

Psychology Department Promotion and Tenure Policy and Evaluative Criteria

Sept 13, 2023

The mission of the Southern Utah University Psychology Department is to provide a superior education in a personalized, integrative, and experiential learning environment where information, procedures and practices from a wide variety of sources facilitate learning. This environment is designed to foster academic excellence and professional expertise, instill ethics and values, and encourage life-long learning.

To fulfill our mission, faculty members of the Psychology Department:

Promote self-motivated study and learning

Foster an understanding of and appreciation for the scientific method

Provide opportunities for research and other scholarly activities

Facilitate opportunities for quality clinical training and service-learning activities

Foster understanding of and respect for others

* a complete list of program goals is posted to <http://www.suu.edu/hss/psychology/mission.html>

Our Promotion and Tenure (P&T) policy and procedures stress faculty-driven activities and efforts that provide individualized opportunities for students to realize their academic, professional, and personal goals. We seek to advance the roles and missions of the Department, College, and the University as engaged teachers and mentors. These efforts are further supported and advanced by integrating teaching, scholarship, service, and professional responsibilities wherever possible.

Three entities have been created to help guide faculty through the P&T process and to ensure that our policy is aligned with SUU policy 6.1. These are; Faculty Mentors, a Department Evaluation Criteria (DEC) Committee, and a Department Promotion and Tenure (P&T) Committee.

Faculty Mentor: In accordance with SUU [policy 6.1](#), tenure track faculty who have yet to successfully complete their midpoint review, non-tenure track faculty who have yet to complete their first three years of the P&T process, and any other faculty member on a development plan will be assigned a faculty mentor. The non-evaluative, supportive role of mentors is described in policy 6.1.III.P. and 6.1.IV.F

Department Evaluation Criteria Committee: This committee is comprised of 3-5 faculty from the Department, one of whom serves as chair. The chair should be tenured whenever possible. The remaining members should, whenever possible, have served at least five years within the Department at SUU. Members of this committee generally serve a 3-year term, with at least one but no more than two members rotating out each academic year. To fill an open position, the Department Chair solicits volunteers from among the faculty who meet the preferred qualifications. If more faculty volunteer than there are open positions, the final determination is made by a simple majority vote among all faculty members who are eligible to vote as defined in the [Department's Constitution](#).

Promotion and Tenure Committee: This committee is comprised of 3-5 tenured faculty members (and one alternate) with a minimum rank of Associate Professor. To evaluate NTT Faculty members, the P&T Committee will have one Associate Professor (NTT). If necessary, faculty meeting these criteria may be recruited from other departments whose disciplines closely align or affiliate with the field of psychology. Members of this committee are selected following the same process as members of the Department's DEC Committee, described above. Members of this committee generally serve a 3-year term, after which they may serve additional terms, if so voted by a simple majority of faculty members who are eligible to vote.

Definitions, Expectations, and Required Documentation for Promotion, Tenure and Good Standing "Department Evaluative Criteria"

Effective teaching is defined in SUU [policy 6.1.III.AB](#) as "The ability of a faculty member to engage students in the learning process, facilitate critical thinking and intellectual growth, and achieve desired learning outcomes." The Psychology Department believes that quality teaching and mentoring are of the highest priority. We value curricular currency, relevancy, and practical applications, as well as the use of evidence-based pedagogies and High Impact Educational Practices (see Appendix A). We appreciate that different pedagogies are appropriate for different courses and course enrollment numbers, and that learning objectives vary from course to course. As such, we have no "one size fits all" evaluation criteria for courses or teaching. Nevertheless, effective teachers likely share some traits, behaviors, and activities. We refer to these as *Exemplars*. These are listed in the Department Evaluative Criteria: Exemplar Tables A-D presented later in this document.

Supporting Documentation as Evidence of Teaching Effectiveness for the evaluation period must always include the University's student feedback results (with student comments) for every class they were obtained, and at least two of the following; other forms of student feedback, teaching and/or mentoring awards/recognition, course syllabi, descriptions of course activities/projects/assignments, self-reflection on teaching techniques used and their outcomes, peer and /or Department Chair evaluations, classroom observations, professional development activities to enhance teaching, faculty created teaching videos, and/or other pertinent information. All documentation shall be provided in an Appendix to the FEC Report or tenure/rank/midpoint application.

