements in theoretical, political, or practical standpoints or issues. However, one has to be careful about misconstruing constructive critisim or differing ideas as uncollegial. Criticism given in a malicious, slanderous way would be considered uncollegial. Construstive criticism is meant for the improvement of the department, college, or university and would be considered collegial.

**POLICY AND PROCEDURE STATEMENT
for
TENURE AND PROMOTION REVIEW**

Department of Family and Consumer Sciences

**College of Applied Arts
Texas State University-San Marcos
2006**

**This document is the culmination of efforts of a
department committee composed of the following faculty:**

> **Dr. Alyssa Adomaitis
> Dr. Judy Allen
> Dr. BJ Friedman
> Ms. Caroline Hill
> Dr. Michelle Toews**

Revision committee (Spring 2008)
> **Dr. Judy Allen
> Dr. Sylvia Crixell
> Dr. Asha Hegde
> Dr. Gwendolyn Hustvedt
> Dr. Sue Williams**

Effective 2006-07 Promotion and Tenure Cycle
POLICY AND PROCEDURE STATEMENT ON TENURE AND PROMOTION REVIEW
Department of Family and Consumer Sciences
College of Applied Arts, Texas State University-San Marcos

INTRODUCTION

Readers Guide: This statement has been developed to conform with University Policy and Procedure Statement 8.10 and the Policy and Procedure Statement on Tenure and Promotion adopted by the College of Applied Arts in 2005. Additions, deletions and/or modifications have been made within this statement in an effort to meet the faculty performance expectations unique to the Department of Family and Consumer Sciences, while remaining in essential accord with the University and College policies. Faculty should refer to the College document and UPPS 8.10 for details regarding the procedures used outside of the Department.

The purpose of this promotion and tenure document is to enhance the overall quality of work of all faculty in the department by establishing guidelines for the importance of various professional endeavors. Another purpose is to provide direction to new faculty to help them successfully negotiate the tenure/promotion process within the department, school, and university. Finally, the criteria are designed to assist in the exercise of good judgment by those responsible for peer evaluation, as tenure and promotion recommendations are based on the judgments of departmental and external reviewers. The content of evaluators' remarks at the departmental level will be communicated to the faculty by the Chair. Faculty are also encouraged to meet with the Dean, Chair, and senior faculty to discuss evaluators' written comments, as appropriate, and to address specific questions regarding faculty performance expectations.

Faculty are expected to consistently maintain academic integrity and professionalism and conform to the standards of the institution, college and department;

The three areas of professional activities- teaching, scholarship, and service- are addressed. It is expected that quality teaching in conjunction with quality scholarly endeavors must be consistently demonstrated by all faculty. The faculty in the Department of Family and Consumer Sciences recognizes that scholarship encompasses both research and creative activities. While service activities are important to the Family and Consumer Sciences profession, these are relatively less important in achieving promotion and tenure than teaching and scholarship activities. It is expected that the successful faculty member will pursue quality teaching, scholarship, and service within the framework of departmental collegiality.

DEFINITIONS

1. For the purposes of this document, the following definitions apply:
   a. The department personnel committee is made up of tenured faculty who are paid at a rate of fifty percent or more from faculty salary dollars budgeted to the department.
   b. A department recommendation includes the recommendations of both the personnel committee and the chair.

CRITERIA AND DOCUMENTATION

Activities and Forms of Documentation Indicative of Teaching, Scholarly/Creative Activity and Service; Responsibilities of College Review Group and Dean *(in accordance with UPPS 8.10 and College of Applied Arts policies.*

Criteria for Review: There are a multitude of activities concerned with or indicative of teaching, scholarly/creative activity, and service. Some of those activities are noted below. Those provided are meant to serve as examples only and should not be viewed as the total universe of possibilities within the three subject areas. Also, some of the examples noted have applications within certain specific disciplines, but not in others.

Teaching

Teaching includes academic program planning and development, instruction, evaluation, and student academic advising.

> a. Academic program planning and development consists of analyzing the educational goals applicable to a particular field of study.

> b. Instruction is the process of using available resources necessary to achieve an identified educational objective.

> c. Evaluation provides an objective verification that the academic plan was carried out and that a legitimate learning experience occurred.

