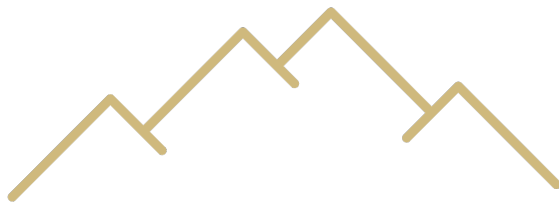**ADVANCE**

PROJECT
CREST

Scholarship Reconsidered: A UCCS
Promotion Think Tank White Paper

February 1, 2023

**Think Tank Participants and
Project CREST Team**
(in alphabetical order)

Johanna Creswell Báez, Social Work
Jackie Berning, Health Science
Philip Brown, Computer Science
Tom Christensen, Physics
Samantha Christiansen, History
Minette Church, Anthropology
Beth Daniels, Psychology
Tabby Farney, Kramer Family Library
Peter Gorder, MAE
Christina Jimenez, History
Martin Key, Marketing
Farida Khan, Economics
David Kocsis, Information Systems
Joey Lee, Health Sciences
Sylvia Mendez, LRF
Emily Skop, Geography
Heather Song, ECE
Jessi L. Smith, Office of Research
Joe Wehrman, Counseling
Regina Winters, Public Administration
Patty Witkowsky, LRF

Table of Contents

Preamble

Overview

Organized by Project CREST, the **Scholarship Reconsidered: A UCCS Promotion Think Tank** was constituted in Fall 2022. Faculty from a variety of departments on campus engaged in deep conversations about the most systematically entrenched issue in higher education: faculty promotion processes.
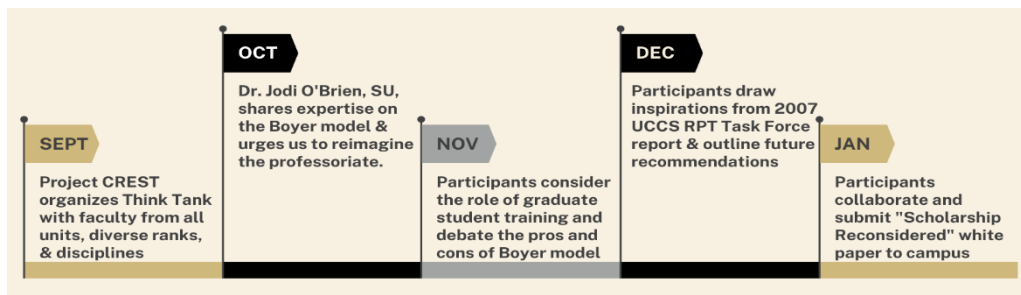
Goals

The Think Tank facilitated a unique collaboration among attendees to learn together, share knowledge, and be inspired to transform the process of promotion to full professor at UCCS. In this work, attendees engaged in the following:

- Challenged each other on assumptions, implications, and future directions
- Considered bold actions
- Encouraged unconventional approaches
- Strategized possible change efforts
- Drafted a roadmap for possible reform strategies

Structure

Based on West Virginia University Dialogues techniques (https://advance.wvu.edu/dialogues), we created an intentional space that allowed for sharing of visions, definitions, and values across three face-to-face, interactive sessions, lasting 2.5 hours each, between October and December of 2022. Each session began with ground rules, and included readings, discussions, and design thinking. In agreeing to participate, attendees committed to attend all three sessions, prepare for the session with up to one hour of "pre-work," and contribute to the White Paper (Syllabus available in Appendix A).

A REIMAGINED PROFESSORIATE IS ONE IN WHICH THE DIVERSITY OF CONTRIBUTIONS <u>ARE</u> VALUED, WELCOMED, AND CELEBRATED FOR WHAT THEY ARE—NECESSARY FOR SUCCESS, SATISFACTION, AND SUSTAINABILITY OF THE UNIVERSITY

--DR. JODI O'BRIEN
OCTOBER 27, 2022

SEPT
Project CREST organizes Think Tank with faculty from all units, diverse ranks, & disciplines

OCT
Dr. Jodi O'Brien, SU, shares expertise on the Boyer model & urges us to reimagine the professoriate.

NOV
Participants consider the role of graduate student training and debate the pros and cons of Boyer model

DEC
Participants draw inspirations from 2007 UCCS RPT Task Force report & outline future recommendations

JAN
Participants collaborate and submit "Scholarship Reconsidered" white paper to campus

Above is the timeline and summary of the Think Tank journey

2

What Does it Mean to Reconsider Scholarship?

As summarized by the UCCS 2007 Task Force Report (see Appendix B):

Ernest Boyer published *Scholarship Reconsidered: Priorities of the Professoriate* in 1990 for the Carnegie Foundation for the Advancement of Teaching. In this text he outlined a set of ways to better define and articulate the various types of scholarship. Boyer broke scholarship into four areas:

1. **Scholarship of Discovery** – this is what most now view as basic research.

2. **Scholarship of Integration** – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.

3. **Scholarship of Application** – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.

4. **Scholarship of Teaching and Learning** (SoTL) – this is the serious, rigorous study of teaching and learning that evolves into the sharing of pedagogical research.

In addition to these categories, the Task Force proposes an additional category

5. **Scholarship of Creative Works** – this is the artistry that creates new insights and interpretations.

With some modification and slight redefinition, this could become a new paradigm for evaluating more broadly and fairly, what faculty do in what has been called by its narrower name, research. This is not meant in any way to diminish the rigor or standards of work as faculty. It will, however, start to value some of the very serious work that many faculty on campus must do for their positions, but do not get evaluated or compensated for.

Why It Matters

Through an innovative revision to the promotion criteria for Full Professor, we have the opportunity to **_broaden and align our mission_** with inclusive forms of scholarship that involve a variety of activities of institution- and community-building.

Currently, most UCCS promotion criteria emphasize traditional research activities such as funding acquisition and publication in specific academic journals; while these activities are important, additional work is required for faculty to maintain UCCS as a healthy and vibrant academic institution. Many faculty members are actively engaged in other vital scholarship-related activities (sustaining UCCS, engaging with industry, being involved in local government and community organizations, etc.) and there is potential to establish innovative criteria that recognizes and rewards faculty for these endeavors when it comes to promotion to Full Professor. By incorporating multiple types of scholarship and research in promotion criteria, the institution will promote further innovation and be better aligned with our mission.

The revisions to promotion criteria proposed in this white paper will also generate other benefits for UCCS faculty, students, staff and our broader engagement with the community.

Benefits to broadening definitions of scholarship for promotion to full professor include:

- Removing barriers to the creativity, innovation, energy, and enthusiasm of faculty to engage in activities outside of what is currently recognized and rewarded.

- Better supporting, recruiting, and retaining faculty, staff, and students from underrepresented communities, since minoritized and marginalized faculty members often shoulder the largest burden of non-traditional scholarship activities.

- Aligning faculty work and rewards with the mission of the university and the needs of our community.

Continuous improvement and reflection are needed in higher education to rethink our work in a way that responds to our changing society. Through this work, we can upgrade the status quo of gatekeeping to groundskeeping:

> **Attending to the individuals in an organization while simultaneously actively tending the ecosystems in which the work of the organization occurs. Groundskeeping contrasts with more traditional approaches of leading, which function as gatekeeping, or primarily via guarding who gains access and who advances based on conceptualizations and assumptions about who can function and thrive.**
>
> **Montgomery, 2020, p. 1**

The Pros and Cons to Reconsidering Scholarship

Change always comes with opportunity and challenge. In approaching change, it is important to identify the issues that would encourage or be obstacles to change (Denhardt et al., 2019). The lists below suggest what some of these issues might be with respect to changes in the promotion criteria for full professors, based on points provided by think tank participants during our discussions. Some of these advantages and concerns were originally voiced in the 2007 UCCS Task Force Report, and continue to resonate 15 years later (see Appendix B).

