

Fairmont State University

Graduate Faculty Membership

Application for Graduate Faculty Membership

The process of applying for graduate faculty membership requires:

- A current curriculum vita (CV) available in Digital Measures and a completed Graduate Faculty application for review by the Graduate Council;
- Endorsement by the Director of the appropriate graduate program and the College/School Dean;
- Endorsement by the Dean and sent to the Director of Graduate Studies;
- Approval by the Graduate Council.

At a minimum, graduate faculty membership requires the assignment of graduate teaching responsibilities, evidence of scholarly or creative activity, and possession of the terminal degree which is appropriate to the discipline or related field. While in most graduate programs this degree is the doctorate, in some instances, experience and/or career achievement in the discipline or related field may take the place of the terminal degree.

A decision must be made to continue, discontinue or change an individual's graduate faculty membership status at the end of two years for provisional, and five years for full, associate, and instructor. An individual whose graduate faculty membership is discontinued should not be assigned graduate teaching responsibilities until evidence of renewed productivity has been submitted to and reviewed by the Director of the appropriate graduate program, the supervising Dean, and approved by Graduate Council.

Graduate faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge, their discipline, and the effectiveness of their teaching. Graduate faculty members are expected to demonstrate a reasonable balance of scholarly and professional activities consistent with the stated institutional mission of Fairmont State University. Accordingly, the following must be provided in an application for graduate faculty membership:

- Scholarship based on the Boyer model
- Professional activities supporting applicant's discipline

Scholarship is defined to include four types of intellectual activity which include the (a) scholarship of teaching and learning, (b) scholarship of discovery, (c) scholarship of integration, and (d) scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and overall performance of each faculty member is to be carefully assessed and held to a high standard of excellence. The documentation of scholarship and professional activities supporting the applicant's discipline must be consistent with work efforts with graduate students or engagement of professional responsibilities related to graduate teaching.

Scholarship of Teaching and Learning

The scholarship of teaching and learning (SoTL) involves the systematic investigation of teaching and/or learning and the public sharing and review of such work beyond the local classroom context through presentations, performance, or publications. SoTL encompasses a broad set of practices in which teachers (a) examine student learning in order to improve their own instructional methods, courses, and/or

programs, and (b) share insights with other professionals who can evaluate and build upon their efforts. Conceptually, a SoTL inquiry might focus on the development and evaluation of a new online course, or the implementation and evaluation of an instructional method on student learning. The following five best practice principles apply to the SoTL:

1. Inquiry focused on student learning (e.g., knowledge, skill, motivation)
2. Grounded in context (e.g., classroom, culture, disciplinary)
3. Methodologically sound (intentional application of a research tool that connect a question of inquiry to student learning)
4. Conducted in partnership with students
5. Going public (made public through reports, electronic portfolio, presentation, publications, etc.)

Documented Examples of the Scholarship of Teaching and Learning

- Production, assessment and dissemination of videos for instruction (excluding recorded lectures or PowerPoint voiceovers)
- Development and publication of teaching material
- Development, assessment, and dissemination of new or substantially revised curriculum
- Presentations on effective curricular innovations
- Reporting findings from field-based student research
- Illustrating improved learning in a large-enrollment class with blended learning technologies
- A presentation on the use of action research by graduate students

Scholarship of Discovery

The scholarship of discovery encompasses what is meant by ‘traditional research’ and advances knowledge through empirical research, historical investigations, as well as creative work in the literary, visual, and performing arts. Freedom of inquiry and freedom of scholarly investigation are essential parts of higher education. The capacity to carry out scientific inquiry and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions with graduate programs would be expected to have on-going research activities.

Documentation Examples of Scholarship of Discovery:

- Peer reviewed presentations,
- Peer reviewed journal articles or books
- Book chapters; monographs; magazine articles; authorship in a governmental, taskforce symposium, or technical publication
- Internally or externally funded research projects
- Production of plays (theatrical productions) with reviews
- Performances, exhibitions, and presentations at venues
- Production of films, documentaries, plays, Computer Software, Apparatus or equipment, videos, podcasts or other audio/visual recordings

Scholarship of Integration

The Scholarship of Integration refers to the myriad new ways a faculty member works across disciplines to understand an issue and communicate that understanding to audiences beyond one’s discipline. It involves synthesizing findings and discovering patterns and connections within a discipline an across disciplines to bring new insights, knowledge and meanings to original work. The scholarship of

integration is necessary in dealing with the boundaries of the human problems of today which do not always neatly fall within defined disciplines. This might involve developing knowledge in one specialized discipline and applying it to solve problems or answer questions in another.