> d. Advisement is a vehicle that assists in the exploration and identification of the student's life/career plan designed to be of assistance in reaching those goals.

Teaching Activity Examples

A faculty member is engaging in quality teaching activities when he/she:

- demonstrates teaching competence in a chosen content area and guides and inspires students;
- integrates current scholarly activities within a given discipline into the overall scope of instructional content;
- holds membership on undergraduate and graduate student committees and directs these and special investigations;
- teaches honor and writing intensive courses and provides for individualized instruction where required;
- contributes to course and curriculum development and prepares and uses instructional media;
- challenges students to use library and other university resources;
- experiments with instructional methods and techniques;
- attends and participates in conferences, conventions and meetings relevant to teaching in the chosen discipline;

- demonstrates a positive impact on students, both objectively and subjectively;
- participates in the academic governance of the department and the program to which he/she is assigned;
- contributes to the development of both library and other learning resources relevant to content area of teaching;
- seeks opportunities to interact with colleagues to improve instruction;
- refers students to campus resources concerning learning difficulties;
- consults with colleagues concerning academic program issues;
- periodically reviews and revises course materials including, but not limited to, textbooks, syllabi, evaluation instruments and instructional media;
- provides students with objectives relevant to the course taught, appropriate reference information about the topics to be covered, and criteria for performance;
- provides for the student evaluation of the course and the instructor and uses the results of such evaluation to revise both the course and the methods of instruction;
- makes available opportunities for students to learn of the primary sources of information associated with a particular discipline or area of study;
- sponsors field trips, field experiences, outside resource instructors, and student research projects as funding permits;
- observes academic regulations as legislated by the faculty senate and instructional "good practices" as recognized by the profession;
- assists students by providing tutorial instruction;
- participates in grant procurement activities, e.g., training grants, equipment grants, as related to institutional practice;
- participates in institutes, short courses, seminars, and workshops that are related to the faculty member's discipline;
- engages in activities related to the supervision of students in laboratory, studio, or field experiences;
- engages in activities related to the supervision of students in internship, practicum, student teaching, co-op, or research experience;
- conducts study tours related to the faculty member's role at the university;
- maintains laboratories, supplies, and equipment relevant to the faculty member's assigned role;
- provides students opportunities to develop critical and creative thinking skills;
- provides opportunities for students to develop writing and analytical skills;
- provides academic and career counseling and advisement to students;
- engages in other activities identified as teaching by his or her department.
- maintains office hours and is responsive to contacts from students

Teaching Documentation

The faculty member is strongly encouraged to carefully document all claims of quality teaching performance. In the area of teaching, a portfolio would be expected to include, but not limited to, the following:
- statistical summaries of student evaluation instruments for each class taught;

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- copies of written evaluations completed by the students;
- copies of peer and chair evaluations completed during the time period of the evaluation;
- copies of course syllabi;
- representative samples of instructional teaching aids used in classes, e.g., Powerpoint slides, course websites, transparencies, models, handouts, etc.;
- evidence of curriculum development efforts including the development of new course and the revision of existing courses, e.g., copies of new and revised course forms;
- evidence of experimentation with instructional methods and techniques;
- evidence of contributions made in directing of graduate theses;
- evidence of achievement in the supervision of students in laboratory, studio, or field experiences;
- evidence of achievement in the conduct of study tours related to the faculty member's role in the department, e.g., evaluations completed by participants;
- evidence of departmental ranking for grade distribution;
- evidence of teaching grant proposals and awards, including Alkek and Merrick;
- evidence of attendance and participation in professional meetings;
- evidence of certification or licensing documents;
- evidence of recognition received for teaching excellence.
- other documented evidence of teaching identified by the department.

Scholarly/Creative Activities

Faculty in the Department of Family and Consumer Sciences must recognize that scholarly/creative activities are a critical and required component of their academic appointment. Scholarly/Creative Activity includes the three principle areas of research, scholarship, and creative endeavor.

