

Scholarship Guidelines

Enhancing the Culture for Success

College of Engineering Technology

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CET Scholarship Committee

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Table of Contents

1. Introduction	2
A. Scholarship Premise.....	3
B. Culture of Scholarship.....	3
C. Teaching/Scholarship Portfolio Assignments	3
a. Teaching Intensive Portfolio	4
b. Blended Portfolio	5
c. Scholarship Intensive Portfolio	5
2. Scholarship Defined	6
3. Why scholarship is important	6
4. CET Scholarship Framework.....	7
A. Scholarship of Discovery	7
B. Scholarship of Integration.....	7
C. Scholarship of Application	7
D. Scholarship of Teaching	7
E. Scholarship of Engagement	7
5. Components of Scholarship	8
A. Scholarship Activities	8
a. Activities in Progress.....	8
b. Activities Under Review	8
B. Scholarship Outcomes	9
C. Balanced Portfolio of Scholarship Outcomes	9
6. Scholarship Expectations	10
7. Required Elements of a Scholarship Outcome	12
A. Documentation	12
B. Peer Review	12
C. Dissemination	12
D. Grant and Contract Activities.....	13
E. IP and Patent:.....	13
8. Acceptable Scholarship Outcomes	13
A. Clarifying Definitions.....	14
Appendix 1 - Scholarship Expectations for CET Faculty.....	16

1. INTRODUCTION

The College of Engineering Technology (CET) has a rich history of combining teaching with scholarship to give students a complete educational experience. CET has always responded, and will continue to respond, positively to embrace and support RIT's culture of scholarship. The ever increasing importance of scholarship is evident within the *RIT Strategic Plan 2018 - 2025 "Greatness through Difference", Dimension One: People*. CET has established a culture of scholarship, which will continue to be supported, to address the Difference Makers and Objectives within the strategic plan. Figure 1 displays three significant benefits to a successful scholarship program that enhances undergraduate and graduate education.

