

The Tenure Process in Higher Education: An Application of the Boyer Model of the Professoriate to Create a Coherent Record of Scholarly Productivity

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Abstract

The processes of mentoring, evaluation, promotion, and tenuring of new faculty members oftentimes confuse professors in the academy. Non-tenured faculty members are often unsure about what they should be doing to add to their portfolios leading up to a tenure application. They often do not know if their teaching and advising will be rewarded or if they should de-emphasize these activities in favor of research and publication, which is more easily quantified. Along the same lines, they are unclear as to what qualifies as an adequate record of service. Are committees and departmental work enough or should service-related activities be discipline-related and performed in the community? In this paper I argue that the Boyer Model of the professoriate offers an easily understandable paradigm that new, probationary faculty can follow. Using examples from my own teaching, research and service, I provide a template for non-tenured faculty that, if followed, will greatly reduce confusion, increase the confidence of new professors, and substantially enhance the chances of receiving a favorable tenure decision. The four dimensions of the Boyer Model are applied to my activities for illustration purposes. Those four dimensions are: the scholarship of discovery, integration, application and teaching.

Keywords: Boyer Model, tenure process, integrative learning, multidisciplinary

1. Introduction

Currently there is confusion on the part of new, non-tenured college professors concerning how they are to be evaluated for promotion and tenure. Should they focus on teaching evaluations, research and publications, acquiring external grants or should the focus be on service? To further confuse matters, there often is little direction and mentoring for probationary faculty concerning the definitions of these concepts. For teaching, should the focus be on spending time with students outside of class or on peer and student evaluations? With reference to research, should the number of publications take primacy or should the focus be on the quality of journals in which they are published? For that matter, should publications count at all or should unpublished papers emanating from research projects with students count toward tenure and promotion? The area of service is equally obfuscating. Should new faculty be evaluated based on their committee assignments, departmental chores, advising student clubs or should they be encouraged to perform service activities directly related to the discipline within which they teach?

Another source of confusion relates to the type of college or university being considered. A state flagship university with vast resources for research is simply not the same as a regional university or a small, private, liberal arts college. The type of institution will certainly impact its priorities and consequently should lead to diversity in the evaluation process.

Therefore, what is needed is a balanced and flexible approach to faculty evaluation for tenure and promotion. The Boyer Model of the professoriate (Boyer, 1990) is an excellent template to do just that. The purpose of this paper is to illustrate the Boyer Model and to provide examples that can be used by non-tenured college faculty in their activities leading to their tenure applications. I have been a full-time college professor for 20 years and have successfully navigated the tenure process on two separate occasions at two institutions.

I will draw upon these experiences to show how scholarly activity can be based upon sound theoretical principles (i.e., the Boyer Model) that will help to drastically reduce the confusion, indecision and anxiety that has so often victimized non-tenured faculty members. The primary goal is to help junior faculty develop confidence in designing their teaching, research, and service activities and to help them define themselves professionally and thereby reduce uncertainty that many feel as they move toward their own tenure decision date.

2.0 A Brief Overview of the Boyer Model of the Professoriate

In 1990, Ernest Boyer delivered a seminal work on how professors should organize their time and activities. While the model was designed to assuage the problem of competing faculty obligations, teaching remains the primary responsibility of the faculty member. However, Boyer pointed out that there are multiple models of success. A faculty member is to be allowed to choose his or her own emphasis between teaching, scholarly productivity and service. Additionally, the model seeks to break down the artificial barriers between academic disciplines. Developing a major area of study is acceptable but every faculty member is to be encouraged to think, teach, research, and write in a manner that transcends his/her area of expertise. In a similar fashion, the model is designed to find common ground between the extremes of *publish or perish* versus unpublished research conducted informally with students. Finally, a general theme of the Boyer Model is that all scholarship should be aimed at solving problems in the community. This *scholarship of action* means that activities on campus (whether they be teaching, research or service-related) must all be applied to the larger community to improve the lives of others and outside institutions as well. Essentially, the Boyer Model focuses on four primary areas of scholarship: 1) discovery, 2) integration, 3) application, and 4) teaching.