Scholarship at the departmental level will be evaluated through a process of peer and chair review. Ranking of professional refereed publications will be considered when evaluating scholarly productivity. While the Department Chair and Personnel Committee review the documentation presented to support the existence of sustained quality scholarship by the tenure/promotion candidate, **external peer review is recommended for candidates seeking tenure and/or promotion.** If external review is desired, a list of possible reviewers must be submitted to the chair by the candidate when credentials are submitted for review. The faculty member is required to carefully document all claims of quality scholarly performance.

a. Discipline, applied, and pedagogical research are accepted forms of research activities in the department. The specific type of research that a faculty member engages in may vary by chosen discipline or specific role within the university and department.

b. Scholarship involves constant updating and extending an area of study within the professional life of the faculty member.

c. Creative scholarship is defined as original creative activity including studio arts, product design, and interior design practice. Creative work may be the design and production of visual art objects, furnishings, accessories, textiles, etc., or contemporary spaces and/or re-creation of historic spaces. There is the expectation that this work will be evaluated by peers and should be documented in a published forum for a regional or national

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audience. Faculty must provide documentation addressing the significance of the exhibit or competition.

Scholarly/Creative Activity Examples

A faculty member is engaged in scholarly/creative activity when he/she engages in the following activities. These activities are listed according to their level of importance.

1.
- invited to produce, exhibit, and/or perform juried creative work before a significant regional, national, or international audience along with evidentiary indication of such activity;
- publishes the results of research, scholarship, and creative endeavor through vehicles such as monographs, journals, textbooks, papers, book chapters, etc.;
- receives externally funded grants, awards, and contracts e.g., research grant, curriculum development grant;
- serves as editor of a professional publication.

2.
- applies for and obtains copyrights or patents on works produced;
- applies for externally funded grants, awards, and contracts, e.g., research grant, curriculum development grant;
- receives internally funded grants, awards, and contracts, e.g., research grant, curriculum development grant;
- serves as a design consultant to a national design manufacturer, architectural or design firm, art gallery, or to a publisher of design books, (i.e., works with a manufacturer to develop special purpose merchandise, or serves as a consultant to an architectural or design firm concerning a specific environment);
- directs research projects commissioned by outside agencies;

3.
- applies for internally funded grants, awards, and contracts, e.g., research grant, curriculum development grant;
- engages in competitive professional growth opportunities to enhance scholarship (i.e., internship, developmental leave, etc.);
- engages in original interior design work. Professional practice by a faculty member will be considered scholarly only when it produces work(s) of original nature, reflecting new or advanced concepts, ideas, theories and/or methods, and includes documentation supporting a competitive selection process, successful permitting, and/or peer/client reviews (i.e., work conceived and produced while acting as an independent designer or member of a design team);
- obtains recognition regionally, nationally, or internationally for recent, as well as past contributions to a particular field of study by a variety of means (invitations to deliver lectures, papers, speeches, or presentations; requests for reprints; citations of research; etc.)
- serves as curator for a museum/art gallery, (i.e., responsible for total organization and exhibition of exhibits representing a specific time-period or type of item);

4.

- reviews or edits papers for journal publication, grant proposals for awards, chapters for books, or other scholarly activity of like manner;
- serves as an expert consultant to a professional group or agency based on scholarly expertise;

5.

- delivers refereed (a) lectures, (b) papers, (c) speeches, or (d) presentations at colleges or universities, professional meetings, conventions, and conferences that are aimed for a significant regional, national, or international audience;

6.

- collaborates with colleagues and practicing professionals on the local and other campuses in activities oriented toward making a contribution to the advancement of knowledge, methodology, or development of a discipline.

Scholarly/Creative Activity Documentation Examples

- copies of invitations where a faculty member has been invited to produce, exhibit, and/or perform juried creative work;
- copies of papers presented at colleges or universities, professional meetings, conventions, and conferences;
- evidence of collaboration with colleagues on local and other campuses in activities oriented toward making a contribution to the advancement of knowledge, methodology, or development of a discipline, e.g., letters explaining the nature and extent of the collaboration;
- evidence of internal and external grant procurement activities and awards, e.g., copies of proposals and award letters;
- evidence of recognition received for regional, national, or international for contributions to a particular field of study;
- copies of published research, scholarship and creative endeavor that appeared in regionally or nationally recognized refereed (or similarly reviewed for academic quality as defined in departmental criteria) monographs, journals, etc..;
- evidence of copyrights or patents on works produced, e.g., letters of documentation;
- evidence of editorial responsibilities (documentation that delineates the responsibilities) as well as edited papers for journal publication, books, or other scholarly activity;
- evidence of directed research projects commissioned by outside agencies;
- evidence of creative work commissioned by outside agencies, e.g., contracts and photographs, plans, or drawings;
- primary author or lead designer/artist on at least one nationally refereed publication or creative activity;
- other documented evidence of scholarship identified by the department.