PROS: **Pros of Reconsidering Scholarship for Promotion Criteria**

- **Recognizing critical faculty contributions that are currently not included while still honoring traditional academic contributions.**
- **Broadening definitions of research to include other approaches, thinking, and methods that may not be currently accepted in disciplines.**
- **Encouraging faculty to contribute where they are passionate through broader recognition and reward, thereby increasing work satisfaction.**
- **Fostering a community of well-rounded faculty who contribute to the university in multiple ways.**
- **Inspiring greater community engagement (within UCCS + externally) through appropriate recognition and reward, thereby extending campus reputation.**
- **Making UCCS more of a bridge between students and our community/region/nation/world.**
- **Improving alignment with the full breadth of the university mission.**
- **Increasing faculty recruitment, retention, and job satisfaction through clarity and inclusivity of criteria.**
- **Promoting diversity, equity, and inclusion through broader recognition of faculty activities.**
- **Providing a safe environment for risk-taking, innovation, and creativity through broader recognition of faculty activities.**
- **Advancing the impact of the university in communities, business, and policy while still recognizing traditional academic impact.**

Cons of Reconsidering Scholarship for Promotion Criteria

- **Concern that culture change is hard and will require considerable effort and resources getting faculty and administrators on board.**
- **Hesitancy to relinquish tradition and a historical view of the tenure process, especially among those faculty who are most vested.**
- **Uncertainty about whether the University of Colorado System, Regents, and external agents would value what we do.**
- **Fear that perceptions of our standards would be viewed as ambiguous or lacking, thus impacting rankings, research reputation, or perceptions of quality which could negatively impact faculty, staff, and student recruitment and retention.**
- **Uneasiness that changes will not work either collectively or for individual faculty members.**
- **Anxiety that changes may lead to disagreements and disharmony among the faculty.**
- **Perception that less emphasis on traditional research may cause overall research productivity to go down, especially if tenure track lines do not increase in the face of falling and uncertain enrollments.**
- **Apprehension that changes may blur the lines between faculty types, and that changes could create some dissonance, particularly between TTF and IRC.**

Summary: There is general consensus among the think tank participants that adopting an innovative approach to full professor promotion aligns with institutional values, initiatives, and the current work being done by faculty. The reconsideration is likely to attract and retain energized faculty, support student research, and increase community recognition because faculty will be rewarded for engaging in meaningful, impactful work rather than chasing longstanding but possibly outdated standards. At the same time, there appears to be hesitancy when it comes to change, distrust in administrative leaders to implement faculty-driven approaches, and concern about productivity and ambiguity. In short, the pros-cons list articulates affirmative expressions of support and underscores critical work amongst a diversity of internal and external community members to assure a successful, faithful implementation of any changes in the current promotion system.
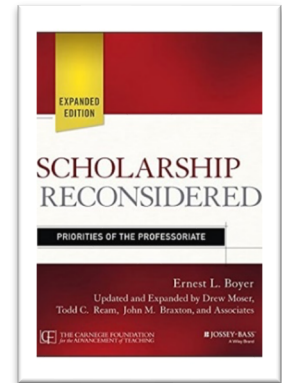
Recommendations: Immediate Strategies

The following interventions are the immediate strategies our campus might consider as we reimagine promotion to full professor.

- **Reviewing current criteria for promotion to identify where they might perpetuate biases and discrimination against faculty from historically marginalized identities**. We should also ask ourselves in this review whether and how faculty work that is not currently rewarded or recognized in criteria, but necessary to the mission of the institution, can be incorporated into criteria.
- **Considering how institution building** is defined and valued in criteria.
- **Forming a Faculty Assembly Criteria-Review Committee**: As an on-going effort, an RPT review committee could be established and sustained through Faculty Assembly as it has previously been an ad hoc committee assembled around emerging issues. Such a review committee would commit to reviewing the promotion process as well as develop processes to solicit feedback and ideas for constant improvement. This committee can also be responsible for publishing data about the outcomes of promotion decisions as well as making the demographics of faculty members at different ranks more easily accessible to the campus community.

What you can do right now also includes:

- Collecting information on what tasks/responsibilities faculty are currently doing that are not easily categorized within current promotion criteria.
- Being a change agent to lead conversations forward.
- Initiating conversations about ways to include recognition of faculty work beyond teaching, research, and service (including potential changes/removal of the three traditional categories of load and adding new categories and definitions).
- Engaging in and facilitating conversations around promotion criteria based on this White Paper and the 2007 UCCS Task Force Report with departments, at the college-level, and at the university level.
- Providing professional development for anyone included in the review process to consider these White Paper themes.
- Diversifying faculty through hiring and retention incentives that emphasize more inclusive criteria.
- Continuing Project CREST's "bias literacy" educational workshops focused on removing bias from review processes.
- Reading Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*.

Recommendations: Longer-Term Change Strategies

Implementing and valuing inclusive models of scholarship requires fundamental shifts in UCCS's academic culture, starting with strategic plans, core values, and mission and vision statements. Periodic assessments of faculty effort must be re-configured to ***support and promote areas of faculty work that are critical yet currently neglected***. Changes to core values will drive how we evaluate faculty in the promotion process.

Distribution of Effort

- We recommend re-thinking and transforming our exclusive "research/teaching/service" categories for distribution of effort.
- We recommend supporting department chairs and faculty who undertake the work of revising various criteria documents and writing Faculty Responsibility Statements (FRSs).
- We recommend more opportunities for faculty to learn and explore Boyer's multiple and overlapping categories of: Instruction and Mentorship; Scholarly Activity and Professional Development (discovery, integration, and scholarship of teaching); and University Leadership and Institution-Building.
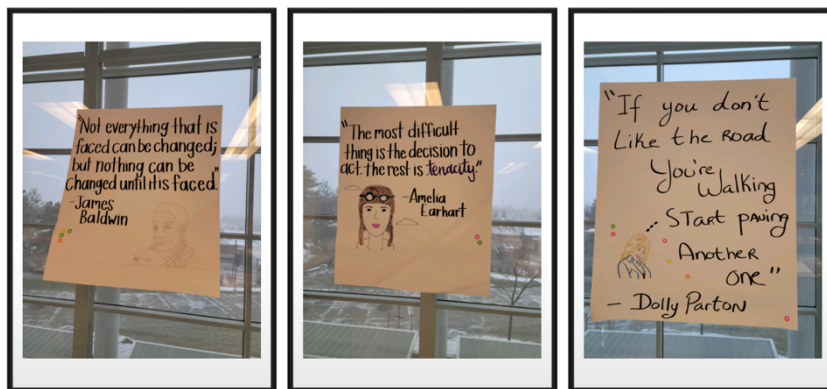
Education and Guidance

- We recommend educating faculty and administrators about the availability and usefulness of FRSs as tools that will allow individuals to play to individual strengths which may vary over the course of their careers, and best contribute to the institutional mission.
- We recommend creating a repository with examples and templates of FRSs, as well as unit criteria, from a cross-section of disciplines to facilitate transparency across units.
- We recommend faculty and chairs communicate and decide together how FRSs can be used to assess their strengths and contributions over time and thus best to align their work with unit and college goals.
- We recommend institutionalizing trainings for all individuals involved in review processes and that these trainings (that would include reading this White Paper) will become routine as a function of Academic Affairs.

Rewarding What We Do

The time has come to move beyond mutually exclusive concepts of teaching versus research versus service. The result will be a healthier and more balanced workforce that is better aligned with institutional goals and student needs. In addition to institutionalizing a more transparent rewards system for all kinds of work, revised promotion criteria will explicitly support the value of "alternative" or currently undervalued areas of faculty effort, including institution building and university leadership, non-monetized scholarship, collaboration, creative work, and scholarship that involves undergraduate and graduate students.

Redefining Scholarship

"Scholarship is defined broadly to include basic research, the integration of knowledge, the transformation of knowledge through the intellectual work involved in teaching and facilitating learning, and the application of knowledge to solve a compelling problem in the community. The department values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, teaching, and engagement."

– From Seattle University Promotion to Full Criteria, Appendix C

## Our Think Tank Charge to the UCCS Community

With *your* participation, there is exciting potential to positively impact the future of how we define and reward inclusive and integrated scholarship at UCCS. We agree with those UCCS community members who crafted the UCCS 2007 Reappointment, Promotion, and Tenure Task Force Report, with a similar focus on the Boyer model and its implications for our institution, "whatever we devise must be relatively easily implemented and should not create a significant…burden for faculty." At the same time, the consequences of not doing this work have tremendous implications for the role of the university in a democratic society, and we look forward to redefining the path to promotion to Full Professor at UCCS.

References and Recommended Readings

Baldwin, R., DeZure, D., Shaw, A., & Moretto, K. (2008, September-October). Mapping the terrain of mid-career faculty at a research university: Implications for faculty and academic leaders. *Change: The Magazine of Higher Learning, 40*(5), 46–55. https://doi.org/10.3200/CHNG.40.5.46-55

Boyer E. L. Moser D. Ream T. C. & Braxton J. M. (2016). *Scholarship reconsidered: Priorities of the professoriate* (Expanded ed.). Jossey-Bass.

Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2019). *Managing human behavior in public and nonprofit organizations* (5th ed.). CQ Press.

Domingo, C. R., Gerber, N. C., Harris, D., Mamo, L., Pasion, S. G., Rebanal, R. D., & Rosser, S. V. (2022). More service or more advancement: Institutional barriers to academic success for women and women of color faculty at a large public comprehensive minority-serving state university. *Journal of Diversity in Higher Education*, *15*(3), 365–379. https://doi.org/10.1037/dhe0000292

Fox, M. F. (2015*).* Gender and clarity of evaluation among academic scientists in research universities. *Science, Technology, & Human Values, 40*(4), 487–515. https://doi.org/10.1177/0162243914564074

Fox Tree, J. E., & Vaid, J. (2022). Why so few, still? Challenges to attracting, advancing, and keeping women faculty of color in academia. *Frontiers in Sociology*, *6*. https://www.frontiersin.org/article/10.3389/fsoc.2021.792198

Laursen, S., & Austin, A. E. (2020). *Building gender equity in the academy: Institutional strategies for change*. Johns Hopkins University Press.