2.1 The Scholarship of Discovery

The scholarship of discovery refers to the basic process of research. Boyer maintained that all college professors must demonstrate the ability to conduct original research. The model stresses flexibility, however. That is, the current overreliance on the traditional approach of data collection, report writing, and publication is deemed to be overly restrictive because it stifles creativity. Here, research and scholarly productivity is broadened to include not only quantitative approaches but qualitative ones as well. Also, interpretive essays are rewarded, especially those that are multidisciplinary in nature. It is important to stress at this point that while the Boyer Model argues for an end to *publish or perish* evaluations of new faculty, all scholars are nevertheless expected to conduct research (empirical or non-empirical) and share findings with colleagues either via conference presentation or scholarly journal publication, with the latter given primacy. I argue here that an extrapolation of the Boyer Model means that no faculty member should be granted tenure without a publication record, regardless of teaching ability or amount of knowledge accumulated.

Finally, the scholarship of discovery means that written work must be evaluated by peers. Unpublished articles that are presented at conferences may be given credit but externally reviewed articles (by peers not at one's own institution) are given primacy. I maintain that the best and most creditworthy articles are those that are: 1) peer-reviewed, 2) empirical or interpretive in nature (i.e., the publication either offers new knowledge or a new interpretation of existing knowledge), 3) generalizable to larger populations (i.e., avoids case studies), 4) addresses social problems, 5) utilizes proper research methods, and 6) those that incorporate more than one of the four dimensions of the Boyer Model.

2.2 The Scholarship of Integration

This aspect of the Boyer Model asserts that teaching endeavors as well as research leading to publication, should combine multiple academic disciplines. Scholarly journal articles, for example, should not be written and published in isolation. Boyer believed that academic disciplines had become too fragmented and disconnected from each other. He asserted that professors frequently overspecialize in their own discipline and they run the risk of pedantry and of being devoid of a broader perspective. Here, new faculty should be encouraged to publish articles that are multidisciplinary as well as written in such a way as to help make complex academic material understandable to laypersons and students alike. By extrapolation, this aspect of the Boyer Model means that probationary faculty should be rewarded when they are able to integrate research interests with specific action and policy implications and recommendations that have the potential to improve society and the lives of less fortunate people. Finally, publications in multidisciplinary journals should be rewarded and given greater weight than articles published only in focused journals within a specific academic discipline.

2.3 The Scholarship of Application

The scholarship of application stresses the idea that faculty productivity (including research/scholarship of discovery) should be directly applied to the greater community in order to ameliorate an undesirable condition. Oftentimes this requirement may be satisfied with what routinely has come to be referred to as service. Acceptable forms of service include serving on campus committees, advising student clubs, and general departmental duties. However, Boyer stressed that service must be expanded to serve a greater good away from the professor's campus. Not only should faculty perform the aforementioned duties, but they also should be involved in service activities that are related to their respective academic disciplines. For example, I performed criminal justice-related service functions such as writing technical reports for police departments, serving on a sheriff's department hiring committee, took part in a 10-week citizen police academy and made drug and delinquency-related presentations to Parent Teacher Organizations.

Whenever new faculty are pondering the types of research and service-related functions that they should be involved in, they should ask themselves questions about the most salient issues of the day. In criminal justice, for example, research, teaching and service should be used to address questions such as: 1) How much damage is being done to the social and economic fabric of the country by illegal immigration? 2) What are hazards of drug legalization? 3) How much damage is caused by the overcriminalization of victimless crimes such as nudity, same-sex marriage and prostitution? 4) How can we promote the normalization of same-sex and plural marriage? 5) How can we reduce the pains of imprisonment? 6) How can we help offenders with reentry after time served? 7) How can we prevent economic crimes such as welfare fraud? 8) How can we better understand and prevent the victimization of the powerless? 9) What techniques work best in the classroom? Of course each professor should ask the questions that are of the most interest to him/her and are the most salient to his/her own discipline.

2.4 The Scholarship of Teaching

Boyer argued that this is the most important element of his model and it all starts with possessing substantial knowledge of one's academic discipline. As with each of the other dimensions of the model, teaching must be merged with research and service and be applied to help the larger community. In addition, it is imperative to have one's teaching evaluated by multiple sources: peers, students, graduates, and administrators.