Scholarship and Creative Activities are defined in SUU [policy 6.1. III.X](#) as "Purposeful and intentional activities that seek to provide new knowledge or understanding to a particular field of study. These activities are skillfully interpreted and deployed and are deeply informed by current knowledge in a Faculty member's field of study and expertise... [These activities] may lead to innovative curriculum, and/or integrate thoughts and ideas from diverse disciplines or areas of inquiry." The Department further recognizes the value of a wide variety of scholarly and creative contributions, including but not limited to those defined by the "Boyer Model" (see Appendix B). Activities that engage students in meaningful ways or that otherwise support engaged teaching are especially encouraged. In addition to providing new knowledge or understanding within psychology or related fields, the Department values

scholarship and creativity that addresses issues or problems within the community. Scholarly and creative work may culminate in a form of dissemination that is reviewed by peers. The Department defines peers as individuals who work as professionals in the practice and/or teaching of psychology or an allied discipline. In the case of a peer review by a single individual, the peer must be external to the Department. Alternatively, a review performed by two or more faculty members within the Department satisfies the definition of peer review. The Department does not mandate peer-reviewed journal publications. Exemplars of scholarly and creative activities are listed in the Department Evaluative Criteria: Exemplar Tables A-D presented later in this document.

Supporting Documentation as Evidence of Scholarship and Creative Activities for the evaluation period may include but is not limited to proving a list of the following: local, regional, national, and international conference presentations, contributions to books and/or book chapters, faculty authored laboratory manuals, faculty developed websites to support teaching, making substantive contributions to department, college, or university-level policies, the development of an approved course within the Department's curriculum, developing and implementing a program level assessment tool or system, and/or other pertinent activities. This documentation shall be provided in an Appendix. Tangible scholarly/creative products (e.g. articles, books, posters, policies etc) may also be included in electronic form in this Appendix to the FEC Report or tenure/rank/midpoint application.

Service and Leadership are defined in SUU [policy 6.1. III.Y](#) as "Participation (usually by term of appointment) in the operation or function of a faculty member's Department, College/School, University, community, or professional field and its organizations." Service activities that promote the student-centered mission of the University are especially valued by the Department. Exemplars of service and leadership contributions are listed in the Department Evaluative Criteria: Exemplar Tables A-D presented later in this document.

Supporting Documentation as Evidence of Service and Leadership for the evaluation period may include but is not limited to proving a list of the following: SUU committee service (indicate whether a member or chair), director/chair/associate chair of an SUU program or agency, off campus discipline-related committee service, other service activities, and/or other pertinent information. This documentation shall be provided in an Appendix to the FEC Report or tenure/rank/midpoint application.

Integrative Activities are defined by the Department as those activities which arguably fit into two or all three of the following categories; teaching and mentoring, scholarship and creativity, service and leadership. Faculty have the option to either a. place the activity into the category they feel provides the best fit, or b. place the activity into the "Integrative activities" category. Faculty may not list the same activity in more than one category. Exemplars of integrative activities are listed in the Department Evaluative Criteria: Exemplar Tables A-D presented later in this document.

Supporting Documentation as Evidence of Integrative Activities for the evaluation period are difficult to define as these activities may take different forms. At a minimum, a descriptive list of these activities shall be included in an Appendix to the FEC Report or tenure/rank/midpoint application.

Department Evaluative Criteria: Exemplar Tables

The tables below provide a sample of exemplars – that is, traits, behaviors, and activities that are valued and/or expected for each rank and status of faculty in the Department. No faculty member is expected to model every single exemplar, and the samples we provide are not exhaustive. The intent of the tables is to give faculty members and evaluative entities a better sense of what is valued and expected to achieve success in our Department. To advance in rank and/or receive tenure, faculty must show that they are progressing by meeting an increasing number of exemplars from the table applicable to their year in the department as well as continuing to demonstrate exemplars from previous tables. Faculty who model very few of these exemplars and/or faculty who do not show a progression of exemplars from Tables A through D as they advance in years and rank (unless supplemented with other activities and contributions that support the Department’s mission), may receive a “development required” designation on their FEC Report. This designation will automatically initiate a development plan. See *Procedures for Faculty who do not Meet the Department’s Expectations and Standards* described later in this document.