Matthew, P. A. (Ed.). (2016). *Written/Unwritten: Diversity and the hidden truths of tenure*. The University of North Carolina Press.

Montgomery, B. L. (2020). Academic leadership: Gatekeeping or groundskeeping? *Journal of Values-Based Leadership, 13*(2), Article 16. https://doi.org/10.22543/0733.132.1316

O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2022*). Equity-minded faculty workloads: What we can and should do now*. American Council on Education Report. https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf

Find more articles: Biases in Research and Beyond: A KFL RefWorks collection
https://research.uccs.edu/biases-research-and-beyond
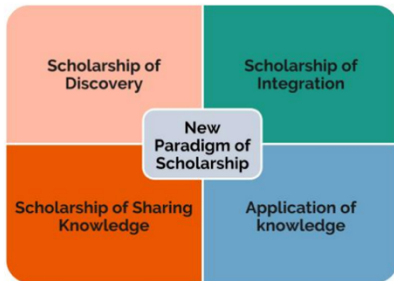
Scholarship Reconsidered: A UCCS Think Tank

Welcome to the **Scholarship Reconsidered: A UCCS Promotion Think Tank** in Fall 2022. You are joining others from a variety of departments on campus to engage in deep conversations about the most systematically entrenched issue in higher education: faculty promotion and tenure. We are delighted that you have agreed to participate and look forward to working with you in the Think Tank!

Goals:

The goal of the Think Tank is to facilitate a unique collaboration among selected attendees to learn together, share knowledge, and be inspired to consider bold actions and unconventional approaches to transform the future of promotion to full professor reviews at UCCS. We are creating an intentional space that allows for discussing and sharing of visions, definitions, and values, as well as to strategize possible change efforts. We will actively challenge each other on the assumptions, implications, and future directions for promotion to full professor processes at UCCS. We will create a **White Paper** that outlines our Think Tank recommendations for broad dissemination to campus in Spring 2023. With your participation, there is great potential to positively impact the future of how we define and reward inclusive and integrated scholarship at UCCS. We look forward to learning with you.

Expectations:

The Think Tank includes three, 2.5 hour, face-to-face sessions between October and December. Each session also includes readings, discussions, and design thinking sessions. In agreeing to participate <u>you agree to attend all three sessions</u>, prepare for the session with up to one hour of "pre-work" and to contribute to the White Paper:

Required Reading: (Provided by Project CREST) Ernest Boyer's (1990/2016) *Scholarship Reconsidered: Priorities for the Professoriate* and the 2007 Report by the *UCCS Reappointment, Tenure, and Promotion Task Force*.

Think Tank Schedule

Session 1: Thursday October 27 2:30-5:00pm in Dwire 204

- Introductions, orientation and ground rules (Dr. Emily Skop, Co-Director of Project CREST)
- Guest Host: Dr. Jodi O'Brien, Seattle University
- Pre-session reading: Part Two: Scholarship Reconsidered by Ernest Boyer (pages 53-122)

> Session Thought Question: A significant barrier to advancement for women and faculty of color is disproportionate engagement in the activities that contribute directly to the vibrancy of higher education, but which do not count toward promotion. What are some of the consequences of discounting this "hidden work"? For women and faculty of color? For student success? For the role of the university in a democratic society?

Session 2: Thursday November 17 2:30-5:00pm in Dwire 204

- Pre-session readings: Part One: Scholarship Reconsidered by Ernest Boyer (pages 3-48)

Session 3: Thursday December 15 2:30-5:00pm in Dwire 204

- Pre-session readings: UCCS 2007 Task Force Report and the Seattle University RPT Promotion Criteria

January 9 to January 30

- Jointly co-author White Paper.

Ground Rules for an Inclusive Discussion

- Listen actively -- respect others when they are talking.
- "Land the Plane" – speak clearly and concisely so we all have time to discuss the topics at hand.
- Speak from your own experience.
- Challenge ideas, not people.
- Be conscious of body language/nonverbal responses.
- Be present - participate fully with honesty and authenticity.

Questions: Please reach out to Dr. Emily Skop via email (eskop@uccs.edu) or email ADVANCE@UCCS.EDU.

Reappointment, Tenure, and Promotion Task Force

Issues and Opportunities

The Charge to the Task Force

The Reappointment, Tenure, and Promotion (RTP) Task Force was constituted on October 2, 2007. Following the *2006 Winds of Change Faculty Retreat* and the *2006 Report on Tenure-Related Processes at the University of Colorado* campus leadership felt the time was right to take a close look at how UCCS defines, evaluates and rewards faculty work through its tenure and promotion process. With an expected completion date of Task Force recommendations in early 2008, both Chancellor Shockley-Zalabak and Interim Provost Bacon gave the Task Force its charge.

The charge was:

➢ *To examine the promotion and tenure processes and procedures at UCCS and recommend changes*

➢ *To create a new framework for primary units to develop their own criteria to satisfy the requirements defined by the Regents as set out in the system-wide tenure study*

➢ *To develop new ways to define and evaluate scholarship (research)*

➢ *To develop new ways to define and evaluate teaching*

➢ *To develop new ways to define and evaluate service*
●
➢ *To ultimately improve the work and lives of faculty at UCCS.*

This charge was intentionally broad. To allow the Task Force to take these broadly-based directions and use them to re-evaluate and possibly redesign the way we think about, define, manage, and implement the entire reappointment, tenure, and promotion system at UCCS to address the many issues that are outlined below.

Issues and Challenges

The Task Force addressed issues and challenges from many sources. Some came from the Regents' expectation that we more clearly define how departments, primary committees, and others along the stream of evaluators review faculty in reappointment, tenure, and promotion decisions. Some came from long-lingering problems that the current system has not as yet addressed. Some come from a hesitancy to relinquish tradition and its historical view of the tenure process. Some came from opportunities that may be embraced by new ways of looking at the RTP processes. Wherever the issues arose, they include:

➢ *Faculty has work that does not easily fall into the traditional categories for evaluation. How can the faculty be evaluated/rewarded for this work?*

➢ *The term "research" as currently defined/understood is often too narrow.*

➢ *The traditional 40-40-20 breakdown in teaching-research-service does not fit all faculty responsibilities and, in fact, is not required by the university.*

➢ *Certain colleges and departments require large time commitments to activities that cannot fit into the 40-40-20 model. For example clinical practice by Beth-El faculty, librarianship for our tenure track librarians, or K-12 teacher/student teacher mentoring by Education faculty.*

➢ *We must figure out a way to reconcile the wording of the campus vision/mission statements and the work faculty do to keep the campus functioning with our evaluation and rewards for this work.*

➢ *Whatever we devise must be relatively easily implemented and should not create a significant reporting burden for the faculty*

➢ *Whatever we do must be communicated clearly and unequivocally to the reviewers at all levels of the RPT process.*

➢ *Whatever we do should not inherently put some faculty at an advantage or disadvantage with respect to other faculty.*

➢ *Any substantive changes in how we evaluate faculty must carry along with them the training and support necessary for unit chairs and others in the process.*

➢ *Faculty need to embrace whatever recommendations are adopted from this work.*

Opportunities

Faculty at the University of Colorado at Colorado Springs by bent and definition are scholars. Most entered the profession because being a scholar is a high calling and one worthy of professional energy. The word scholarship can be a loaded one and can conjure up many definitions. But most of faculty would agree that scholarship in its basic form means the work done by faculty contributes to the growth of knowledge. A more complex, more inclusive definition of scholarship might be the creative, systematic, rational inquiry into a topic and the honest, forthright application and exposition of conclusions drawn from that inquiry. Scholarship draws on existing knowledge as a foundation and uses critical analysis and judgment to improve understanding. When looked at in this context, scholarship definitely includes what we have known as "research" and "creative works." But it also has broader implications and is more inclusive of many of the other things done as faculty/scholars.

Ernest Boyer published *Scholarship Reconsidered: Priorities of the Professoriate* in 1990 for the Carnegie Foundation for the Advancement of Teaching. In this text he outlined a set of ways to better define and articulate the various types of scholarship. Boyer broke scholarship into four areas:

1. Scholarship of Discovery – this is what most now view as basic research.

2. Scholarship of Integration – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.

3. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.

4. Scholarship of Teaching and Learning (SoTL) – this is the serious, rigorous study of teaching and learning that evolves into the sharing of pedagogical research.

In addition to these categories, the Task Force proposes an additional category

5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.