Research expectations for faculty with reduced teaching load
(50% load for research)

Newly hired faculty members who have a reduced teaching load during the first year will not have increased scholarship expectation. The purpose of the initial reduced load is to facilitate establishment of an active research program.

Faculty members who are granted a 2-course release for research (50%) after the first year will have significantly higher scholarship expectations than a faculty member with a 1-course release for research (25%).

This increase in scholarship expectations in exchange for a reduced teaching load does not apply to faculty who: (1) have purchased course release via a funded grant or; (2) perform administrative duties in place of a course.

Credit for published books

Credit awarded for the books may range from 1-5 peer-reviewed journal articles and will be determined by the personnel committee and chair. For decisions regarding tenure and promotion, the external reviewers will be consulted. The following criteria will be used to assess books:

Scholarly Books
- Content based extensively on primary research
- Contribution to academic discipline
- Published by recognized University Press or a comparable reputable juried venue

Textbooks
- Contribution to the discipline
- Scope/breadth of topic
- Scholarly nature/use of references
- Established publisher/quality of publisher

Edited Books
- Contribution to discipline
- Scope/breadth of topic
- Contribution to content by editor
- Established publisher/quality of publisher

Service

Faculty service encompasses those institutional, professional, and community service activities that are performed using the acknowledged competencies relevant to the faculty member's role and area of expertise at the university. Tenure-track and faculty who are engaged in scholarly activities are expected to engage primarily in teaching and scholarly activities. Their service activities should be restricted to important department committees and participation in department events and activities and service that brings recognition to the department and program to which he/she is assigned. Tenured faculty are expected to engage in more service activities, particularly taking leadership roles within the department, college and university.

Service Activity Examples

A faculty member is engaged in institutional service when he/she:

- provides academic and career counseling and advisement to students
- plans and leads noncredit workshops and discussion groups;

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- serves on departmental, school, and university committees;
- assumes a variety of administrative responsibilities relating to both the academic and support services of the university community;
- conducts various institutional studies;
- participates in sponsoring activities of various student clubs, societies, and organizations;
- conducts self studies for accrediting agencies or external review groups (can include under teaching or service, but not both)
- conducts organized and substantial student recruiting activities;

A faculty member is engaged in professional service when he/she:
- makes public appearances in a capacity related to a faculty member's role at the university;
- engages in development of public policy related to the discipline (e.g., accreditation standards, licensing criteria, environmental standards, agency policies);
- serves as a member of an outside program review team or as an external reviewer of faculty credentials for colleagues external to the university;
- functions as an officer of local, regional, national, or international professional organizations;
- coordinates or chairs a major professional conference;
- judges local, district, area, regional or national contests, shows, or exhibits relevant to a faculty member's role at the university;
- engages in other activities identified as professional service by his/her department.

A faculty member is engaged in community service when he/she:

- contributes services to the community that are relevant to the faculty member's role at the university;
- consults as requested with government, business, and industry to provide a variety of applications of the faculty member's expertise;
- engages in other activities identified as community service by his/her department.

Service Documentation Examples

- evidence of contributions made as a planner and leader of noncredit workshops, and discussion groups;
- description of responsibilities and statement of achievements of offices held and work performed as an officer of local, regional, national, or international professional organizations;
- evidence of contributions made as a member of departmental, school, and university committees;
- evidence of various institutional studies conducted, e.g., copies of studies;
- evidence of contributions of service to the community, e.g., letters outlining responsibilities;
- evidence of contributions made as a consultant;
- evidence of self studies for accrediting agencies or external review groups, e.g., copies of self studies;

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- evidence of student recruitment activities, e.g., copies of work produced;
- other documented evidence of service identified by the department.