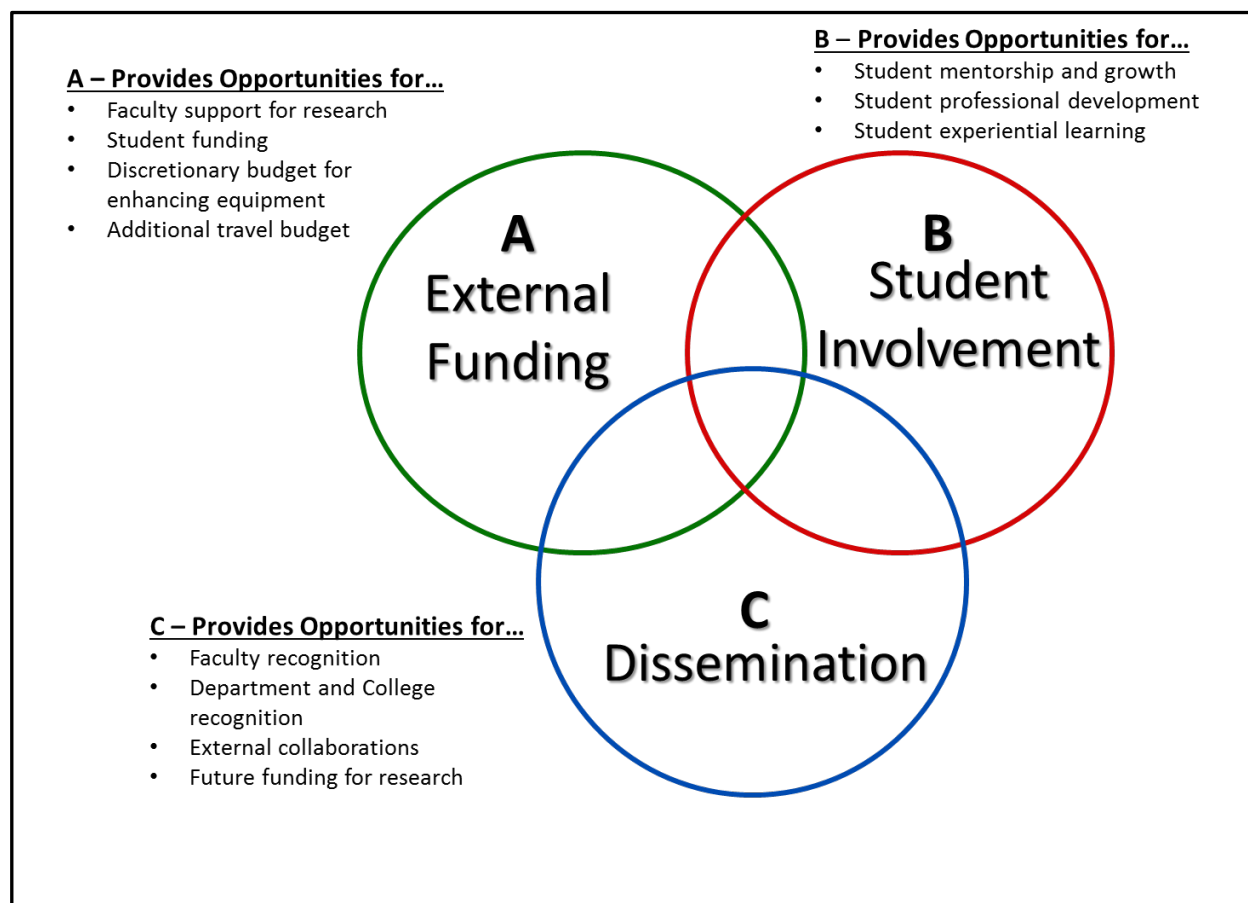


Figure 1: Benefits of a Successful Scholarship Program

A. Scholarship Premise

CET as a college will embrace all forms of scholarship as they relate to the model of scholarship advanced by Ernest Boyer¹. This document in no way represents definitive contractual requirements for tenure or promotion. Rather, the guidelines reflect the expectations for scholarship at this University. The guidelines for scholarship will likely change over time to reflect the mission and aspirations of the University and the College.

B. Culture of Scholarship

Scholarship of a college is measured by (1) the quality, quantity and impact of the peer reviewed publications such as journal articles, conference papers, books, book chapters, etc., and (2) the ability of its faculty to secure external funding to pursue scholarship activities. This document promotes this fundamental understanding to enable the long-term success of the college.

The scholarship culture in CET has been built on the Teacher-Scholar model recognized by RIT. To further promote this culture, CET fosters a student-centered environment of effective teaching and student support, while empowering all faculty to achieve the scholarship that supports the College as a whole.

C. Teaching/Scholarship Portfolio Assignments

Tenured and Tenure Track (T/TT) faculty will contribute to the research mission of CET at different percentages of their work assignments depending on their individual circumstances, e.g. the expectations pertaining to scholarship when they were hired, the acquisition of external funding, their tenure status, etc. Figure 2 shows the three combinations of teaching/scholarship portfolio tracks for T/TT faculty and the eligibility and mobility options for faculty to move between each assignment. The three portfolio tracks of teaching/scholarship assignment and suggested levels of scholarship activity associated with each portfolio are listed in Table 1. The specifics of each faculty member's scholarship are agreed upon by the faculty member and the Chair of their academic department. The remainder of this section describes each Teaching/Scholarship category and the expectations associated with each. RIT's criteria for promotion (E06.0) require T/TT faculty to be engaged in teaching, scholarship, and service to be eligible for promotion. Pursuing and sustaining a Blended or Scholarship Intensive Portfolio is advisable for faculty seeking promotion.

¹ Boyer, Ernest L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*, Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