This Task Force's contention is that with some modification and slight redefinition, this could become a new paradigm for evaluating more broadly and fairly, what faculty do in what has been called by its narrower name, research. This is not meant in any way to diminish the rigor or standards of work as faculty. It will, however, start to value some of the very serious work that many faculty on campus must do for their positions, but do not get evaluated or compensated for. Often faculty are hired and expected to do many things for the unit or campus, but the old norm of the 40-40-20 may not accommodate the work that is required of a faculty member. Not only is this patently unfair to the individual, it is certainly not a way to get the best

results from faculty work. Whatever areas of scholarship that an individual and unit determine to be a part of a faculty member's work, all scholarship has some things in common. First and foremost, the work must be original and of the highest quality and rigor. Second, it must be communicated and disseminated. Third, it must be evaluated by peers to assure quality and appropriateness. Finally, the work must be sophisticated, at an intellectual level that cannot be duplicated by others with far less education or experience.

One way for faculty to develop an identity as a scholar in the newer and broadest sense of the definition is to start thinking of teaching as a professional activity. This is not the same as the Scholarship of Teaching and Learning from above----but to begin thinking of work in the classroom as professional teaching. This means many things, but essentially requires faculty to take the teaching mission seriously, maintain currency in the discipline, and have a high degree of disciplinary expertise in the classroom and other teaching venues.

The proposal outlined in the next few pages is our vision of how these ideas may be implemented at the university and college level while still allowing departments/units to devise their own specific criteria to fit their discipline or sub-discipline.

This document specifically addresses the processes for reappointment, promotion, and tenure. Although the Task Force has not explicitly considered using this model for annual reviews, we believe that it would be a good model to emulate in future discussions of annual review process and procedures.

Proposal for Standards for Promotion and Tenure

Introduction

Evaluation of a faculty member for promotion and/or tenure is based primarily on evidence of scholarship in the faculty member's teaching, research/creative activities, and/or professional practice. In all areas of professional activity, a faculty member is expected to uphold the highest standards of the discipline, the university, and the profession.

There are a number of ideas and issues that should be used in designing an evaluation process. These include

> *Faculty has work that does not easily fall into the traditional categories for evaluation. How can the faculty be evaluated/rewarded for this work?*

> *The term "research" as traditionally defined/understood is often too narrow.*

> *The traditional 40-40-20 breakdown in teaching-research-service does not fit all faculty responsibilities and, in fact, is not required by the university.*

➢ *Certain colleges and departments require large time commitments to activities that cannot fit into the 40-40-20 model. For example clinical practice by Beth-El faculty, librarianship for our tenure track librarians, or K-12 teacher/student teacher mentoring by Education faculty.*

➢ *The campus vision/mission statements and the work faculty do to keep the campus functioning should be consistent with our evaluation and rewards for this work.*

➢ *Whatever we devise must be relatively easily implemented and should not create a significant reporting burden for the faculty*

➢ *Whatever we do must be communicated clearly and unequivocally to the reviewers at all levels of the RPT process.*

➢ *Whatever we do should not inherently put some faculty at an advantage or disadvantage with respect to other faculty.*

➢ *Any substantive changes in how we evaluate faculty must carry along with them the training and support necessary for unit chairs and others in the process.*

➢ *Faculty need to embrace whatever recommendations are adopted from this work.*

Evaluation criteria are developed by each primary unit for promotion to associate and full ranks, and for post-tenure review.   An important consideration is that Regental requirements of "meritorious" and "excellent" will still be applied and must be defined by the primary unit. The role of the second level review (the Provost's committee) remain the same – to assure compliance with proper procedures by lower level committees and to assure that the department criteria were followed during the faculty member's evaluation.

The purpose of this proposal is two-fold:

1) To broaden the "research" category to include different types of scholarships and to introduce a "professional practice" category where appropriate

2) To introduce the faculty responsibility statement (FRS) as a mechanism which will allow increased flexibility in the distribution of a faculty member's workload and which gives the faculty member and the primary unit some guidelines for reappointment, tenure, and promotion evaluations.

The fundamental tool in the promotion and tenure review process is the primary unit criteria. The faculty responsibility statement describes the agreed upon responsibilities and activities of the individual faculty member within the primary unit criteria. The FRS identifies the proportion of effort by the faculty member in 1) professional teaching; 2) scholarship; 3)

professional practice, and 4) service. This statement is agreed to by the individual and the department/unit chair and approved by the dean of the individual's college/school.

The FRS provides for flexibility in faculty staffing to meet the unique missions of individual colleges and departments. It will also provide specific guidance to individual faculty members in identifying significance of different areas of work and how effort might be most appropriately allocated. Not all faculty will have identical FRSs; and the individuals FRS will provide guidance for comprehensive review, and the tenure review process.

The following sections define more precisely the areas of scholarship, professional teaching, professional practice, and service.

Scholarship

<u>Meaning of Scholarship</u>

All tenured/tenure-track faculty members are expected to engage in scholarship, professional teaching, and service. Some disciplines as self-defined will also promote activity in the area of professional practice. Scholarship is creative, systematic, rational inquiry into a topic and honest, forthright application or exposition of conclusions drawn from that inquiry. Scholarship may be defined differently for each faculty member and explicated in her/his FRS.

Whatever areas of scholarship that an individual and unit determine to be a part of a faculty member's work, all scholarship has some things in common. First and foremost, the work must be original and of the highest quality and rigor. Second, it must be communicated and disseminated. Third, it must be evaluated by peers to assure quality and appropriateness. Finally, the work must be sophisticated, at an intellectual level that cannot be duplicated by others with far less education or experience.

All five forms of scholarship carry equal weight if done with equal rigor, communication, and peer review. The scholarship category will be a minimum of 40% before tenure. Under special circumstances or where a faculty member's required "professional practice" effort is large, a lower level of scholarship is understood. The exact amounts will be negotiated with the unit chair and the dean of the appropriate college. Similarly there will to be a minimum of 20% after tenure. For the same reasons, the "Professional Teaching" category ought to be a minimum of 30% before tenure. And there ought to be a minimum of 20% after tenure. The numbers above refer to averages over time. In an individual year the faculty member could be below these minimum requirements.

Scholarship results in products that are shared with others and are subject to criticism by individuals qualified to judge the product. These products may take but are not limited to, the form of books, refereed journal articles, critical reviews, annotated bibliographies, lectures, reviews of research on a topic, or speeches synthesizing the thinking on a topic. Also falling under the umbrella of scholarship are original materials designed for use with computers;

inventions on which patents are obtained; art exhibits by faculty-artists; musical concerts/compositions; novels; essays; short stories; or poems. In short scholarship includes materials that may generally be called "intellectual property."

Scholarship implies that one has a solid foundation in the professional field addressed and is current with developments in that field. However, it must be noted that significant advances sometimes accrue when a scholar extends her or his scope of topics beyond those traditional to a particular discipline. All of these areas of scholarship fit into five scholarships (modified from the Boyer model)

1. Scholarship of Discovery – this is what most now view as basic research.

2. Scholarship of Integration – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.

3. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.

4. Scholarship of Teaching and Learning (SoTL) – this is the serious, rigorous study of teaching and learning that evolves into the sharing of pedagogical research.

5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.

Scholarship often requires teamwork or other collaborative relationships, particularly because of the growth of interdisciplinary and multidisciplinary programs and research agendas. When work that is a result of joint effort is presented as evidence of scholarship, clarification of the faculty member's role in the joint effort should be provided.

In the promotion and tenure review process, the emphasis is on the critical evaluation of the scholarly nature of the candidates achievements by professional peers, including peers external to the university. Evidence should be presented as to the impact of the scholarship in terms of its depth, duration, and/or persistence of influence or use, as well as its public and critical appreciation. Table 1 provides the framework for the evaluation.

The farther that scholarship moves from traditional peer-reviewed research, the more important it becomes for the faculty member and the chair of the primary unit to have a clear understanding of who will constitute the cohort of reviewers and how the reviews will be done. This understanding should be made explicit in the FRS

Table 1. – Parameters for Judging Scholarship

Character of Scholarship
- Does it develop and communicate new understanding and insights?
- Does it generate, synthesize, interpret, critically analyze, and communicate new knowledge, methods, understandings, technologies, materials, uses, insights, beauty, etc.?
- Is the work sophisticated, at an intellectual level that cannot be duplicated by others with far less education or experience?

Audiences for Scholarship
- Do the audiences include peers, undergraduates, graduate students, post-doctoral associates, users, patrons, and the public?

Means of Communicating Scholarship
- Do the means include teaching materials, curricula, publications, presentation, exhibitions, performances, patents, copyrights, and other distribution of materials/programs?

Criteria for Validating Scholarship
- Is the work original, significant, accurate, replicable, applicable, broad, or have depth?
- Does it have a significant duration of influence, persistence of influence or use, adoption by peers, or impacts on the public?