Briefly, one example of how to incorporate each dimension of the model with teaching is as follows: 1) discovery – collect original data for a research project; 2) integration – ensure that the research question, data, and subjects for study represent a multidisciplinary approach; 3) application – the policy implications of the findings of the study should have a practical use in the larger community and have the potential to resolve an undesirable condition; 4) teaching – the project should yield a scholarly publication that can be used in the faculty member's classes. In fact, in my view a special credit should be granted to faculty who publish scholarly articles that assess their own or others' teaching techniques.

3.0 How I Applied the Boyer Model to My Own Scholarly Activity

In this section I will illustrate how I linked my scholarly activities to the Boyer Model to merge the four dimensions into a unified philosophy of scholarship. The following is a list of selected publications that are based on the Boyer Model dimensions of scholarship of discovery, integration, application, and teaching. Each article flows logically from an adherence to the Boyer Model and should be treated as templates by non-tenured faculty as they seek to establish their credentials leading up to the submission of their tenure applications.

3.1 Article 1

Long, B. (2013). Cultural Competency in College Teaching: An Exploration of Inclusiveness, Tolerance for Diversity, and Self-Awareness. *Intl. Journal of Arts and Commerce*, 2: 23-34.

This article was interpretive in nature and no original data were collected. The primary objective was to address how college teachers can improve their teaching by increasing their understanding of the subcultural values of diverse students. It represents the Boyer Model in the following way.

Discovery. This article represents a new way of conceptualizing excellent college teaching in light of the radically changing demographics in the United States. The country is rapidly becoming a *majority-minority* nation and this requires professors to demonstrate a new level of cultural competence in order to smoothly and peacefully transition away from being predominantly Eurocentric.

Integration. The article bridges academic disciplinary lines. In other words, the article's content is not unique to criminal justice. Faculty in any discipline can utilize the principles espoused. For example, some subcultural group members are apprehensive about participating openly in Eurocentric class settings so efforts should be made to avoid stigmatizing them; extra patience and understanding is therefore justified while attempting to nurture the student into full participation.

Application and Teaching. The article has practical use in that it is intended to help non-tenured faculty appreciate the stages of development that Euro-American students (i.e., whites) pass through as they become more accepting of multiculturalism on campus. It also helps them understand the types of resistance they can expect to receive from students who represent the dominant culture in America and how this understanding can lead to a more peaceful classroom atmosphere.

3.2 Article 2

Long, B. (2013). Sensitizing Undergraduate Students to the Nature of White Privilege: A Guide for College Teaching. *Intl. Journal of Humanities and Social Science*, vol. 3, no. 14, 1-13.

This interpretive article applies the Boyer Model in the following ways. Discovery. The article illustrates the inherent and historical advantages that whites have over nonwhites in the United States. Similarly, the article shows how whites are typically oblivious to white privilege and usually repress and deny their advantaged status. Finally, it is shown how whites attempt to promote diversity merely as prophylactic efforts to justify oppression using diversity and superficial concessions to nonwhites as political cover.

Integration. This is achieved because white privilege is made understandable to students and laypersons alike. There is a detailed discussion complete with examples to illustrate how whites in America begin life with a substantial head start over peoples of color. The article takes complex issues and simplifies them so that the target audience is greatly broadened.

Application and teaching. When the teaching techniques suggested in this article are put into practice, the faculty member will realize improved communication with nonwhite students and an improved teaching style due to the appreciation of disadvantages faced by nonwhites. This will help the professor deal with nonwhite students' rage, resentment, and hostility that is manifest when they confront a dominant culture that imposes Eurocentric rules in the classroom (e.g., the white European obsession with hyper-punctuality). By improving communication between nonwhite students and professors who represent the dominant culture, a mutual understanding is fostered and the learning environment is improved.

3.3 Articles 3-7

Long, B. (2013). HIV/AIDS: Assessing What Staff Know. *American Jails*, April, p. 20-23.

Long, B. and Adams, L. (2012). Sexually Transmitted Diseases in U.S. Prisons: Differences Between Men and Women Inmates on General Knowledge, Likely and Unlikely Routes of Infection, and Sexual Transmission. *Intl. Journal. of Business and Social Science*, 3, 24-30.