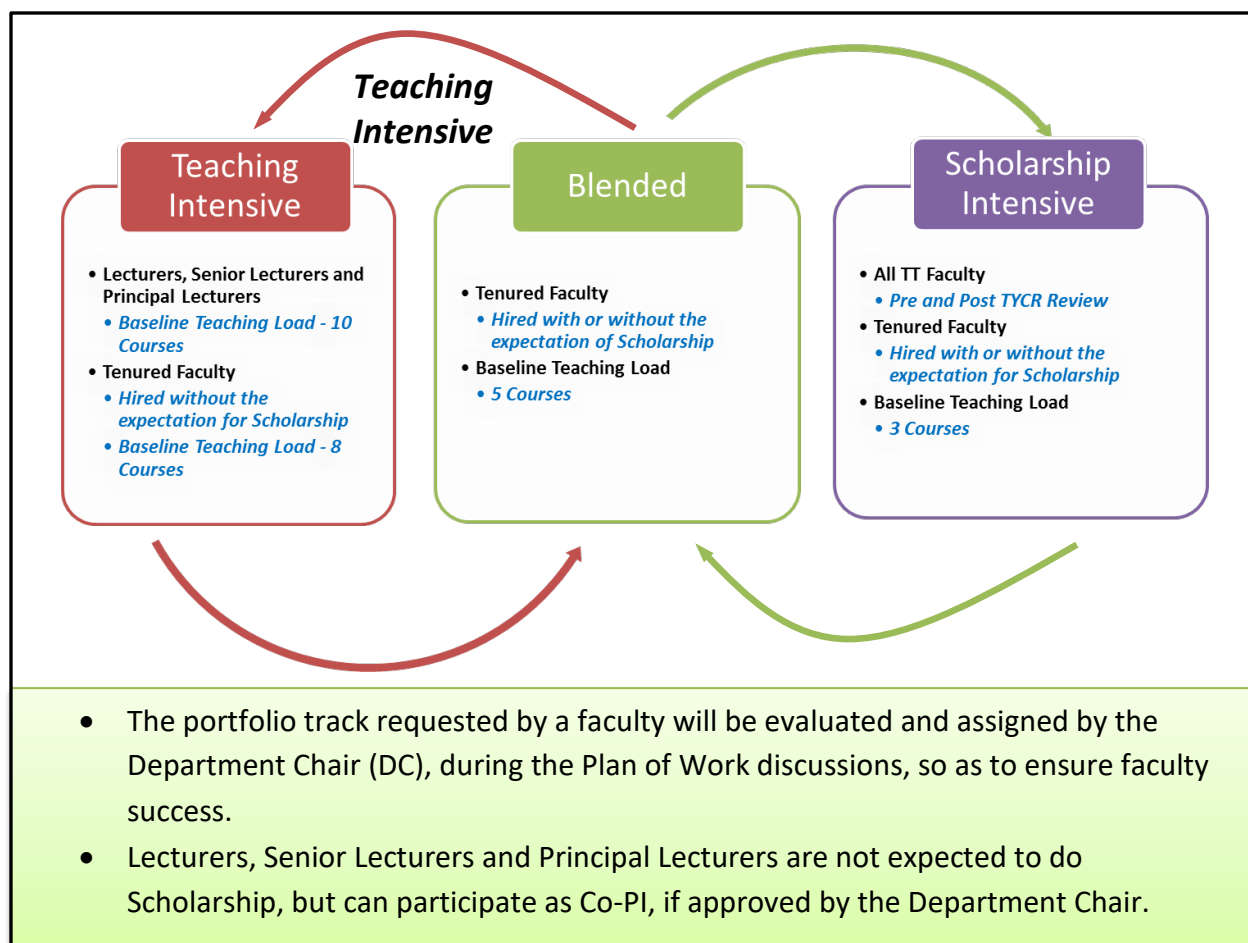


Figure 2: Faculty Teaching/Scholarship Portfolios

a. Teaching Intensive Portfolio

This assignment is limited to tenured faculty hired without the expectation for scholarship. Eligible faculty choosing this portfolio assignment will be expected to further their respective departments teaching mission by focusing on curriculum innovations such as developing and implementing online programs and courses, improving student retention and on-time graduation rates, developing and implementing continuous improvement programs and representing the department and College in organizations outside RIT focused on topics related to RIT's educational mission.

While this portfolio assignment is limited to faculty hired without the expectation of scholarship, faculty members in this category are, with the concurrence of their department chair, able to serve in either of the portfolio assignments more focused on scholarship.

Table 1: Example Scholarly Activity for Teaching/Scholarship Portfolios

(Teaching %, Scholarship %, Service %) 10% Teaching Represents 1 course (3 Contact Hour Equivalent)		
Teaching Intensive Portfolio (80%, 0%, 20%)	Blended Portfolio (50%, 40%, 10%)	Scholarship Intensive Portfolio (30%, 60%, 10%)
<u>Professional Development Opportunities</u> <ul style="list-style-type: none"> • Maintaining professional relevance and currency through participation in professional conferences or other relevant professional development activities. • Tenured faculty in this portfolio will be expected to engage in curricular innovation and development, and lead efforts to improve student success. 	<u>External Funding</u> <ul style="list-style-type: none"> • Submit funding proposals to agencies and/or industry as PI or Co-PI • Secure and manage externally funded grants/contracts as a PI or Co-PI <u>Dissemination</u> <ul style="list-style-type: none"> • Publish Peer reviewed professional conference paper(s) • Publish Journal paper(s) 	<u>External Funding</u> <ul style="list-style-type: none"> • Submit funding proposals to agencies and/or industry as PI and Co-PI • Secure and manage externally funded grants/contracts as a PI • Secure and manage externally funded grants/contracts as a co-PI <u>Dissemination</u> <ul style="list-style-type: none"> • Publish Peer reviewed professional conference paper(s) • Publish Journal paper(s)

b. Blended Portfolio

The Blended Portfolio is the portfolio most tenured faculty will associate with if they were hired with the expectation of producing scholarship. It features an equal blend of teaching and scholarship. This portfolio facilitates a strong connection between faculty scholarship and student success. Faculty in the Blended Portfolio are also expected to contribute to student success by supporting efforts such as improving retention and on-time graduation rates, developing and implementing continuous improvement programs, and furthering RIT's educational mission.