Note. Because “not all exemplars are created equal”, it is not possible or desirable to specify the exact number of exemplars required from each table, in each category, for a given faculty member. The determination of whether the requirements and expectations have been met rests with the Department Chair and P & T committee.

A. Tenure Track Assistant Faculty years 1-3 and Lecturers*

Teaching & Mentoring	<ul style="list-style-type: none">• Demonstrates respect and concern for students’ welfare and educational experiences• Engages with students by being involved with student clubs and other organizations• Provides academic guidance and counseling to students• Incorporates evidenced based teaching and assessment practices in the classroom• Begins to incorporate HIP into some of their classes• Begins to implement evidence-based HIP in clinical supervision• Provides timely and meaningful feedback to students• Begins to engage students in extracurricular activities• Lectures in someone else’s class (i.e. guest lecturer)• Arranges for guest speakers/lecturers to present to their class• Seeks and values feedback/advice from other faculty in the department or from other sources at SUU (e.g. the Center for Teaching and Innovation).• Participates in professional development activities directly related to improving teaching effectiveness• Self-reflects on teaching effectiveness to nurture strengths and address areas for improvement
Scholarship & Creativity**	<ul style="list-style-type: none">• Begins to define themselves as scholars by engaging in some form of scholarship and/or creativity defined in SUU policy 6.1 and in this P&T policy.• Supports the Department’s Annual Research Symposium through attendance• Maintains licensure as applicable

Service & Leadership	<ul style="list-style-type: none"> • Supports the Department through regular and consistent attendance at Department meetings and retreats • Begins light service on department-level committees • Writes letters of recommendation for students and/or faculty
Integrative Activities	<ul style="list-style-type: none"> • Develops plans and goals to integrate academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students • Applies for a grant from the Faculty Development Support Fund or the HSS Faculty Support fund • Attends PsyD Professional Development Seminars

* Tenure Track Assistant Faculty who are in years 1-3 and Lecturers are not yet expected to demonstrate exemplars from Tables B, C, or D

** Lecturers' primary responsibilities lie with teaching and service at the department level. Activities that refer to scholarship do not typically apply.

B. Tenure Track Assistant Faculty years 4- 7 and NTT Assistant Faculty*

Teaching & Mentoring	<ul style="list-style-type: none"> • Updates course reading materials/lectures to ensure students are kept abreast with the advancing field • Begins to incorporate more or further develops existing HIP in their classes • Begin to incorporate more or further develops evidence-based HIP in clinical supervision • Seeks ways to increase the number of opportunities for students to engage in extracurricular activities (e.g. research, lab technicians) • Participates in programs that enhance students' global perspective (e.g. study abroad) • Serves as an onboarding mentor for Psy.D. students
Scholarship & Creativity**	<ul style="list-style-type: none"> • Demonstrates continued development as scholars by engaging more fully in such activities defined in SUU policy 6.1 and in this P & T policy • Participates in the Department's Annual Research Symposium by mentoring undergraduate students' projects and/or judging • Presents research and/or teaching strategies at SUU sponsored events • Supervises Psy.D. students' professional projects • Presents research and/or teaching strategies at regional, national, international conferences • Contributes to a published book and or book chapter(s) • Publishes or co-publishes research and/or teaching techniques in journals and/or professional websites • Engages in the grant writing process (for non-SUU grants) • Creates laboratory manuals for students and/or faculty • Creates websites to support teaching and/or laboratory instruction • Makes substantive contributions to department, college, and/or university policy • Develops an approved course within the department's curriculum • Applies for competitive SUU grants other than from the Faculty Development Support Fund or the HSS Faculty Support Fund

Service & Leadership	<ul style="list-style-type: none"> Assists the Department in its student recruitment efforts Serves on Department level committees Serves on College/University level committees as opportunities present Uses and develops their talents by engaging in relevant community service Facilitates relationships with community providers for undergraduate/graduate students to connect with
Integrative Activities	<ul style="list-style-type: none"> Uses discipline related skills/knowledge to serve the community Provides service to the community as a professional consultant Provides clinical/counseling services to the community Serves on Clinical Competency Qualifying Exam Committees in the Psy.D. program Plays an active participatory role in PsyD Professional Development Seminars Begins to enhance or grow the Department's programs by creating new clubs, symposia, conferences, etc... Demonstrates attempts to integrate academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students (e.g. serves as an advisor to Psi Chi/Psych Club)

* Tenure Track Assistant Faculty who are in years 4-7 and NTT Assistant Faculty are expected to demonstrate exemplars from Tables A and B. They are not yet expected to demonstrate exemplars from Tables C or D.