Long, B. (2011). Perceptions of Personal Risk of HIV Infection: A Comparison of Male and Female Prison Inmates. *Intl. Journal of Business and Social Science*, 19, 66-70.

Long, B. (2011). IV Drug Use and Sexual Behavioral Intentions After Release From Incarceration: A Comparison of Male and Female Inmates. *Intl. Journal of Humanities and Social Science*, 14, 41-45.

Long, B. and Redifer, P. (2013). The Need for Empowering Women Prison Inmates: Addressing Gender-Specific Issues Regarding Sexually Transmitted Diseases in a Vulnerable Population. *Intl. Journal of Business, Humanities, and Technology*, vol. 3, no. 5, 1-6.

Discovery. Four of these five AIDS-related articles are empirical in nature and involved original data collection. The one non-empirical article (Assessing What Staff Know) is an illustration of a newly constructed survey that is recommended for use to assess what correctional officers know about HIV-related issues that can affect inmates. In each case, these articles create new knowledge of a criminal justice related topic.

Integration and application. From a service standpoint, these articles help the criminal justice system in that they uncover gaps in AIDS knowledge as well as reveal irrational fears of HIV infection in prison. This discovery benefits the Departments of Correction by helping to tailor prison-based AIDS education programs with the goal of improving knowledge and eliminating prisoner misunderstandings.

Improving prison-based AIDS knowledge will ultimately improve the lives of the inmates after release because they will be more able to protect themselves and avoid risky behaviors. Similarly, reducing irrational fears of HIV infection will help to reduce tension in prison and thereby improve inmate safety. Along the same lines, these articles provide a no-cost service to the Departments of Correction.

Teaching. Each of the AIDS articles has been used in college classes. More specifically, they have been used in a course on American corrections as supplements to chapters that deal with *special problems* in prisons and jails.

3.4 Article 8

Long, B. (2013). The Jury Made the Correct Decision in the Casey Anthony Capital Murder Trial: Addressing the Requirements for Establishing Criminal Culpability. *Intl. Journal of Arts and Commerce*, vol. 2, no. 4, 184-192.

Discovery. The article carefully illustrates how the jury in the Casey Anthony trial came to the legally proper conclusion. Additionally, the article addresses the dangers associated with the public's irrational fear of Casey and the impulsive desire to have her executed for a crime that she clearly did not commit. The legal justifications for acquittal are discussed and compared to the public's quick rush to judgment.

Integration. This article incorporates Boyer's concept of scholarship of integration by taking complex legal issues, (e.g., actus reus, mens rea, scienter, harm, concurrence, and cause and effect) and simplifies the discussion into an easily readable and understandable essay for laypersons and students.

Teaching. This article is routinely used in an introduction to criminal justice course to supplement the criminal law chapter. A separate assessment of the article's effectiveness was conducted comparing randomly selected groups of students and partitioning them into an experimental group (the group that read the article) and comparing them to a control group (the group that received regular classroom instruction). The experimental group performed significantly better. The article was then incorporated into an upper-level judicial process course with similar results.

3.5 Article 9

Long, B. (2012). The Criminological Theory-Video Nexus: A Quasi-Experimental Design to Test the Effectiveness of Using the Movie "Freeway" as a Teaching Aid. *Intl. Journal of Business and Social Science*, 3(10), 192-201.

The article represents scholarly productivity that Boyer suggested should be weighted heavily in tenure decisions.

Discovery. The article is empirical involving original data collection. The project sought to determine the cause and effect relationship regarding a criminal justice-related video used in class and the impact that it would have on criminological theory quiz scores. In essence, it was a quasi-experimental design using quantitative statistics and seeking to determine which form of instruction helps students understand criminological theory the best.

Integration. Criminological theory is, by its nature, multidisciplinary. This is an area of criminal justice that greatly facilitates the usage of the Boyer Model. Junior faculty in other academic disciplines may have to be cleverer in developing interdisciplinary approaches. In this particular tenure portfolio case, however, I included a discussion of how the article furthers the goal of promoting multidisciplinary approaches. For example, the video on which the article is based (Freeway) exemplifies criminological theory in a multitude of ways. Rational choice, crime prevention, social structure, social process, social psychological, and radical Marxist explanations of crime causation are addressed in the video. These theories obviously include perspectives from multiple academic disciplines.