Documentation Examples of Scholarship of Integration:

- Peer-reviewed publications of research, case studies, integrative reviews of literature
- Published book or chapter
- Conducting professional development workshops
- Presentations of research at conferences
- Reports of interdisciplinary programs or service projects
- Interdisciplinary grant awards
- Interdisciplinary course or curriculum development
- Public policy analysis and/or development
- Copyrights, licenses, patents, or products for sale
- Membership on advisory boards outside of academic community
- Participation in professional organizations meeting followed by dissemination

Scholarship of Application

The scholarship of application focuses on applying theoretical and/or scientific knowledge into practice. It describes way in which faculty use their professional expertise in partnership with internal or external constituents (e.g., communities, industries, schools, organizations, government) to understand and/or solve problems. The scholarship of application included employing evidence-based practice and promoting or demonstrating innovation. This might involve applying specialized knowledge through committee membership to develop new curriculum or policies, or volunteering to serve as an expert reviewer or consultant externally to the University.

The application of scholarship may take the form of contract research, technical assistance, or program evaluation for accreditation, given these are meaningful intellectual activities. This kind of scholarship requires creativity and critical thought in analyzing and addressing real problems. These activities must be documented and should include an evaluation from those receiving these services.

Note: The scholarship of application does not include regular service activities or routine consulting. These are considered professional activities and are discussed below.

Documentation Examples of Scholarship of Application:

- Research grants
- Research projects addressing community, state, or organizational issues
- Contract research, design, and policy analysis
- Service as an editorial board member of a discipline-related publication (e.g., journal, magazine, video)
- Serving community, industry, or government as an external consultant on improving processes, performance, and outcomes
- Conducting a study for a university to develop a policy or improve outcomes.
- Serving on Industrial Advisory Boards, Board of Directors, or Professional Standards Boards for improving discipline specific concerns and meeting the needs of constituents

Professional Activities

The concept of “actively involved” intentionally implies that meeting attendance is not sufficient to demonstrate active engagement in scholarship, although it is desirable as a professional activity. While the extend of representation and involvement may vary, it is expected that faculty members be continuously and actively engaged in scholarship and professional development activities. Adjunct faculty members must also demonstrate their contribution to the scholarship and professional development activities of their respective college, school, or department.

Professional activities are defined as:

- Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.)
- Activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations); and
- Professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of his/her program. (Community and university service activities not directly related to the faculty member’s discipline do not satisfy this standard).

Examples of Professional Activities

- Activities in support of professional organizations (more than just membership).
- Activities of university and public service related to the discipline of the faculty member
- Use of professional expertise to help solve problems in public or private sector.

HLC Faculty Qualifications to Teach Graduate Courses

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level about the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution define a minimum threshold of experience and an evaluation process that is used in the appointment process. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that is which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline of subfield in which they teach.

Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

CRITERIA FOR FULL GRADUATE FACULTY STATUS

Rank: Full Graduate Faculty status is granted to an individual who holds a tenure track with the academic rank of assistant professor or above and has a role in graduate education.

Degree: Hold a terminal degree determined by the discipline.

Scholarly Activity (Category A&B): Exhibit a record of research, scholarship or achievement within his/her discipline in which he/she teaches.

Professional Service (Category C): Exhibit a record of continued service to the applicants' discipline and international, national, regional, or state organization.

Evaluation Criterion: This requirement is satisfied by earning a total of **8-points** over a five-year period (Category A items= 3 points each; Category B & C items= 1 point each; except where noted. **One point required** but a total of three points may be taken from Category C).

Appointment Term: 5- years

Full Graduate Faculty Status Privileges

- Teach all courses in the program offered for graduate credit;
- Serve as graduate program coordinators and graduate student advisors;
- Serve as chair or committee member overseeing graduate students' capstone experiences, such as theses, research papers, and final projects;
- Serve as member of the Graduate Faculty Assembly with all voting privileges;
- Serve on the Graduate Council.

CRITERIA FOR ASSOCIATE GRADUATE FACULTY STATUS

Rank: Associate Graduate Faculty status is granted to an individual who holds a tenure track or annually contracted appointment with the academic rank of assistant professor or above and has a role in graduate education.

Degree: Hold a terminal degree determined by the discipline. An exception to holding a terminal degree consists of a faculty member holding a master's degree or higher in a discipline or subfield other than that in which he/she is teaching, that faculty member must have completed a minimum of 18 credit hours beyond a master's degree in the discipline or subfield in which they teach.

Scholarly Activity (Categories A & B): Exhibit a record of continued graduate education engagement in professional (e.g., teaching, advising, program development, committee service, recruitment) and scholarly activities within his/her discipline.

Professional Service (Category C): Exhibit a record of continued service to the applicant's discipline and international, national, regional, or state organization.

Evaluation Criterion: The requirement is satisfied by earning a minimum of **6-points** over a five-year period of scholarly and professional activities (Category A items= 3 points each; Category B & C items= 1 point each; except where noted. A total of three points may be taken from Category C).