APPENDIX A

Professional Refereed Publications

Publications are tiered according to level of professional status and degree of difficulty in manuscript acceptance. First tier journals are those in which publication is extremely difficult, tier two publications are those in which publication is highly difficult, and tier threes are somewhat difficult. Tier one and two journals are peer reviewed only; tier three includes editor reviewed as well as peer reviewed publications.

Common Family and Consumer Sciences Refereed Publications

1st Tier: Journal of Family and Consumer Sciences (Scholarship Section)

2nd Tier: Journal of Family and Consumer Sciences (Strategies and Practice Sections)

3rd Tier: Family and Consumer Sciences Forum: Kappa Omicron Nu Honor Society
The Candle: Phi Upsilon Omicron
Texas Family and Consumer Sciences Research Journal (formerly Texas Home Economics Research Journal)

Consumer Sciences

1st Tier: Education Leadership
Family Economics and Nutrition Review
Financial Counseling and Planning
Financial Services Review
Journal of Consumer Affairs
Journal of Consumer Policy
Journal of Consumer Research
Journal of Extension
Journal of Family and Consumer Sciences
Journal of Family and Economic Issues
Journal of Public Policy and Marketing
Journal of Teacher Education

3rd Tier: TAFCS Research Journal

Family and Child Development

1st Tier: Child Development
Developmental Psychology
Early Childhood Research Quarterly
Family and Consumer Sciences Research Journal
Family Relations
Journal of Adolescence
Journal of Adolescence Health
Journal of College Student Development
Journal of Family Violence
Journal of Gerontology
Journal of Marriage and Family
Journal of Personality and Social Psychology
Journal of Research on Adolescence
Journal of Sex Research
Merrill-Palmer Quarterly
Monographs of the Society for Research in Child Development
Psychology of Women Quarterly
Sex Roles
International Journal of Aging and Human Development
Journal of Social Psychology
Personality and Individual Differences
Signs: Journal of Women in Culture and Society

2nd Tier: Adolescence
Child Abuse and Neglect
Child Care Information Exchange
College Student Journal
College Teaching
Cultural Diversity and Ethnic Minority Psychology
Early Child Development and Care
Early Childhood Research and Practice
Early Education and Development
Families in Society
Family Perspective
Family Process
Family Psychology
Fathering
Gender and Society
Human Development
Infant and Child Development
Infant Behavior and Development
Infant Mental Health Journal
Infant-Toddler Intervention
Journal of Adolescent Research
Journal of College Student Development
Journal of College Student Retention
Journal of Comparative Family Studies
Journal of Divorce and Remarriage
Journal of Early Adolescence

Family and Child Development (cont.)

Journal of Early Education and Family Review
Journal of Family Issues
Journal of Family Psychology
Journal of the First-Year Experience
Journal of Interpersonal Violence
Journal of Psychology
Journal of Social Behavior and Personality
Journal of Youth and Adolescence
Marriage and Family Review
Perceptual and Motor Skills
Psychological Reports
Psychology and Human Development
Research in Higher Education
Violence against Women
Violence and Victims
Young Children
Youth and Society

3rd Tier: Dimensions
Family Science Review
Family Life Educator
Journal of Phi Upsilon Omicron
Texas Home Economist
Texas Child Care Quarterly

Fashion Merchandising

1st Tier: AATCC Review
Agriculture and Human Values
American Journal of Agricultural Economics
Costume
Dress
Dyes and Pigments
European Review of Agricultural Economics
International Journal of Consumer Studies
Journal of Advertising
Journal of Advertising Research
Journal of Agricultural and Environmental Ethics
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Business
Journal of Business Ethics
Journal of Management
Journal of Marketing
Journal of Marketing Research
Journal of Organizational Behavior
Journal of Personality and Social Psychology
Journal of Retailing
Journal of Retailing and Consumer Services
Journal of Small Business Management
Journal of Sustainable Agriculture
Journal of the Textile Institute
Renewable Agriculture and Food Systems
Technology and Culture
Textile History
Textile Research Journal

2nd Tier: Clothing and Textiles Research Journal
International Journal of Electronic Marketing and Retailing
International Journal of Fashion Design, Technology and Education
International Journal of Retail and Distribution Management
Journal of Cotton Science
Journal of Education for Business
Journal of Fashion Marketing and Management
Journal of General Management
Journal of Global Marketing
Journal of Marketing Education
Journal of Marketing Management
Journal of Personal Selling and Sales Management
Journal of Services Marketing
Journal of Shopping Center Research
Journal of Textile & Apparel Technology & Management
Mid-American Business Journal
Piecework
Uncoverings

Fashion Merchandising (cont.)