Means of Documenting Scholarship
- Is there evidence that it has been validated by peers?
- Has it been communicated to peers or broader audiences?
- Is it recognized, accepted, cited, and adopted by others?
- Did it make a difference?

A dossier format is used to document faculty scholarship beyond what is contained in the vita. The faculty dossier includes materials such as summaries of completed, current, and future research projects; descriptions of the applied use of the research; summaries of grants/grant applications, patents, and inventions; exhibition catalogs, and other juried work. The effectiveness of the candidate's scholarship is determined by evaluating the character of the work using the general criteria described in Table 1 in the context of the unit criteria established by the department/unit and approved by the relevant dean and provost.

Professional Teaching

Most faculty have significant teaching responsibilities, and the quality of teaching is a major factor in evaluating accomplishments. Teaching is a scholarly and dynamic endeavor and covers a broad range of activities. These activities could include the following:

➢ Presenting resident credit courses, international courses, non-credit seminars and workshops, and distance learning programs

➢ Directing undergraduate and graduate projects, internships, theses, and dissertations

➢ Serving on masters and dissertation committees

➢ Advising and mentoring undergraduates, graduate students, and post-doctoral associates

➢ Directing undergraduate research programs.

Particular evidence of effective teaching varies widely and can be difficult to judge. In addition to the Faculty Course Questionnaire, other evidence may demonstrate pedagogical abilities in organized lectures or laboratory sessions; others may promote collaborative learning or may improvise in the classroom in response to the dynamics of the student group, while still others may be adept in facilitating appropriate group discussion. All of these methods are valid but must be documented to allow appropriate evaluation.

Professional Practice

The UCCS vision and mission statements highlight the commitment of the campus to the community. One critical component of this is the professional practice for certain colleges and disciplines. It is common for some faculty to work with community organizations/agencies in addition to the practice relevant on the campus. Examples might be clinical work done by Beth-El College of Nursing and Health Sciences faculty, site observation for teacher development by College of Education faculty, or work done in our library by tenured/tenure-track librarians. Professional practice means the engagement of faculty using their professional skills to provide direct service in the discipline, solve problems, disseminate information, or improve the campus or community. This work should be specified in the FRS for those faculty that have professional practice responsibilities.

Since professional practice activities vary greatly among departments, it is the responsibility of each department to identify the activities acceptable to the unit under this category and ways to evaluate the contribution within department/unit promotion and tenure criteria.

Service

Faculty members are expected to play a vital role in the functioning of the university at all levels by participating in faculty governance; in the formulation of department, college, campus, or university policies; in serving on campus/university committees; or, carrying out various administrative functions. Therefore, to be promoted and/or tenured, faculty members are expected to have been involved in institutional service.

Other types of service for the community or discipline, for example, are acceptable as part of the service component. Such service could include referee work, serving as an NSF panel member for judging proposals, being part of an organizing committee for a conference, etc. In all cases such service outside of the university needs to be directly linked to the professional abilities of the faculty member.

It is intended that the flexibility introduced through the FRS will allow faculty who are significantly engaged in service to be appropriately rewarded for their efforts by an appropriate weighting of the service component of the FRS.

Faculty Responsibility Statement

Faculty Responsibility Statements are generally short documents - usually a single page – that specify the breakdown of what the faculty member is responsible for within the needs of the department/unit within the context of the University's mission, goals, and strategic plan. The proportion of an evaluation may be specified as percentages but other methods may be preferred by the department/unit. It must be remembered that all tenured/tenure-track faculty have a scholarship commitment. Only under special circumstances will a faculty member not have scholarly teaching responsibilities. Service is also an area that is nearly always some part of the evaluation. Professional practice may or may not be a part of the evaluation dependent upon the discipline and character of the faculty position. Some example parsing of responsibilities in the FRS are given in **Appendix A**.

The FRS is put into place when the faculty member is hired and may be changed with the agreement of all parties. The FRS will be developed for already employed faculty on a schedule to be worked out. The FRS will be signed by all agreeing parties. The FRS will be used by all evaluators to interpret the quality, extent, balance, and scope of the faculty member's achievements. Departments must consider primary unit criteria when developing the FRS and the evaluation standards.

It will be incumbent upon the faculty member and the primary unit chair to articulate as needed the specific ways that non-traditional scholarship will be reviewed and evaluated. If it is decided that more comprehensive explanation of the scholarship and its evaluation is needed, an addendum may be attached to the FRS outlining the specifics of the faculty member's scholarly contributions. However this is articulated, it will be the responsibility of the faculty member to discuss in the promotion and/or tenure dossier, how the scholarship was evaluated, who the peer

reviewers were, and how this fits into the FRS and the addendum if any. See examples in **Appendix B**.

It is emphasized that the primary units decide which of the scholarships are appropriate for their individual disciplines. The primary units also decide on evaluation measures and, for example, what level of performance is required for an evaluation of "meritorious" or "excellent." The FRS is not expected to replace the criteria developed by the primary units, but is intended to give some insight on how the primary unit criteria apply to a particular faculty member.

APPENDIX A
Sample Faculty Responsibility Statements

Example 1

UCCS Computer Science Department
Faculty Responsibility Statement

Professor X

Professor X has responsibilities in the activities of professional teaching, scholarship, and service. All tenured and probationary faculty members are expected to engage in scholarship.

Appointment

      60% Professional Teaching
      20% Scholarship
      20% Service

Professional Teaching (60%)

Teaches 21 Credit Hours of course work. Faculty mentor for student projects in INOV 201/202/301/302/401/402. Serves on project and thesis committees for MS, ME, and Ph.D. students. May also advise MESE and Ph.D. students.

Scholarship (20%)

Engages in Scholarship of Application and Scholarship of Teaching and Learning (SoTL) activities. UCCS Faculty Fellow for Educational Excellence.

Service (20%)

Engages in institutional and professional service activities. Serves as the Program Director, Bachelor of Innovation™ in Game Design and Development. Annually performs the duties of an Engineering and Applied Science Ambassador. Serves on campus-, college-, and department-level committees as appropriate. Paper reviewer for various computer science education conferences.

FRS is agreed to by:

    Signatures

    Faculty Member   _____   **Date** _____

    Unit Chair   _____   **Date** _____

Dean of EAS   _____   **Date** _____

Example 2

<div align="center">

UCCS Kraemer Family Library
Faculty Responsibility Statement

</div>

Professor Y
Cataloging/Archives Librarian

Professor Y has responsibilities in the activities of professional practice, research, and institutional service. All tenure-track and tenured library faculty members must engage in scholarship in their professional practice, research and service.

Professor Y must demonstrate personal initiative, leadership, and collegiality; creativity in practical application of knowledge; knowledge of current research and new developments; demonstrated communication and analytical skills; and achievements in working in a team-based environment.

This position reports to the Head of Technical Services.

Appointment

75% Professional Practice
15% Scholarship
10% Professional Service

Professional Practice (75%)

Oversees the operations of the Cataloging department and the UCCS Archives:
Plans, organizes, schedules, analyzes, and evaluates Cataloging department and Archives department activities, goals, and policies to ensure that they operate in an efficient and productive manner.

Selects, trains, directs, and evaluates the Cataloging Technician and the Archives Technician and assists in supervision of student employees and volunteer workers in the Cataloging and Archives departments.

Manages the operation of the OCLC Cataloging System and implements software upgrades as they become available.

Maintains the Library's bibliographic database—Innovative Interfaces, Inc. (III).

In accordance with established national standards and practices, catalogs materials in all formats and creates original catalog records when needed for inclusion in WorldCat and in the Library's local catalog.

Provides reference assistance at the Library's reference desk for up to four hours a week.

Develops the Library's collections in the areas of Nursing and Health Sciences and Computer Science.

Provides general library instruction sessions or workshops.

Assists students and faculty, particularly those in the Beth-El College of Nursing and Health Sciences and in the Computer Science Department, in the use of library resources.

Participates in development of library-wide policies, procedures, and goals.

Serves as acting Head of Technical Services when necessary.

Research and Scholarship (15%)

Develops professionally as a member of the library academic community by participating in continuing education opportunities related to cataloging and archives work.

Establishes a record of scholarship by engaging in research projects, presentations at library conferences, procuring grants, and/or publishing articles in professional journals or edited works.

Professional/Institutional Service (10%)

Engages in professional service activities at the local (city/state) and/or national level.

Serves on departmental, campus, and/or university committees as authorized by the Head of Technical Services or the Library Dean.