Appointment Term: 5-years

Associate Graduate Faculty Status Privileges

- Teach courses offered for graduate credit for which the person has been approved
- Serve as a graduate student advisor
- Serve on committees, but not chair or oversee graduate students' capstone experiences, such as theses, research papers, and final projects
- Serve as a member of the Graduate Faculty Assembly with voting privileges

CRITERIA FOR GRADUATE INSTRUCTOR STATUS

Rank: Graduate Instructor Status is granted to instructors who hold a tenure track clinical position or do not hold tenure track faculty positions at Fairmont State or within the College/School in which they are teaching a graduate course.

Degree: Hold a master's degree plus a minimum of 18 credit hours beyond a master's degree in the discipline or subfield in which he/she teaches. Tested experience exceptions may apply. The use of tested experience should be combined with the specialized certifications/licensures, clinical training, and/or experience and filed within the College/School in which he/she teaches. Tested experience may be satisfied by having five or more years of recent relevant work experience (not teaching graduate courses) related to the program/courses being taught.

Scholarly Activity: Exhibit a record of continued graduate education engagement in programmatic (e.g., teaching, advising, program development, committee service, recruitment) and scholarly activities within his/her discipline.

Evaluation Criterion: The requirement is satisfied by earning a minimum of **4-points** over a five-year period of scholarly and professional activities (Category A items= 3 points each; Category B & C items= 1 point each; except where noted. A total of three points may be taken from Category C). This requirement is satisfied by having five or more years of recent relevant work experience (not teaching graduate courses) related to the program/courses being taught.

Appointment Term: 5- years

Graduate Instructor Status Privileges

- Teach graduate level courses for which he/she has been approved;
- Serve on committees, but not chair or oversee graduate students' capstone experiences, such as theses, research papers, and final projects.

CRITERIA FOR PROVISIONAL GRADUATE FACULTY STATUS

All individuals in new tenure-track, full-time non-tenure-track or faculty-equivalent appointments with graduate teaching responsibilities -or- existing tenure-track, full-time non-tenure-track or faculty-equivalent with new graduate teaching responsibilities must apply for graduate faculty membership. Provisional status will be active for a period of two years, at the end of which the faculty member must apply for and be approved for full graduate faculty status in order to continue to teach graduate courses and serve on graduate program committees. Provisional members must present evidence of scholarly or creative activity and involvement in graduate education during the provisional two-year period.

Full graduate faculty who do not pass their five-year review will also be designated as provisional graduate faculty. At the end of the first year, the Graduate Council will review the candidate's annual faculty review to provide feedback regarding the progress of the applicant toward full graduate faculty status. Recommendation for reinstatement to or removal from graduate faculty will occur at the end of the two-year period of provisional status.

Provisional Graduate Faculty Privileges

- Teach courses offered for graduate credit for which the person has been approved
- Serve on committees, but not chair, or oversee graduate students' capstone experiences, such as theses, research papers, and final projects

Appointment Term: 2 years (with positive progress on a one-year review)

Scholarly Performance and Professional Activities

Examples include, but are not limited to, items in each category.

CATEGORY A (3 points each)	CATEGORY B (1 point each)
Book, sole author (6 <i>points</i>)	Book review
Book, co-author	Non-refereed journal articles (or third or lower author on referred article)
Book chapter, author	Presentations at local or state professional meetings
Book, editor	Conference proceedings publication
Refereed journal article (primary or secondary author)	Commissioned reports or annual accreditation report
Author (primary) multi-year accreditation report	Published instructional software
National Accreditation Team Lead	National Accreditation Reviewer
Author Program HLC report	Non-commissioned creative design
Multi-year final grant report	External single year grant submission or annual grant report
Juried creative design (noncommissioned)	Consulting on a special project
Author of major program revision	Design & approval of a new graduate course
Author multi-year grant proposal	Design & approval of Quality Matters course
Published Dissertation	Mentoring graduate student research
Journal Editor for professional organization	Graduate Practicum supervision
National or International Conference presentation (primary author)	Conduct workshops or innovation strategy/teaching seminars
New Program submission to HEPC (can only be counted for one year)	Journal reviewer
Author monograph chapter	Internal Department presentation (with Chair, Dean, and campus wide invitations)

CATEGORY C: Professional Activities (1 point each; maximum 3 from category)
Active engagement in professional organization beyond paid membership: <ul style="list-style-type: none"> • serving as a board member for a professional organization, • elected officer • committee member, • journal reviewer
Professional conference planning participation- <ul style="list-style-type: none"> • serving on a conference planning committee, • a session organizer, • Presider or discussant for a professional event.
Serving as a judge at a college level performance or exhibit
Consulting as part of a paid position.
Serving on Graduate Council or Graduate Council sub-committee
Chairing Graduate Council sub-committee

Note: The same work presented multiple times may only be counted once; A one-year grant is counted for one point during the year submitted and if awarded, one more point during the year awarded, for a total of two possible points. Multi-year grants, are counted three points for the year submitted, three points the year the final report is submitted, and one point for the intervening years.