3rd Tier: Hand-woven
Ornament
Shuttle, Spindle, Dyepot

Interior Design

1st Tier: American Journal of Psychology
Art, Design and Communication in Higher Education
Color Research and Application
Building and Environment
Design Research News (Quarterly EDRA Journal)
Environment and Behavior
Environment and Planning
Environment and Planning D: Society and Space
Environments BY DESIGN
Ergonomics
Family & Consumer Sciences Research Journal
Housing & Society: Journal of the Housing Education and Research Association
Housing Research Review
Housing Theory and Society
Human Ecology
Human Factors: The Journal of the Human Factors and Ergonomics Society
International Journal of Aging and Human Development
International Journal of Architectural and Planning Research
Journal of Applied Gerontology
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Architectural Education
Journal of Design History
Journal of Environmental Health
Journal of Environmental Management
Journal of Environmental Planning and Management
Journal of Environmental Psychology
Journal of Environmental Systems
Journal of Family and Consumer Sciences Education
Journal of Family and Consumer Sciences (Scholarship Section)
Journal of Gerontology
Journal of Housing and the Built Environment
Journal of Housing for the Elderly
Journal of Indoor and Built Environment
Journal of Interior Design
Journal of Marketing
Journal of Marketing Research
Journal of Occupational and Environmental Medicine
Journal of Personality and Social Psychology
Journal of Retailing
Journal of Social Psychology
Journal of the Society of Architectural Historians
Leukos (The Illuminating Engineering Society of North America 's Peer review Journal)
Lighting Research Technology
Optical Review
Perceptual and Motor Skills
Psychiatric Research Journal
Research on Aging

Interior Design (cont.)

The Design Journal
The International Journal of Art & Design Education of Material Culture

2nd Tier: Architectural Digest
Atrium
Contract
Design and Light
Design Insight
Design*Issues*
Display and Design Ideas
Domus
Dwell
Interior Design
Interiors & Sources
Journal of Family and Consumer Sciences (Strategies and Practice Sections)
LD+A - Lighting Design and Application
Places, a Forum of Environmental Design
Workplace

3rd Tier: ASID Report
Designer's World/Designer's West
FiberArts
Home
IIDA Perspective
Metropolitan Home
Ornament
Southern Accents
Surface Design Magazine
TAFCS Research Journal

Nutrition and Foods

1st Tier: American Journal of Clinical Nutrition
American Journal of Public Health
Annual Review of Nutrition
Critical Reviews in Food Science and Nutrition
International Journal for Vitamin and Nutrition Research
International Journal of Food Science and Technology
International Journal of Obesity
JAMA: Journal of the American Medical Association
Journal of Food Service Systems
International Journal of Sport Nutrition and Exercise Metabolism
Journal of Human Nutrition and Dietetics
Journal of the American College of Nutrition
Journal of the American Dietetic Association
Journal of Food Science
Nutrition Clinics
Nutrition Reviews
Pediatrics
School Food Service Journal
School Food Service Research Review
The British Journal of Nutrition
The Journal of Nutrition
The Journal of Pediatrics
The Proceedings of the Nutrition Society
Asia Pacific Journal of Clinical Nutrition
Food Biotechnology
Journal of the Science of Food and Agriculture
Journal of Agriculture Food Chemistry
Journal of Food Chemistry
Journal of Ethnopharmacology
Process Biochemistry
Journal of Food Biochemistry
Applied and Environmental Microbiology
Journal of Microbial Methods

2nd Tier: Advances in Food Management
Biological Trace Element Research
Food Management
Food Technology
Journal of Medicinal Plants
Journal of Natural Resource
Journal of Nutrition Education
Journal of School Health
Journal of Strength and Conditioning Research
Nutrition Reports International
Nutrition Research
Texas Medical Journal
The International Journal of Eating Disorders

Nutrition and Foods (cont.)