In addition to multidisciplinary theories, the article uses a variation of the experimental design. An array of statistical techniques was used that allow it to be used in a multidisciplinary research methods course, one that had students from a variety of majors.

Application. Criminological theory is a scientific and systematic attempt to explain the etiology of crime. As such, any understanding of the causes of crime generates policy implications that, once enacted, result in reduced crime. The benefits of crime prevention are legion and are beyond the purview of this paper. At any rate, however, reduced crime leads invariably to money saved as well as fewer victimizations and reduced fear of crime. This leads to a vastly improved quality of life for the inhabitants of previously dysfunctional communities.

Along the same lines, understanding the causes of crime and how best to teach students to understand those causes, yields benefits such as more prepared police officers. Police officers will have a more comprehensive understanding of crime causation and this can combat the outdated attitudes police officers have had in the past suggesting that severe punishment is the only way to fight crime.

Additionally, once graduated, criminal justice students will pass along their knowledge of crime causation and the scientific method to improve informal crime and delinquency prevention institutions such as the family, churches, and volunteer organizations that work with troubled youth (e.g., Boys Clubs).

Teaching. As mentioned above, the article helps to identify methods of instruction that are effective at teaching undergraduate students. More specifically, it helps to identify a criminal justice-related video that can be used as a teaching aid and demonstrates its effectiveness. This article provides a wealth of information that can be used as a template for probationary faculty as they attempt to develop a record of applying their work to the Boyer Model.

3.6 Article 10

Long, B. (2012). Freedom for Women in the Sex Work Occupation: Twenty-Three Reasons Why Prostitution Should Be Legalized In America. *Intl. Journal of Humanities and Social Science*, 2(16), 24-33.

Discovery. This article is a critique of the process of overcriminalizing victimless crimes. In doing so, the erroneous arguments of the prostitution prohibitionists are outlined and counterarguments are made.

Integration. The article sites literature from disparate sources in arguing for the legalization of indoor prostitution. Research from psychology, economics, crime prevention and even philosophy (ethics) is presented and synthesized to illustrate how prostitution legalization will benefit society as well as the sex workers and their clients involved in the industry.

Application. This article, as well as attempts to legalize prostitution in general, fit nicely into Boyer's scholarship of application dimension. The benefits of legal prostitution include, but are not limited to the following: 1) it helps women protect themselves from crime and abusive men in a multitude of ways (e.g., it creates a safer and well regulated environment for the sex workers); 2) unattractive or shy males gain access to intimacy; 3) it helps create legal commerce and economic activity; 4) it frees the police to pursue actual criminals; 5) it serves to liberalize American attitudes towards one's use of one's own body; 6) it frees up court resources; 7) it frees up jail and prison space; 8) it improves the self-esteem of sex workers; 9) it delegitimizes bigotry against both sex workers and their clients; and 10) it brings an end to repeating the errors of the Prohibition Era.

Teaching. In class, students are better able to understand labeling theory and the harmful effects of stigmata when imposed upon the participants of the sex industry. Also, the article is a wonderful illustration of the criminalization process and how the two competing philosophies of *conflict versus consensus* lead to behaviors either being criminalized or left alone. In this case we see that the conflict perspective is more accurate in explaining why prostitution is criminalized by looking at the powerful interest groups involved (e.g., those wishing to deny women the money that would change hands during legalization and moral entrepreneurs who seem to take great delight in meddling in peoples' private affairs). These groups, in turn, influence legislators and are able to turn their own biases and prejudices into law even when the behavior being criminalized is a fundamental human right.

3.7 Article 11

Long, B. and Hiltz, K. (2012). Social Safety Net or Social Hammock? Applying Deterrence Theory to Reduce the Severity of the Food Stamp Fraud Crisis in America. *Int. J. of Criminology*, 1, 1-23.

Discovery. This interpretive essay explains to the reader how welfare fraud hurts the poor, businesses, and the United State's economy. It also illustrates many forms of welfare fraud focusing on food stamps. The article also carefully describes deterrence principles and applies them to welfare fraud.