** NTT assistant faculty's primary responsibilities lie with teaching and service at the department and college level. Activities that refer to scholarship do not typically apply.

C. Post-Tenure Associate and NTT Associate Faculty*

Teaching & Mentoring	<ul style="list-style-type: none"> Demonstrates moderate use of well-developed HIP in their classes Demonstrates moderate use of well-developed HIP in clinical supervision Routinely and consistently engages students in meaningful extracurricular activities Assists other faculty in the department to develop effective teaching techniques/strategies Plans and directs programs that enhance students' global perspective (e.g. study abroad programs)
Scholarship & Creativity**	<ul style="list-style-type: none"> Demonstrates themselves as proficient scholars by engaging in and contributing to such activities defined in SUU policy 6.1 and in this P & T policy Engages in interdisciplinary research with other faculty from other departments Develops and implements a department/college/university wide assessment tool or system Creates/presents workshops relevant to clinical training of PsyD students Co-authors PsyD project journal publications
	<ul style="list-style-type: none"> Mentors pre-tenured faculty in the Department according to SUU policy 6.1

Service & Leadership	<ul style="list-style-type: none"> • Chairs Department-level committees as opportunity present • Serves as a member of high impact committees on campus • Contributes to the profession by serving on psychology-related committees, organizations, or associations outside of SUU
Integrative Activities	<ul style="list-style-type: none"> • Develops pedagogical materials that may be used by others in the Department • Demonstrates proficiency at integrating academic work (teaching, mentoring, scholarship, service and leadership) for the benefit of students • Integrates service/leadership with scholarly/creative activities to improve teaching effectiveness for self or others • Creates/implements cooperative educational programs with community partners • Engages in professional mentoring outside of structured courses/formal service assignments • Takes charge and organizes/leads PsyD Professional Development Seminars • Takes a lead role in developing and facilitating the Clinical Competency Qualifying Exams in the Psy.D. program

* Post-Tenure Associate Faculty and NTT Associate Faculty are expected to demonstrate exemplars from Tables A, B, and C. They are not yet expected to demonstrate exemplars from Table D

** NTT associate faculty's primary responsibilities lie with teaching and service at the department, college, and/or university level. Activities that refer to scholarship do not typically apply.

D. Post-Tenure Full Professor Faculty*

Teaching & Mentoring	<ul style="list-style-type: none"> • Makes full use of well-developed HIP in their classes • Makes full use of well-developed HIP in clinical supervision • Provides expert guidance on teaching effectiveness and/or strategies to the campus community and beyond
Scholarship & Creativity	<ul style="list-style-type: none"> • Demonstrates themselves as master scholars by not only engaging in and contributing to such activities defined in SUU policy 6.1 and in this P&T, but by integrating these activities into their roles and responsibilities at SUU
Service & Leadership	<ul style="list-style-type: none"> • Assumes leadership roles by chairing high impact committees and programs at the College and University levels or by serving as a Department, College, or University program director • Takes a leadership role in the creation of new programs or degrees at SUU • Contributes to the profession by assuming a leadership role on psychology-related committees/organizations/associations outside of SUU
Integrative Activities	<ul style="list-style-type: none"> • Develops pedagogical materials for students/faculty use in other departments or schools • Demonstrates mastery at integrating academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students and academia in

	<p>general</p> <ul style="list-style-type: none"> • Demonstrates continued efforts to improve and engage in teaching and scholarship that supports the University's student-centered mission
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* Post-Tenure Full Professor Faculty are expected to demonstrate exemplars from Tables A, B, C, and D to remain in good standing

E. Clinical faculty

- Establishes/manages day-to-day operations of the PsyD program training clinic
- Coordinates with other university entities to establish and maintain ongoing processes (e.g., finance, IT, physical facilities, library resources) that facilitate PsyD student training
- Works with community partners and university entities regarding referral expectations and training clinic functioning to improve PsyD student training

Submission Materials for FEC Reports and Tenure/Rank Advancement

Materials required in addition to the FEC Report(s) and supporting documentation are listed in Appendix A located at the bottom of SUU [Policy 6.1](#). Faculty are encouraged to use the Department's Recommended FEC Report Template for the academic year(s) under review. However, they may choose to use a different format, in so long as the information they include is the same as that solicited by the template.