This FRS is agreed to by:

Signatures

Faculty Member _____ **Date** _____

Unit Chair _____ **Date** _____

Dean of the Library _____ **Date** _____

Example 3

<div align="center">

Beth-El College of Nursing & Health Sciences
Faculty Responsibility Statement

</div>

Professor A

Appointment

> 40% Teaching
> 20% Professional Practice
> 20% Research/Scholarly Activity
> 20% Service

Professional Teaching (40%)

Dr. A will contribute to the teaching mission of the Nursing Department by teaching six credits in one semester and nine credits in another. Teaching assignments will be primarily in the graduate program although cross programmatic assignments should be anticipated. Curricular standards will be measured using NONPF's *Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health and the AACN's Essentials of Master's Education for Advanced Nursing Practice.* FCQs are required to be maintained at means of 4.0 or higher. Performance in teaching will be evaluated based upon the criteria found in the Beth-El College of Nursing & Health Sciences TPR Document.

Professional Practice (20%)

Dr. A will practice as a family nurse practitioner in the faculty practice clinic for El Paso County one day per week. She will provide primary health care services to the patients in the clinic. She may precept advanced practice students during this scheduled time. She is required to maintain an unencumbered current license as a registered nurse in Colorado with authorities as a FNP and prescriptive authority. She is also required to maintain current national board certification as a FNP.

Scholarship (20%)

Dr. A will fulfill her contribution to this mission of the College through research and scholarly productivity. Performance in this area will be evaluated based upon the criteria found in the Beth-El College of Nursing & Health Sciences TPR Document. At least one national, invited peer-reviewed presentation will be submitted and at least one data-based, peer-reviewed journal article will be submitted annually.

Service (20%)

Dr. A will serve on College and University committees as designated. She will also serve on the CQI Committee for the El Paso County faculty practice clinic. Criteria for evaluation of service are also found in the Beth-El College of Nursing & Health Sciences TPR Document.

This FRS is agreed to by:

Faculty Member _____ Date _____

Unit Chair _____ Date _____

Dean of Beth-El _____ Date _____

Example 4

UCCS Department of Physics and Energy Science
Faculty Responsibility Statement

Professor B

Professor B's efforts will be approximately distributed in the following way: 10% scholarship, 40% professional teaching and advising, and 50% service to the institution or broader community.

Appointment

30% Professional Teaching
20% Scholarship
50% Service

Professional Teaching (30%)

Dr. B will be expected to teach the equivalent of three (3-credit) lecture classes per academic year, two in the fall semester and one in the spring semester.

He is also expected to provide an effective learning experience for students. This will be demonstrated by FCQ scores, student comments on FCQs, and continuing his work with the Presidential Teaching Scholars "President's Learning Collaborative" program.

Specifically, he will maintain a score of 5.7 (or higher) out of 6 on question 13 (compare this course with other courses you have taken) and question 14 (compare this instructor with other instructors). Any adverse comments by the students on the FCQs for his classes will be addressed as soon as possible. He will continue to mentor at least one faculty member per year in the "President's Learning Collaborative" program.

Scholarship (20%)

Dr. B will continue to edit the annual proceedings of the American Association of Radon Scientists. He will publish at least one paper in a refereed journal each year and deliver at least one talk at a national or international conference in his field. He will continue to do original research in radon related topics and be active in looking for external funding to conduct that research.

Service (50%)

Dr. B will continue to be the chair of the Department of Physics and Energy Sciences and, as such, will perform all activities expected of that office. These include, but are not limited to:

supervision of the two classified employees in the department, supervision of the department budget, chairing of search committees and other departmental committees, evaluation of tenure-track and non-tenure track faculty, hiring and firing of non-tenure track faculty and honoraria, advising of undergraduate physics majors, handling all student complaints and resolving conflicts between students and physics teachers, scheduling of courses, editing of bulletin copy, attending chairs' meetings, conducting post-tenure reviews, writing the 5-year departmental reviews and providing alcohol, purchased with non-state funds, for departmental meetings.

He will be expected to conduct his "Magic in Science" program for local school children at least one a month.

Dr. B will continue as Director of the Western Regional Radon Training Center and is expected to offer five radon courses a year, to be taught at UCCS. In addition, he is expected to generate $250,000 annually in external funding, most of which will be monies generated in contracts with state and federal organizations seeking radon training.

This FRS is agreed to by:

Signatures

Faculty Member _____ **Date** _____

Unit Chair _____ **Date** _____

Dean of CLAS _____ **Date** _____

Example 5

UCCS Department of History
Faculty Responsibility Statement

Professor Z

Appointment

40% Professional Teaching
40% Scholarship
20% Service

Professional Teaching (40%)

Dr. Z will contribute to the teaching mission of the department by teaching 5-3 credit hour courses per academic year. Included in these courses will be a section every two years of

the senior seminar that is required for all students. FCQ scores will at least be within one standard deviation of the department's average

Scholarship (40%)

Dr. Z will fulfill her contribution to this mission of the College through the completion of her research project on the history of the university as a part of the social fabric of the state of Colorado. It is expected that a contract for the book coming out of this research will be in hand with the first year of this FRS being signed, and significant progress will be made with the manuscript over the subsequent two years.

Service (20%)

Dr. Z will serve on the following College committees for this AY: Curriculum, Graduate Faculty, Graduate Admissions (Chair). Additionally, she will serve on college committees that meet regularly. Dr. Z has just been elected to national office in the National Historical Society. The work done in this capacity will also be considered a part of her service.

This FRS is agreed to by:

Signatures

Faculty Member _____ **Date** _____

Unit Chair _____ **Date** _____

Dean of Beth El _____ **Date** _____

Example 6

<div align="center">

UCCS Department of Visual and Performing Arts
Faculty Responsibility Statement

</div>

Professor G

Appointment

        40% Professional Teaching
        40% Scholarship
        20% Service

Professional Teaching (40%)

Dr. G will contribute to the teaching mission of the department by teaching 5-3 credit hour courses per academic year. Included in these courses will be a section every two years of Hum 399 that is required for all students. FCQ scores will at least be within one standard deviation of the department's average

Scholarship (40%)

Dr. G's scholarship activity will all be within the scholarship of creative work category. She will develop at least one major show every two years which will be professionally juried.

Service (20%)

Dr. G will serve on the following College committees for this AY: Curriculum, Graduate Faculty, Graduate Admissions (Chair). Additionally, she will serve on college committees that meet regularly. She has just been appointed to be a reviewer for NIA proposals. The work done in this capacity will also be considered a part of her service.

This FRS is agreed to by:

Signatures

Faculty Member   _____   **Date**   _____

Unit Chair   _____   **Date**   _____

Dean of LAS   _____   **Date**   _____

Appendix B
Non-Traditional Scholarship Peer Review Examples

Discussion

Evaluation of Scholarship

When scholarship is defined as traditional research and creative work (scholarship of discovery), the review process for that research is well-defined. The researcher's peers, generally also in academia, evaluate the work as part of the standard paper or grant proposal review process. This peer review process is widely accepted for research, but other forms of scholarship challenge the usefulness of this process, and even challenge the ways in which we define who should perform the review. The guiding principle in the discussion below is that reviewers of the validity of original scholarship are "those individuals qualified to judge the product" of the scholarship, whether they are academics, practitioners, or members of the general public.

Scholarship must be something which is written, performed, delivered, etc. at a level which is considered appropriately sophisticated for a university-level author or presenter. In plain words, even if the work contains original material, it must be at an intellectual level that cannot be duplicated by others with far less education or experience. Quite possibly, a lack of sophistication will be caught by the competent reviewers, but not always. A letter to the editor of a newspaper which encourages everyone to get a radon test, for example, would not be original, would not be reviewed, nor would it be sophisticated.

Scholarship of Discovery

This is the traditional research and creative works area, where the researcher's peers, generally also in academia, evaluate the work as part of the standard paper or grant proposal review process.

Scholarship of Integration

The review process in this area would follow the traditional scholarship of discovery process for the traditional publication and grant proposal products. Other products of Scholarship of Integration activities are best evaluated by the people who understand the significance of the cross-disciplinary insights gained from the product.

Scholarship of Application

When we apply our knowledge to practical problems in the real world, we generally serve two different constituencies: customers and users. Customers are those

who benefit in some way from the product, whether or not they use the product directly. Users are those who actually have direct interactions with the product.

For example, if a faculty member helps with development of educational games for 7th graders, the 7th graders are the users of the product. A 7th grade teacher, however, would be the customer, because she conceivably helps decide the requirements for the game based on what she needs her students to learn from the game and she (as well as the students) benefits from the learning the students acquire from the game.

In this scenario, it would obviously be unreasonable to have the users (the 7th graders) evaluate the validity of the scholarship, but the teacher (the customer) is uniquely qualified to judge the validity of the scholarship through direct observation of its effects on her students. In other cases, both the customers and the users of the product might be appropriate evaluators of the scholarship.

In general, the products generated through Scholarship of Application activities are best evaluated by the people (customers and/or users) who actually benefit from or use that product. Independent reviewers (e.g., those not directly involved in the project developing the product) who have similar qualifications to the customers and/or users directly involved in the project should also be used to evaluate the product.