c. Scholarship Intensive Portfolio

The Scholarship Intensive Portfolio is designed to allow tenure track faculty, both prior to and after their Third Year Comprehensive Review (TYCR) the ability to focus on developing a scholarship program in their area of expertise. This portfolio also enables tenured faculty who have a sustained history of scholarship success the time to continue focusing more of their efforts on scholarship. This portfolio facilitates the strongest connection between faculty scholarship and student success. Faculty in the Scholarship Intensive Portfolio are also expected to contribute to student success by supporting

efforts such as improving retention and on-time graduation rates, developing and implementing continuous improvement programs, and furthering RIT's educational mission.

2. SCHOLARSHIP DEFINED

Scholarship is defined as the creation, discovery, advancement and/or transformation of knowledge². Necessary components of any scholarship include:

- 1) Clear articulation of a problem statement or opportunity.
- 2) Sufficiently grounded in literature, data and analytics.
- 3) Supported by structured inquiry or scientific methods (qualitative or quantitative, rigorous; robust, defensible; and systematic).
- 4) Clear articulation of the unique contribution to a body of knowledge.
- 5) Effective dissemination through a peer review process.
- 6) Addresses implications for future research.

3. WHY SCHOLARSHIP IS IMPORTANT

CET faculty should pursue and sustain a well-defined scholarship agenda for one or more of the following reasons:

- 1) Enhance the education of students.
- 2) Enhance the profile and recognition of the Department, College and University.
- 3) Enhance their expertise in a field of study so they are able to direct graduate and undergraduate research.
- 4) Secure external funding to support their release to pursue research, support students engaging in research and to support student scholarships.
- 5) Advance their profile among peers and be recognized as an expert in their field.
- 6) Develop an IP portfolio for the Department, College and University.

² Developing and Sustaining a Culture of Scholarship, Richard Kennedy, et al., American Journal of Pharmaceutical Education, 2003, 67 (3) Article 92

4. CET SCHOLARSHIP FRAMEWORK

CET faculty embrace RIT Scholarship definitions and actively engage in all areas: the Scholarship of Discovery, the Scholarship of Integration, the Scholarship of Application, the Scholarship of Teaching, and the Scholarship of Engagement¹. As stated in the University policy E04.4 b (Faculty Employment Policies), the top priorities for scholarship at the university are to enhance the education of our students and RIT's reputation. Faculty engaged in either sponsored or unsponsored scholarship in any of the five areas described above are expected to disseminate the knowledge acquired in these endeavors through recognized scholarly means.

A. Scholarship of Discovery

When faculty use their professional expertise to discover knowledge, invent, or create original material. Using this definition, basic research as well as, for example, the creation of innovative computer software, plays or artwork would be considered the scholarship of discovery.

B. Scholarship of Integration

When faculty use their professional expertise to connect, integrate, and synthesize knowledge. Using this definition, faculty members who take research findings or technological innovations and apply them to other situations would be engaging in the scholarship of integration.

C. Scholarship of Application

When faculty use their professional expertise to engage in applied research, consultation, technical assistance, policy analysis, program evaluation or similar activities to solve problems. This definition recognizes that new intellectual understandings arise out of the act of application.

D. Scholarship of Teaching

When faculty engage in the scholarship of teaching practice, through peer-reviewed activities to improve pedagogy. Using this definition, faculty members who study and investigate student learning to develop strategies that improve learning has engaged in the scholarship of teaching.

E. Scholarship of Engagement

When faculty engage in scholarship that combines rigorous academic standards in any of the four other dimensions of scholarship, and is developed in the context of reciprocal and collaborative community partnerships. Community is broadly defined to include audiences external to the campus that are part of an active collaborative process that leads to new understanding and knowledge that contributes to the public good.

Scholarly activities in CET may occur within or across disciplines. This broad scope of scholarly activities is due to the multidisciplinary nature of the college and its mission to engage in scholarship consistent with Boyer's model and RIT policy. Faculty may choose to engage in scholarship, individually or through collaboration, consistent with their expertise in support of their scholarship agenda and consistent with program, department, and CET scholarship agendas.

5. COMPONENTS OF SCHOLARSHIP

CET recognizes that the scholarship process involves two important components: (1) scholarship activities, and (2) scholarship outcomes. These terms are further defined below.

