Delaware Form FAQ

1. What is considered service to the community and what is considered community engaged scholarship vis-à-vis the Performing Arts?

Community engaged scholarship is distinct from service in several ways. Unlike service, community engaged scholarship produces research products such as publications or exhibitions. It is not merely descriptive but is grounded in theory, applicable to other contexts, and demonstrates methodological rigor in terms that give it disciplinary or interdisciplinary status. Community engaged scholarship is also distinct from other kinds of research in that it is undertaken in collaboration with community partners who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge the researcher's academic context and the community context of the partner(s).

2. Can more allowance be made for local performance: the guidelines favor regional/international events heavily. Can we be more inclusive, less specific? Can we reverse the above numbers (4 Significant Local/Regional, 2 Significant Regional/International)?

This allowance is already there. Our benchmarks serve two purposes. The first is to guide our Assistant Professors in what is expected for tenure and promotion. All tenure track Faculty are required to obtain a significant regional to growing national reputation in order to satisfy the requirements for Promotion to Associate Professor and tenure. The balance between local and non-local reflects this reality.

The second purpose is to account for faculty productivity for a 25% research assignment. A tenured faculty member can elect ANY compliment of significant events; this could include 6 significant Local events in lieu of any Regional-International ones. This tenured faculty member would meet expectations for a 25% research/creative assignment, but this will not have as great an impact on building the national to growing international reputation required for promotion to Full Professor. But, that is each individual tenured faculty member's choice.

3. Do Faculty recitals count?
They do! All on-campus performances count. A full faculty recital counts as one significant event.

4. Do I include performances in places of worship?
If the activity is a concert, which happens to be in a church and open to the public, then it can contribute to your creative activity. The issues are establishing peer review, the public dissemination of creativity, and accountability for your salary.

The University may not pay you for worship related activities, these should not be listed as fulfilling you workload in any category.

5. What is the definition of Journal?
Whether it appears in print, a combination of print and electronic forms, or only in electronic form, a peer reviewed journal is one in which each feature article has been examined by people with credentials in the article's field of study before it is published.
Collections of papers from conferences may be considered peer reviewed as well, if the original presentations were "invited" or examined by experts before being accepted. Papers that appear in sources like these are considered to be as reliable as humanly possible.

In "double blind" peer review, neither the author nor the reviewers know each others' identities. Not all peer review is double blind. As well, the literature of any profession may include journals written both for practitioners and for theorists.

You can sometimes categorize a journal just by looking at its first and last few pages. Check to see if there is a page listing the Editorial Board, and see what credentials they have. If there is a page containing "instructions for authors", it may actually say the journal is peer reviewed. If the instructions mention submitting several copies, with your name on the front page but not anywhere else in the manuscript, that is your cue that the journal uses double blind peer review.

6. **What is UNCG’s definition of what constitutes a refereed (or peer reviewed) journal article?**
UNCG does not have a unique definition, nor does the UNC System.

7. **What is the difference between Editing and being the Editor?**

**EDITING** should clearly be considered research, therefore; I have added the red above. Editing involves being recognized as a peer in a given field charged with examining text with the intention of improving the flow and quality of writing, usually on a macro level; paying attention to the overall argument, the logical flow of ideas, and the quality of evidence. Editing usually requires the freedom to omit entire sentences and rewrite entire paragraphs. It also involves correcting grammatical errors or other unintended errors. Editing doesn’t necessarily involve proofing or copyediting, however a good editor will correct any obvious errors and unnecessary wordiness. These editors will bring any potential issues to the attention of THE Editor — whether it is a legal matter, a question of good taste, a point of confusion, etc.

**THE EDITOR** is the person who has overall responsibility for the journal. They invite qualified editors to join the editorial board and acquire articles for the journal. The editor then becomes like a project manager, shepherding the book through the publishing process. Yes, this does usually involve some editing. But that is usually on the order of, ‘let’s focus on this subject for our next edition.’ The editor may point individual things out, but the editor is not spending time correcting typos or dealing with content. This is most appropriately accounted for in service and is considered an eminence measure of professional service.