3rd Tier: Assorted Professional Organization Newsletters
Nutrition Today
Restaurants and Institutions
Texas Journal of Science

Professional Conferences/Exhibitions with Juried Presentations

Common Family and Consumer Sciences Juried/Reviewed Conferences

1st Tier: American Family and Consumer Sciences Association National Conference
Extension Service National Conference
International Federation of Home Economics

2nd Tier: Extension Service-State Conference
Texas Family and Consumer Sciences Association

Consumer Science Conferences

Professional Conferences/Exhibitions with Juried Presentations

1st Tier: American Council on Consumer Interest
American Family and Consumer Sciences Association National Conference
Annual American Vocational Association
Association for Financial Counseling and Planning Education
Extension Service National Conference
International Federation of Home Economics

Family and Consumer Education Conferences

1st Tier: Annual American Vocational Association

2nd Tier: State (Texas) Professional Development Conference for Family and Consumer
Sciences Teachers
Texas Vocational Administrators, Supervisors, and Counselors Professional
Development Conference

3rd Tier: Texas Association Concerned with School-Aged Parenthood
Texas School Public Relations Association

Family and Child Development Conferences

1st Tier: American Association for Marriage and Family Therapy
American Educational Research Association
American Sociological Society
Association for Sex Educator, Counselors, and Therapists
Association of Childhood Education International
Groves Conference on Marriage and Family
International Federation for Home Economics
National Coalition for Campus Child Care
National Association for the Education of Young Children
National Council on Family Relations
Society for Research in Child Development
Society for Research on Adolescence
Society for Research on Identity Formation

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Society for Research on Emerging Adulthood

2nd Tier: Southern Association for Children Under Six
Southwest Society for Research in Human Development
Texas Association for Marriage and Family Therapy
Texas Association for the Education of Young Children
Texas Council on Family Relations

3rd Tier: Austin Association for the Education of Young Children
Mid-South Symposium on the Family
Texas Women Scholars

Fashion Merchandising Conferences

1st Tier: American Collegiate Retailing Association
Costume Society of America
History of Technology and Science
International Textiles and Apparel Association
Southwest Academy of Business Disciplines
Textile Society of America
Textiles Conference

2nd Tier: Direct Marketing Association
Western Historical Association

Interior Design Conferences and Exhibitions

Conferences

1st Tier: American Association of Family and Consumer Sciences Annual National
Conference (members only)
American Society of Interior Designers Annual National Conference
Design Communication Association Annual National Conference
Environmental Design Research Association Annual Conference
Interior Design Educators Council Annual International Conference
International Association of Lighting Designs National Conference
International Interior Design Association Annual Conference
Illuminating Engineering Society of North America National Conference
LightFair International
Surface Design Annual Conference

2nd Tier: Interior Design Educators Council Annual Regional Conference
Texas Association of Family and Consumer Sciences Annual Conference
Texas Association of School of Art Annual Conference

Exhibitions

1st Tier: ASID/IIDA Design Excellence Awards (Area/State) Winners go to National
publication (Annual)
IDEC Annual International Juried Exhibition
IESNA (Area/State) Winners go to Nationals

Design Educators' National Exhibition
National Juried Exhibitions*

2nd Tier: Regional Juried Exhibitions*
State Juried Exhibitions*

*vary from year to year

Nutrition and Foods Conferences

1st Tier: American Chemical Society
American Society for Microbiology
American College of Nutrition
American College of Sports Medicine
American Dietetic Association
American Heart Association
American Public Health Association
Federation of American Societies of Experimental Biology
International Congress of Nutrition
Institute of Food Technology
International Journal of Sport Nutrition and Exercise Metabolism
Society for Free Radical Biology and Medicine
Society of Nutrition Education

2nd Tier: American Dietetic Association Practice Groups
Association of School Food Service Administrators
International Sports Nutrition Association

3rd Tier: Texas Academy of Sciences
Texas Dietetic Association
Texas Human Nutrition Conference