Annual Review: Faculty prepare and submit one FEC Report form and any associated appendices.

Five-year Review: Faculty prepare and submit one FEC Report form and any associated appendices to summarize their contributions over the previous five years.

Mid-Point Review: The number of annual FEC Reports, evaluative letters, and associated appendices will depend on whether years toward tenure were granted and how many years were granted. If the faculty member completed only one year at the time of the midpoint review, then they prepare and submit one FEC Report form and any associated appendices to summarize their year at SUU. If the faculty member completed two or more years at the time of the midpoint review, then they submit all previous annual FEC Report forms, evaluative letters, and any associated appendices to summarize their years at SUU.

Promotion and/or Tenure: The number of annual FEC Reports, evaluative letters, and associated appendices will depend on whether years toward tenure were granted and how many years were granted. Regardless, the faculty member submits their annual FEC Reports, evaluative letters, and associated appendices for all years at SUU.

Rank Advancement Promotion: Academic administrators and NTT faculty submit all previous annual FEC Reports, evaluative letters, and associated appendices since their most recent promotion. All other faculty submit one FEC Report, all evaluative letters, and associated appendices to summarize all previous years of service since their most recent promotion.

Early Tenure Applications

Faculty who qualify for early application for tenure (as stated in [policy 6.1.IV.G.8.e.iii](#)) may do so provided they exceed the DEC for tenure described in this policy. This means they are demonstrating exemplars from Tables A, B, and C. These faculty are strongly advised to first consult with their mentor (if applicable), the Department's P & T Committee Chair, and the Department Chair. If, after discussing the merits, challenges, and expectations of applying for early tenure, the faculty member desires to proceed, they must receive a letter of support from the Department Chair and Dean. This must be done by April 1 of the calendar year in which the faculty member will submit a tenure application. The support letters from the Department Chair and Dean must be included in their Tenure application.

Evaluative Criteria for Department Chair, Associate Chair, and University/College Program Directors

The Psychology Department believes that the Chair, Associate Chair (should we have one), and the faculty who serve as University or College program directors provide invaluable service to the campus community. To the extent that they are effective in their position, their activities and responsibilities meet if not exceed the DEC criteria for service and leadership for tenured and full professor faculty. Moreover, because such positions involve frequent scholarship and creative activities, these faculty meet the DEC criteria for scholarship and creativity for tenured and full professor faculty. Regarding teaching and mentoring, the Department understands and accepts that although we expect competent and effective teaching, their reduced teaching load may provide them with fewer opportunities to demonstrate as many exemplars compared to their colleagues at a similar rank. Nevertheless, they need to identify and provide evidence for the exemplars that define them as engaged, effective teachers.

Evaluative Criteria for Faculty Members with Partial Reassignment

With approval from the Department Chair and Dean, a faculty member may be granted a reduced teaching load to more fully engage and contribute in service/leadership or scholarly/creative activities. In such cases, the faculty member is still required to demonstrate teaching effectiveness appropriate for their rank and year at SUU. However, the expectations for scholarship/creativity will be reduced if the reassignment was for service/leadership. Similarly, the expectations for service/leadership will be reduced if the reassignment was for scholarship/creativity.

Procedures for Faculty who do not Meet the Department's Expectations and Standards and/or SUU Policy 6.28

If a TT or NTT faculty member is found to be in violation of SUU [Policy 6.28](#) and/or receives an annual or mid-point review with a "Development needed" designation, this will automatically trigger i. an annual

Alignment and Integration Meeting (AIM) if not already required, and ii. a development plan. The AIM requirement will last for the duration of the development plan unless required otherwise. The goal is to provide the faculty member with the resources, guidance, and training they need to help them succeed in their next review.