Integration. The article bridges the gap between disciplines by illustrating how a criminal justice issue can be addressed from multiple perspectives. For example, solutions to welfare fraud are recommended from a crime prevention standpoint (e.g., use of itemized receipts at the point of sale), economics (an explanation of how welfare fraud damages the economy), private security (the use of undercover loss prevention specialists), social work (how caseworkers can perform background checks on food stamp recipients), and social psychology (how to use fear and stigmata to deter would-be welfare cheaters as well as how personality impacts the frequency of this crime).

Application. If the policy implications derived from the analysis of deterrence theory in this article were implemented, the rate of food stamp fraud would diminish drastically. Product costs would go down, police and private security would be more effective at enforcing existing welfare laws, and the pecuniary damages against businesses would be reduced.

Teaching. Consistent with the propositions of the Boyer Model, this article also is used in class to illustrate the assumptions of human nature made by deterrence theory. Also, each of the propositions about personality and crime type are assessed in the development of anti-crime strategies. Also, students are charged with the task of applying deterrence principles to create their own policy initiatives.

4.0 Summary

As we have seen, with some planning and preparation, non-tenured college faculty members can guide their scholarly activities toward a common theme or goal. The Boyer Model of the professoriate provides one such theme. While there are other models to be sure, the Boyer Model is nevertheless a sound, flexible one to follow. This model makes allowances for faculty who want flexibility when allotting time to teaching, research and service. It also allows for differences by institution type. Still, teaching is weighted heavily. Here, each activity engaged in by a probationary faculty member should conform to the model but can be tailored to fit the individual predilections of the professor. Using this model and the template provided in this paper will help junior faculty avoid the fear, confusion, and frustration of not knowing if they are doing enough to be granted tenure. Once the junior faculty member understands the philosophy and dimensions of the Boyer Model, he/she can predicate all of his/her teaching, research, and service-related activities to this approach and thereby make a strong case of being worthy of tenure.

5.0 Additional Ways to Implement the Boyer Model

As noted above, teaching, research, and service-related activities can be based on the Boyer Model's dimensions of the scholarship of discovery, integration, application and teaching. However, there are other methods that may be used by non-tenured faculty that still demonstrate their dedication to this important model of the professoriate.

From a discovery standpoint, I recommend for all non-tenured professors to co-author a paper with an advanced undergraduate student. Accompany the student to a conference where he/she will present the paper. Over the years I have managed to co-author several peer-reviewed papers with students. These papers should be published in legitimate journals, not student-based ones. One caveat is in order, however. In my experience, co-authoring a paper with a student actually increases the workload of the faculty member. It is a difficult task to introduce a student to the world of research, writing, and publication. Nevertheless, college administrators, as well as more than a few tenure and promotion committee members, view this practice very favorably.

With reference to integration, new faculty members should make a concerted effort to construct their courses in an interdisciplinary fashion. Those of us in criminal justice have built-in advantages in this regard because criminal justice is an amalgam of other disciplines to begin with. Nevertheless, junior faculty in other disciplines can incorporate multidisciplinary approaches if they are innovative enough. One relatively simple technique I use in my criminological theory classes is to invite lectures from professors in other disciplines. For example, I invite professors from religion, political science, biology, psychology, and sociology to present their interpretations of the causes of crime.

In addition to teaching one's classes from a multidisciplinary perspective, the non-tenured professor should make an effort to pay attention to the application dimension of the Boyer Model. For example, I have written technical reports for police departments on the topic of *early warning systems*. An early warning system is a system of checks and monitors used by police administrators to detect problematic behavior on the part of police officers before it becomes a serious liability risk (e.g., excessive force, alcohol or drug use on the job, sexual shakedowns, taking bribes, financial problems, etc.). This is precisely what Boyer meant when he said that scholarly work must be applied to real-world agencies with the goal of resolving societal problems.

Another way I approached application was to serve on a police department interview board. We were charged with the task of screening applicants who had applied for deputy sheriff job openings. I also made speeches at Parent Teacher Organization meetings on the topic of drug abuse and delinquency. This furthers the Boyer Model dimension of application in that it helps to educate laypersons about criminal justice issues. Finally, I have hosted colloquia on campus on the topics of cultural competency and white privilege.

These are some of the many ways that non-tenured faculty can enhance their portfolios consistent with the Boyer Model and improve their chances of receiving a favorable tenure decision.

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