A. Scholarship Activities

Scholarship activities help faculty outline, identify and pursue their scholarship agenda. It is mandatory that faculty develop annual and multi-year scholarly pursuit plans, by identifying various scholarship activities, to foster the culture of scholarship on an ongoing basis.

Scholarship activities are further categorized as “**Activities In-Progress**” and “**Activities Under Review**”. The importance of separating scholarship activities into two categories will be evident from the definitions below.

a. Activities in Progress

Activities in progress include those efforts and initiatives directed towards setting the ongoing scholarship agenda in motion, ultimately helping faculty realize scholarship outcomes, on an annual basis and over a longer period of time. Scholarship activities in progress are a key component of (a) faculty Plans of Work, (b) annual evaluations, and (c) tenure/promotion progress documentation, as a mechanism for documenting planned efforts to foster the culture of scholarship.

Examples of Activities in Progress may include but not limited to the following:

- 1) Pursuing Grant Proposals – Internal and External
- 2) Conducting Research/Experiments
- 3) Initiating Industry Research Contract Proposals
- 4) Writing journal/conference papers
- 5) Writing/Editing books/book chapters
- 6) Developing Intellectual Property (IP)
- 7) Presenting Invited Lectures/Workshops
- 8) Consulting with Industry/Government/Agencies
- 9) Stewarding of funded research

b. Activities Under Review

Activities under review represent the first milestone for the scholarship activities and are the actions required to achieve scholarship outcomes. At this point, the scholarly work is in the peer review stage, and has not been accepted or disseminated. This represents part of the scholarship productivity continuum and is evidence of the faculty member’s continued progress towards a recognizable scholarship outcome. This process step allows the department and the college to recognize the faculty’s progress and the promise of one or more outcomes. The burden of tracking and documenting the activities under review, its advancement through the review process, the results of the review, and the corrective actions, is the responsibility of individual faculty.

Examples of Activities under Review may include but not limited to the following:

- 1) Grants proposals
- 2) Journals, Transactions, Letters³, and Peer Reviewed Conference papers
- 3) Industry Research Contract Proposals
- 4) Books or Book Chapters
- 5) Patent Applications

B. Scholarship Outcomes

Scholarship outcomes represent the end product of scholarship activities that have gone through a successful peer-review process and have been accepted for funding, publication or other means of dissemination. Scholarship outcomes are recognized in terms of funded grants and/or contracts, and the quality and quantity of peer reviewed publications. To ensure quality, it is imperative that faculty identify and disseminate scholarly outcomes in recognizable venues, relevant to their field.

Examples of scholarship outcomes may include, but are not limited, to the following:

- 1) Grant proposals funded or approved for funding
- 2) Journals, Transactions, Letters and Peer reviewed conference papers accepted for publication
- 3) Industry research contract proposals, processed through RIT Sponsored Research Services (SRS), funded or approved for funding
- 4) Books or Book Chapters published
- 5) Approved full patent applications

It is mandatory that faculty submit all scholarly outcomes for inclusion in the RIT scholarship repository at the Wallace Center on an annual basis. Submission to the repository enables the showcasing of the accomplishment of the faculty, the department and the college. The link to access the submission page is given below:

<https://www.rit.edu/academicaffairs/facultyscholarship/submit/login.php>

C. Balanced Portfolio of Scholarship Outcomes

Faculty are highly encouraged to develop a balanced portfolio of scholarship outcomes as listed in Section 5.B. above. Securing external funding and some combination of the written forms or other forms of acceptable scholarship outcomes are considered important components for being a successful scholar within the RIT academic environment.

³ *Example:* The Japan Society of Applied Physics describes Letters as “... [brief original papers reporting highly timely and novel research results, which have sufficiently strong impact](#) in the relevant fields and society to merit priority handling in the review and publication processes”. Similar definitions are also provided by IEEE, etc.

6. SCHOLARSHIP EXPECTATIONS

Recognized areas and types of scholarship within CET include the scholarship of discovery, integration, application, and teaching/pedagogy. Measures of effective scholarship efforts or actions include the faculty's ability to:

- 1) Develop annual and multi-year scholarship plans that include foci, potential funding strategies and sources, and a tentative venue and schedule of scholarly outcomes.
- 2) Demonstrate research and creative activity in a professional specialty within a field or discipline.
- 3) Disseminate the output of scholarly activities through peer reviewed publications.
- 4) Execute a balanced set of scholarly activities to achieve acceptable scholarly outcomes, as identified in each faculty member's Plan of Work, agreed upon by the faculty member and their Department Chair.