Scholarship of Teaching and Learning (SoTL)

Traditional views of research generally require that the research be conducted in the researcher's field of specialty; rigorous inquiry into how to effectively teach the topics in that field are often characterized as "just teaching, not real research." Many times SoTL work is reviewed in the traditional way – a journal article is written and reviewed by peers before being published.

But other non-traditional review can take place. For example, publishing a textbook clearly falls in this category because the publication process includes critical review by numerous individuals qualified to judge the product (publishers tend to select reviewers familiar with the topic of the textbook). As another example, conducting a workshop to share insights into teaching and learning for a group of faculty colleagues would also qualify as SoTL if the workshop material meets the standards of scholarship and the attendees judge the workshop to be useful.

In general, the products generated through Scholarship of Teaching and Learning activities are best evaluated by the people involved as reviewers during the generation of the product (book reviewer) or the people (customers and/or users) who actually benefit from or use that product. Independent reviewers (e.g., those not directly involved in the project developing the product) who have similar qualifications to the customers and/or users directly involved in the project should also be used to evaluate the product.

Scholarship of Creative Works

The scholarship of creative works has always been evaluated differently than traditional peer reviewed research. Generally, work is judged by artistic peers in formal settings where a faculty member demonstrates his or her professional competence in a gallery, theater production, or concert. These methods of faculty evaluation will remain unaltered with this proposal.

Examples of Peer Review of Non-Traditional Scholarship

Scholarship of Application

Example 1
Description
Works with K-12 teachers through the PIPES grant and other mechanisms to help BI™ students develop and evaluate the effectiveness of educational games. Both   the games and the evaluation results are documented for the reviewers.

Non-traditional Peer Review
The teachers involved in the activity evaluate the validity of the scholarship through a questionnaire including both Likert scale questions and open-ended questions. Reviewers not directly involved in the project also evaluate the product.

Traditional Peer Review
The effectiveness of the games in enhancing learning is evaluated by comparison to a control group and the material is sent to an education journal and published.

Example 2
Description
Professor H has produced a technical report as a consultant for the Canyonview school district. This analysis projects population trends and the impacts on schools within the district using an original research methodology and incorporating quantitative and qualitative data. The analysis presents alternative scenarios to be used in district planning based on an understanding of local   political culture and dynamics.

Non-traditional Peer Review
Description of the project and the products of work reviewed by researchers who conduct similar studies for school districts, school superintendents, school officials, and professional planners. Commentary provided on originality and significance of work.
Traditional Peer Review
The technical report is rewritten and is accepted by a University Press for publication in a book series on school politics.

Example 3
Description
A faculty member measures the properties of stainless steel that is used in carrying gasses in the local semiconductor industry and writes a report to that company.

Non-traditional Peer Review
The faculty member working with the industry develops a process to eliminate contaminants and this is patented.

Traditional Peer Review
The faculty then generalizes the results and writes a paper that appears in a peer-reviewed technical journal.

Example 4
Description
A faculty member works with the local utilities to go to local schools and give talks on the benefits of compact fluorescent light bulbs. The faculty member studies the impact of these talks and how the work with the school district engineer to implement a new light bulb program that makes an impact. The faculty member along with the school engineer, studies the costs versus the savings, and writes a report which is sent to other school districts.

Non-traditional Peer Review
This report is evaluated by other schools who also adopt this new lighting system.

Traditional Peer Review for this same work – the results of the work are published in a peer reviewed journal.

Scholarship of Teaching and Learning

Example 1
Description
Publishes a textbook (note the textbook would need to be published, not just written).

Non-traditional Peer Review
Critical review occurs during the publication process. Actual publication implies positive results from that critical review.

Example 2
Description

Synthesizes insights into teaching and learning and conducts a workshop to share those insights with faculty colleagues.

Non-traditional Peer Review
Workshop attendees evaluate the validity of the scholarship through a questionnaire including both Likert scale questions and open-ended questions.

Traditional Peer Review
The professor writes up the insights, demonstrates how these insights change learning outcomes and publishes the results in a peer-reviewed journal.

Example 3
Description
Professor M and her research team have designed a curriculum for building inclusiveness in the workplace and in the classroom. This curriculum builds a theoretical foundation for understanding inclusiveness and leads participants through experiential exercises leading to participatory problem-solving. This project also includes the design and implementation of strategies to embed this educational program in institutional practices throughout the institution.

Non-traditional Peer Review
Description of the project and assessment measures reviewed by diversity administrators, faculty, and staff from other universities. Commentary provided on originality and significance of work.

Traditional Peer Review
The work is rewritten in journal format and is peer reviewed by a national journal and published.

Scholarship of Integration

Example 1
Description
Professor J has redesigned an engineering course to underscore the cultural context of engineering practice and the relationship of distinct social groups to engineered public spaces. This work incorporates interdisciplinary and cross-cultural course materials to challenge students to design alternative solutions and evaluate whether technologies are culturally and socially appropriate.

Non-traditional Peer Review
Description of course design, teaching methodology and learning outcomes reviewed by teachers in multiple disciplines. Commentary provided by colleagues on originality and significance of work.

Example 2
　　　Description
　　　A faculty member gives a general talk on Pluto to the Society of Physics Students. He subsequently works with PBS and makes a half-hour documentary on Pluto which is eventually shown on TV.

　　　Non-traditional Peer Review
　　　Professionals, not necessarily other academics, review this documentary and publish reviews about it in appropriate venues. The fact that it appears on television also indicates that it has passed a number of internal reviews.

Example 3
　　　Description
　　　A Geography faculty collects data and does the needed GIS work to establish a natural hazard website for the county. This website is used by other earth scientists, county and city planners, and the real estate industry.

　　　Non-traditional Peer Review
　　　The county planners and the Home Builders Association provide comments and criticisms for the usefulness of the website.

　　　Traditional Peer Review
　　　The process of creating the website and the impacts of the site are studied. A journal article evolves out of this work that is peer reviewed and published in an international journal.

Scholarship of Creative Works

Example 1
　　　Description
　　　Professor K develops a series of sculptures which are part of the theme being shown at a regional art gallery. He is chosen by a jury of art peers to participate in this show.

　　　Non-traditional Peer Review*
　　　The fact that he was chosen for the show and the reviews that come from this showing are both considered peer review of scholarship.

　　　*Traditional Peer Review
　　　The above review is the normal way creative works are reviewed.

Counter-Examples of Non-Traditional Scholarship – Things which are not scholarship

Scholarship of Teaching and Learning

- *Description:* Generates class notes for a class instead of using a textbook. There's no critical review of the validity of the scholarship by individuals qualified to judge the product.

- *Description:* Diversity presentations that do not represent original contributions to understanding or innovations in teaching methodology.

- *Description:* A faculty member gives a general talk on Pluto to the Society of Physics Students. This is not scholarship because it is not original, nor is it sophisticated.

Scholarship of Application

- *Description:* Activities that involve the routine application of research methodologies in empirical settings may fall under professional practice rather than scholarship, for example, producing opinion survey and reporting results without original analysis or methodological innovation.

- *Description:* A faculty member measures the properties of stainless steel that is used in carrying gasses in the local semiconductor industry and write a report to that company. No review takes place as the report is just accepted by the company.

- *Description:* A faculty member works with the local utilities to go to local schools and give talks on the benefits of compact fluorescent light bulbs.

Scholarship of Integration

- *Description:* Participation in interdisciplinary conference that does not result in original integrative contribution.

Finally, we note that just because some work is considered as scholarship, it does not necessarily mean that it has the same weight as other work in evaluations. For example, a single presentation on the theory of learning may be scholarship, but it might not be regarded as an equal to a published book on the theory of learning.

Appendix C: Revised Guidelines for Promotion to Full Professor at Seattle University

Revised Guidelines for Promotion to Full Professor at Seattle University
SU ADVANCE
June 3, 2021

The following document contains an excerpt of the existing Seattle University Handbook, with the approved revisions added in green font. In this document, for ease of reading and comprehension, we do not include deletions of text from the old guidelines or track minor alterations in formatting (such as a change in bulleting style).

The promotion guidelines revisions are the result of intense engagement with the Seattle University community over several years by SU ADVANCE and reflect in particular the work and expertise of the SU ADVANCE "Guidelines Working Group," composed of Drs. Lee, Loertscher, and Taylor. We thank the many faculty who provided feedback and reflection on these guidelines, making this truly a faculty-driven process.

This document also represents collaborative engagement between first the SU ADVANCE Guidelines Working Group and the Faculty Handbook Revision Committee, and then between the Working Group and the Board of Trustees' Academic Affairs Subcommittee.