Development plans and timelines for NTT and TT faculty will be crafted together by the faculty member, Department Chair, faculty mentor (if the faculty member so desires), and the Department P&T Committee Chair. The plan is then approved by the Dean. If the faculty member does not show acceptable progress by the end of the plan's timeline, this may lessen the probability of achieving tenure (for TT faculty) or continued employment (for NTT faculty).

If a tenured faculty member is found to be in violation of SUU Policy 6.28 and/or receives a 5-year review with a "not in good standing" designation, the faculty member, together with the Department Chair, Dean, and Provost, will craft a development plan and a timeline to address the issue(s). The faculty member will submit annual FEC Reports until such time as they meet the expectations in the development plan.

If, before or between 5-year reviews, it becomes evident that a tenured faculty member is not fulfilling their professional responsibilities per Policy 6.28, this will be addressed as outlined in policy [6.1.IV.G.11c](#).

Redress Procedures

If any faculty member would like to redress measures of teaching effectiveness, including outliers in student feedback, and/or evaluations of scholarly/creative work, they may and should do so when they submit that year's FEC Report, application for rank or tenure, or 5-year review. If any faculty member would like to redress measures of teaching effectiveness and/or evaluations of scholarly/creative work identified in an evaluative letter provided by the Department's P&T Committee and/or agencies further up the evaluation chain (i.e. after the fact), then the faculty member must submit a written request to do so to the Department Chair and Dean. This request must be made within two calendar weeks of receipt of the agency's evaluation where the issue was identified.

This policy is to be reviewed and revised (if necessary) no less than every 3-years. It shall be made accessible on the SUU Provost's website to anyone inside or outside of the organization.

At the time this policy was written and approved, no faculty met the University's definition for "Special Appointment". We have never had such faculty before, nor do we anticipate having one in the future. Should this change, this will trigger an immediate revision of the policy to accommodate the change.

Implementation of the Dept P & T policy and DEC

Fall 2023	AIM	Mentorship	Evaluative criteria
Existing faculty	optional	Use guidelines in 2023 Policy 6.1	Use 2019 DEC Not 2023 DEC
New faculty	required	Use guidelines in 2023 Policy 6.1	Use 2019 DEC

Spring 2024	AIM	Mentorship	Evaluative criteria
Existing faculty	required	Use guidelines in 2023 Policy 6.1	Use 2023 DEC
New faculty	required	Use guidelines in 2023 Policy 6.1	U2023 DEC

Fall 2024	AIM	Mentorship	Evaluative criteria
Existing faculty	required by some using guidelines in 2023 policy 6.1	Use guidelines in 2023 Policy 6.1	Can use new 2023 DEC OR Can use 2019 DEC
New faculty	required	Use guidelines in 2023 Policy 6.1	Use 2023 DEC

Fall 2025	AIM	Mentorship	Evaluative criteria
Existing faculty	required by some using guidelines in 2023 policy 6.1	Use guidelines in 2023 Policy 6.1	Annual FEC Reports & midpoint reviews use 2023 DEC Tenure/rank applications and 5-year reviews can CHOOSE to use 2019 DEC OR 2023 DEC
New faculty	required	Use guidelines in 2023 Policy 6.1	Use 2023 DEC

Fall 2026 and onwards	AIM	Mentorship	Evaluative criteria
ALL faculty	required by some using guidelines in 2023 policy 6.1	Use guidelines in 2023 Policy 6.1	Use 2023 DEC

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Table1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student– Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

Appendix B Boyer Model

The Boyer Model includes a broad and comprehensive definition of scholarship. The different forms of scholarship and examples of valued activities which fall under each are outlined in the table below.

Scholarship Reconsidered: Priorities of the Professoriate (Ernest L. Boyer, 1990, Jossey Bass Publishing, ISBN: 0787940690)

Type	Purpose	Example Measures of Performance
Discovery	Build new knowledge through traditional research.	Publishing in peer-reviewed forums Producing and/or performing creative work within established field Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	Preparing a comprehensive literature review Writing a textbook for use in multiple disciplines Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	Serving industry, government or the nonprofit sector as an external consultant Assuming leadership roles in professional organizations Advising student leaders, thereby fostering their professional growth
Teaching	Study teaching models and practices to achieve optimal learning.	Advancing learning theory through classroom research Developing and testing instructional materials Mentoring upper-level students in undergraduate research Designing and implementing a program-level assessment system