Effective scholarship requires considerable time to plan, construct, and execute. Therefore, a faculty member's scholarship evaluation will consider the entirety of scholarly activities and outcomes. The specifics of the types and number of each faculty member's scholarly activities and outcomes will be defined and agreed upon by the faculty member and the Chair of their academic department. An example of a scholarship plan is given in Table 2.

Table 2: Sample Scholarship Plan for Blended and Scholarship Intensive Portfolios

BALANCED SCHOLARSHIP PORTFOLIO METRICS - SAMPLE	
Blended Portfolio (50%, 40%, 10%)	Scholarship Intensive Portfolio (30%, 60%, 10%)
<p><u>Grants and/or Contracts</u></p> <ul style="list-style-type: none"> Proposal submissions to agencies and/or industry as PI or Co-PI <ul style="list-style-type: none"> Average 1 per year Securing and managing externally funded grants/contracts as a PI or Co-PI <ul style="list-style-type: none"> A portfolio of 3 to 5 successfully funded grants or contracts as PI or Co-PI every 6 years. <p><u>Dissemination</u></p> <ul style="list-style-type: none"> Publish Peer reviewed professional conference paper(s) <ul style="list-style-type: none"> Average 1 every year Publish Journal paper(s) <ul style="list-style-type: none"> Average 1 every 3 years 	<p><u>Grants and/or Contracts</u></p> <ul style="list-style-type: none"> Proposal submissions to agencies and/or industry as PI or Co-PI <ul style="list-style-type: none"> Average 2 per year Securing and managing externally funded grants/contracts as a PI <ul style="list-style-type: none"> A portfolio of 1 to 2 successfully funded grant or contract as PI leading up to tenure and every 6 years thereafter. Securing and managing externally funded grants/contracts as a co-PI <ul style="list-style-type: none"> A portfolio of 2 to 4 successfully funded grants or contracts as Co-PI leading up to tenure and every 6 years thereafter. <p><u>Dissemination</u></p> <ul style="list-style-type: none"> Peer reviewed professional conference paper(s) <ul style="list-style-type: none"> Average 1 every year Journal paper(s) <ul style="list-style-type: none"> Average 1 every 2 years
<ul style="list-style-type: none"> Faculty will work with their DC to develop a balanced portfolio of activities and outcomes, on an annual basis, in order to execute their scholarship agenda. Management of grants and contracts can extend for multiple review periods. Multiple of the same type of activity or outcome is allowed during any review period. 	

7. REQUIRED ELEMENTS OF A SCHOLARSHIP OUTCOME

In order for the written form of output of any scholarship activity to be recognized as a scholarship outcome, it must be *documented, peer reviewed, and disseminated*. In the case of grant proposals or industry contracts, the proposal/contract needs to be funded and recorded in the RAPID database. It is incumbent upon faculty to maintain appropriate progress towards completion of the funded grant. In cases where Intellectual Property (IP) is utilized as a Scholarly Outcome, the RIT Intellectual Property and Technology Transfer office must receive formal protection for the IP via an issued patent naming the creators as Inventors and RIT as the assignee/owner. These elements are described below.

A. Documentation

Documentation is a formal record of scholarly activity with sufficient detail to clearly delineate the unique contribution of the work and results. The documentation must be in a format suitable for peer review by recognized experts in the field or discipline and dissemination on a regional, national or international basis.

B. Peer Review

Peer Review is the means by which professional peers outside of RIT evaluate the quality and value of the work. Peers outside of RIT include, but are not limited to, members of industry associations, external faculty groups, professional associations, journal and conference editorial reviewers, and expert review panels.

C. Dissemination

Dissemination is the distribution of documented, peer-reviewed scholarly work using venues that provide access to said scholarship by professional peers outside of the Institute. The quality of work shall be considered in the annual review, tenure, and promotion evaluation for tenure/tenure track faculty. Factors used to measure the quality of a scholarly work include, but are not limited to, impact factor, number of citations, journal ranking, and strength of a publication's peer review process. Faculty, in conjunction with their colleagues and department chair, are responsible for selecting appropriate and recognizable dissemination venues to publish research findings. Faculty should be aware of, and avoid, predatory journals and conferences. A list of potentially predatory publishers can be found at:

<https://beallslist.weebly.com/>

Potential peer reviewed venues and means for dissemination include (Note that this is NOT considered a list of equivalent activities):

- 1) Publication of articles, critiques, notes, and evaluations in applied or empirical journals, trade publications or professional journals, or at regional, national and international conferences. These materials must be related to the professional activities of the faculty member.

- 2) Publication of articles, critiques, or educational content materials on professional peer moderated and peer reviewed externally available websites. The peer review process for these sites must not be managed or controlled by the author.
- 3) Publication of case studies or articles in recognizable peer reviewed venues, describing non-proprietary information on the work carried out; basic problem addressed and solutions to the problem are acceptable outcomes. Reports generated from independent consulting work are not scholarly outcomes.
- 4) Conference presentation and/or poster presentation of refereed papers by students and faculty researchers (as joint authors) at professional meetings.
- 5) Creative or innovative work or authorship resulting in patents and licenses, copyrighted computer software or code, designs, simulations, multimedia materials, publication of a textbook, manuscript, professional standard of practice, chapters in edited volumes, or laboratory manual in the related field or discipline.

D. Grant and Contract Activities

All grant and contract activities including initiating proposals, developing budgets, and formal submissions need to be coordinated through the Sponsored Research Services (SRS) office. The SRS process enables the documentation of the activity and the status of the grants in RIT's RAPID database, towards the credit of the faculty, the department and the college. The RAPID database also allows faculty to look at other faculty research activities and possible collaboration opportunities across colleges. The SRS web site and the RAPID database website are given below:

SRS Website: <http://www.rit.edu/research/srs/>

RAPID System: <https://apps.rit.edu/research/srs/rapid/login.php>

E. IP and Patent:

Inventors must be familiar with University Policy C3.0 on Intellectual Property and actively engage RIT's Intellectual Property and Technology Transfer offices to secure the appropriate type of intellectual protection. Guidance as to what may be considered intellectual property and how to secure appropriate protection is available from RIT's Intellectual Property and Technology Transfer office.

8. ACCEPTABLE SCHOLARSHIP OUTCOMES

To enhance the culture of scholarship, CET remains open to new and different types of scholarship outcomes. For the purposes of guidance and to be consistent with the intent of this document, the current acceptable forms of scholarship outcomes are listed in Table 3. In the event new scholarship outcomes emerge, any faculty member may initiate a request that members of the CET Scholarship Committee, in concurrence with the Department Chairs and Dean, consider adding new outcomes to the list of acceptable outcomes before the start of the new academic year.

Table 3: Acceptable Scholarship Outcomes in CET

Externally Funded Grants or Industry Contracts
Journals, Transactions, Letters and Peer Reviewed Conference Papers
Book(s)
Book Chapter(s)
Issued patent naming the faculty as Inventor(s) and RIT as the assignee/owner
Case Studies published in peer reviewed journals or conferences
Monographs/Invited Papers

A. Clarifying Definitions

- 1) **Grants and Contracts:** External grants from funding agencies or foundations and industry contracts approved by Sponsored Research Services (SRS), through the Proposal Review Form (PRF) process, and recorded in the RAPID database. In a multiyear funded grant or contract, the annual budget allocation is considered as an outcome on a yearly basis for evaluation. It is incumbent on the faculty to plan their grant writing schedule towards securing funding to continue their scholarship agenda. CET faculty serving as Co-PI's, with PI's from other colleges, are encouraged to formally document their involvement on the grant or contract, for inclusion in the annual evaluation process.
- 2) **Journal/Transactions Paper and Letters:** Papers published and disseminated in a peer reviewed Journals, Transactions or as Letters
- 3) **Conference Paper and Presentation:** Presentation or poster presentation of original peer-reviewed work at a conference and disseminated in a proceeding. The conference venue should be recognizable in the field or discipline with a formal peer review process.
- 4) **Book:** Feature-length books hard-copy or online in a faculty member's discipline. Text books are included in this activity.
- 5) **Book Chapter:** Any discipline-related topical area in a feature-length book, with significant coverage, to include sufficient depth and length.
- 6) **Patent Award:** In the case of a patent application, an issued patent naming the creators as inventors and RIT as the assignee/owner is considered as scholarship outcome. This activity does not apply to full patents received or initiated prior to becoming a full-time faculty member at RIT.

- 7) **Case Studies:** Decision-based or descriptive case studies written for use in teaching, meeting the structure and format standards of The Society for Case Study Research or written to standards of similar organizations, and published in a journal or other peer reviewed venues is considered a scholarship outcome. Case studies written and published as part of text books are also considered, provided they meet above referenced standards.
- 8) **Monograph/Invited Paper:** Monographs and invited papers focused on a faculty member's discipline. Monographs and invited papers crossing disciplines are also considered as scholarship outcomes. The faculty should be able to show the invitation.
- 9) **Trade Magazine Expository:** This form of dissemination will be considered scholarship outcome only if there is an established peer review process acceptable and recognizable by peers in the field or discipline.
- 10) **Public Media Interviews and Appearances:** This form of activity and dissemination is not considered scholarship outcomes.

Faculty are cautioned to investigate venues with unusually short publication times, unusually short review periods, high volumes of papers published, or unusually brief works, before submitting their work for publication. These may be non-reputable publications that do not have the rigor to maintain quality standards.

The Scholarship Committee will serve to approve new forms of scholarship outcomes and dissemination venues, using the process outlined in Table 4. The burden of securing approval for a new form of scholarship outcome is the responsibility of the requesting faculty member.

Table 4: New Scholarship Outcomes and Dissemination Venue Approval Process

<ul style="list-style-type: none"> • Faculty submit request to the Faculty Associate for Scholarship (FASA) • FASA convenes the Scholarship Committee to discuss the request • Faculty submit documents to support the following: <ul style="list-style-type: none"> ○ The outcome must be integral to individual and department-based scholarship foci. ○ Proof of substantive and credible⁴ peer-review process. ○ Proof of quality and recognition of the venue. • FASA notifies the faculty, Department Chair and Dean of the Scholarship Committee recommendation.
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⁴ Substantive and credible peer review process would be one that will be acceptable to a typical external reviewer when a faculty candidate's scholarship materials are submitted for tenure or promotion review.

Appendix 1 – Scholarship Expectations for CET Faculty

General Notes for all CET Faculty

- Annually, faculty will work with their Chair to create a balanced portfolio of activities and outcomes to execute their scholarship plan.
- Effective management of grants and contracts is essential and can extend for multiple review periods.
- Multiples of the same type of activity or outcome are acceptable during any review period.
- The percentages listed in the expectations below represent time spent in teaching, scholarship, and service respectively.
- Scholarship Expectations for Tenure will be based on the latest version of Appendix 1 approved by the faculty at the time of a tenure candidate's Third Year Comprehensive Review.

CET Criteria for Faculty Rating in the Scholarship Category of the Annual Review

<i>Pre-Tenure Faculty Expectations - (30%, 60%, 10%)</i>	
<p>Faculty will have generally accomplished the following by the time of Tenure review</p> <ul style="list-style-type: none"> • A total of 12 to 15 proposals submitted to government agencies, foundations, or industry • A total of 6 to 10 peer reviewed conference papers published • A total of 3 to 5 journal publications, in your area of expertise, published in nationally or internationally recognized journals • Demonstrated excellence in management of scholarship/research portfolio and research personnel • Secured external funding of approximately 6X the value of the start-up package 	
<i>Tenured Faculty Expectations</i>	
<i>Blended Portfolio (50%, 40%, 10%)</i>	<i>Scholarship Intensive Portfolio (30%, 60%, 10%)</i>
<p>Faculty will have generally accomplished the following:</p> <ul style="list-style-type: none"> • At least two external funding proposals submitted/year • One or more peer reviewed conference papers published/year • One or more journal papers every three-years • External funding expectation of \$30K/year averaged over 6 years • Demonstrated ability to effectively manage undergraduate and/or graduate student research efforts to meet graduation requirements 	<p>Faculty will have generally accomplished the following:</p> <ul style="list-style-type: none"> • At least three external funding proposals submitted/year • One or more peer reviewed conference papers published/year • One or more journal papers every two-years • External funding expectation of \$50K/year averaged over 6 years • Demonstrated ability to effectively manage undergraduate and/or graduate student research efforts to meet graduation requirements

<i>Rating</i>	<i>General Annual Evaluation Criteria</i>
Outstanding	Consecutive years of earning a rating of Exceeds Expectations and/or exceptional outcomes for multiple expectations for the faculty member's designated Portfolio.
Exceeds Expectations	Exceeding the targets by 2X of multiple expectations and/or achieving a significant accomplishment (e.g. publishing in a journal of significant prominence, prominent grant such as an NSF CAREER, or funding significantly above the guideline) while meeting the remaining expectations for the designated Portfolio.
Meets Expectations	Meeting four expectations for the designated portfolio. (Note: Tenure-track faculty should meet or exceed the targets of all 5 expectations during the probationary period.)
Does Not Meet Expectations	Meeting three or fewer of the expectations for the faculty member's designated portfolio.
Unsatisfactory	Consecutive years of earning a rating of Does Not Meet Expectations or an exceptional lack of scholarly outcomes.

Rev 1: October, 2020 - Initial version