III. Elements of Faculty Quality
A. Teaching

The primary role of each Seattle University faculty member is to educate students through excellent teaching, an excellence with many components. The excellent educator possesses a thorough and current knowledge of the discipline and of pedagogical research and theory as applied to the discipline. He or she conveys key concepts and values, enables students to learn the discipline's critical thinking and investigative processes, and models appropriate strategies of inquiry and scholarship. The excellent educator engages students actively in his or her own learning and promotes a spirit of inquiry and openness to knowledge. The excellent teacher organizes his or her coursework in a coherent way, describes clearly the expectations for students, uses fair and appropriate assessment techniques, and provides students with useful and frequent feedback about their learning. The excellent teacher shows a respect for his or her students and creates an environment that enables their growth as persons. The excellent teacher interacts with students in a supportive way and, through concern for questions of values, justice, and faith, helps sustain the Jesuit ethos upon which the university is founded.

Seattle University faculty members bear a major responsibility for mentorship of students. The central element in advising excellence is genuine and sustained concern for students as persons and belief in their capacity for self-directed growth. Effective advising includes, among other elements, willingness to be available to students for consultation outside the classroom; helpfulness in guiding students in such matters as research projects, career counseling, and academic concerns; familiarity with the current requirements of University programs and students' achievements in relation to these requirements; and helpfulness in developing with the students an academic program which will aid them in gaining as much as possible from their years at Seattle University.

All faculty members respect the legitimate privacy interests of students and comply with the federal Family Educational Rights and Privacy Act (FERPA). Seattle University provides training on FERPA and follows FERPA Guidelines (76-9), which are available on the Registrar's academic policies website: http://www.seattleu.edu/registrar/academic-policies/.

B. Scholarly Activity and Professional Development

Seattle University faculty members engage in scholarship and professional development throughout their careers. Scholarship is defined broadly to include basic research, the integration of knowledge, the transformation of knowledge through the intellectual work involved in teaching and facilitating learning, and the application of knowledge to solve a compelling problem in the community. Seattle University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, teaching, and engagement. Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual Departments, Schools, and Colleges, will recognize original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research. The following non-exhaustive examples illustrate the range of scholarly activity appropriate to Seattle University:

- traditional research;
- interpretive or theoretical articles or monographs for the profession;
- pedagogical articles or monographs, books and textbooks;
- professional presentations;
- reports of professional consultations;
- applied and public scholarship;
- community-engaged scholarship; and
- creative work in art, dance, music, theater, film, broadcasting, or literature.

For some faculty members, depending on their disciplines, other professional activity with a demonstrable positive impact beyond Seattle University may also be considered scholarship, including computer programs, website development, and innovative coursework, curriculum, and program development. Applied and public scholarship, and community-engaged scholarship must be reviewed both by experienced peers within the faculty member's discipline and by qualified community partners.

Seattle University expects faculty involved in graduate-level education to give special attention to the production of scholarly research and writing and/or engagement in professional activities that contribute to the growth of knowledge or to professional excellence in fields external to the University.

Faculty professional development is a commitment to continuous growth throughout one's professional life. As life-long learners, faculty members strive to improve their teaching, research, creative activities, and service. They seek new ideas and approaches across diverse areas such as course design, instructional effectiveness, evaluation, curriculum development, technology applications, student advising, and scholarly activity.

Within the context of its obligations to students, its fiscal resources, and its facilities, the University will provide support to faculty who engage in scholarly and professional activity. Faculty members may apply, through their Dean or Director, for a reduction in instructional load, for summer and academic year Faculty Fellowships, for University grants-in-aid, and for sabbatical leaves. The University also encourages its faculty to seek financial support for instructional, scholarly and professional development projects from outside sources, both governmental and independent.

Seattle University encourages its faculty to attend meetings of professional and learned societies as a means of increasing their instructional and scholarly/professional competence. Within the limitations of its budget, the University will support such professional development by providing financial support for such activities. University funds to support professional travel expenses are made available through the academic Deans, who may be assisted in allocation by faculty committees. The Deans and their committees are responsible for developing and disseminating policies and procedures relating to professional travel and for disbursing such funds as are available in as equitable a manner as possible and in accordance with the aforementioned scholarly and creative goals.

C. Commitment to *University Leadership and Institution Building*

Seattle University embraces the Jesuit priority of service and the promotion of justice. Faculty members at all ranks are expected to provide some form of leadership to the University, their College or School, their professional community, or the community at large. Faculty members will exemplify a commitment to University leadership and institution building. Evidence of this commitment includes, but is not limited to, the following:

- improving the School/College's programmatic quality, reputation and operational efficiency;
- participating on Departmental, Programmatic, College and University committees;
- participating in special academic projects;
- providing attention to specific needs of students;
- mentoring other faculty;
- linking the professional skills of members of the faculty and students to the world beyond the campus;
- developing new courses and curriculum;
- serving the faculty member's professional societies, such as reviewing articles, organizing professional conferences, or serving a professional organization in a leadership capacity;
- participating in disciplinary and professional organizations;
- community or civic activity, such as meaningful involvement with commissions, boards, or public service organizations;
- religious activity, such as significant involvement in councils of churches or interfaith organizations.

D. Collegiality in Relation to Teaching, Scholarship, and Service

At Seattle University, collegiality is understood within the context of a faculty member's teaching, research and scholarly activity, and service. That is, it relates to collaboration and constructive cooperation, associated with a faculty member's overall performance. Collegiality should not be confused with sociability or likability because it is a professional, not personal, criterion relating to the performance of a faculty member's duties. It does not require conformity to any particular view. In situations in which a faculty member feels that his or her work environment is hostile to collaboration and constructive cooperation, that faculty member is encouraged to pursue available avenues for recourse and remedy. Such avenues include but are not limited to consultation with a faculty's Chairperson, Program Director, Dean, and/or the faculty ombudsperson. If these avenues are not appropriate or available, faculty members should follow the faculty grievance procedures outlined in this handbook.

E. Faculty Availability to Students and Colleagues

In light of the emphasis Seattle University places on teaching excellence, it is essential that all students have adequate opportunity for consultation with their teachers. Furthermore, the educational community and collegial environment necessary to delivering excellent education are most likely to be present when faculty are available to students and faculty colleagues. Therefore, full-time faculty are expected to maintain sufficient office/contact hours, normally not fewer than five hours per week, and otherwise be accessible to address the academic and consulting needs of their students, other faculty, and staff. Part-time faculty also are expected to maintain sufficient office/contact hours to address the academic and consulting needs of their students.

IV. Faculty Appointments

A. Common Elements

Every faculty member at Seattle University has a written contract setting forth the terms and conditions of his or her employment by the University.

The University will be guided in its appointment and promotion in academic rank by the qualifications of the individual concerned, in accordance with the standards set forth in this Handbook and the college or school's established guidelines. The Provost, upon receiving a written request from the college or school, may make exceptions.

For non-tenure-track positions:
Particularly in certain professional, technical, and artistic fields where commensurate preparation for appointment for a given rank has been achieved, a qualified person may be given a non-tenured appointment. These exceptions will require the approval of the Provost with the recommendation of the Dean and the departmental faculty, when applicable.

For tenured and tenure-track positions:
A teaching scholar with an established reputation who has been tenured at another institution or who has distinctive professional excellence in his or her field and whose presence on the Seattle University faculty is particularly desired may be offered a tenured appointment conditional on approval through standard school or college and university procedural consideration. The University follows its equal employment opportunity and non-discrimination policy and strives for a broadly diverse pool of candidates when recruiting and selecting candidates for all faculty positions.

The University states in writing the precise terms and conditions of every faculty appointment. The appointment does not take effect until the Provost has made a written offer to a candidate, and the candidate has accepted that offer in accordance with its terms.

The University conducts regular performance evaluation or review of all faculty members, except for faculty with temporary appointments of one year or less.

Should a faculty member manifest a physical or mental condition raising reasonable doubt about his or her ability to fulfill professional responsibilities, the University may, as a matter of academic necessity, require the individual to undergo a fitness for work evaluation.

B. Professorial Series Faculty (Tenure-Track and Tenured)

Tenure-track and tenured faculty members at Seattle University engage in instruction; curriculum development; scholarship, research, and creative work; professional development; and the service mission of the University.

As a means of ensuring academic freedom and of providing sufficient security to faculty members with proven abilities, tenure is understood as an obligation on the part of the university to offer letter of continuing appointment to a tenured faculty member each year until he or she resigns, retires, or is dismissed in cases where there is legitimate grounds for dismissal as defined in Section X and XI. "Tenured" refers to one who has been granted tenure by a formal overt action by the President or by the Provost who serves as the President's designee. Tenure is granted within the department and/or school or college where the faculty member holds his or her primary appointment. However, if the person holds a "joint appointment," then the faculty member is tenured in both academic units (i.e., department, college or school) in which the faculty member is based. With tenure comes the right to hold a faculty position without reduction in rank or individual diminution in pay for the duration of the faculty member's full-time employment at the university.

A "tenure-track appointment" is defined as a probationary appointment that may result in awarding tenure. The standard academic ranks include Assistant Professor, Associate Professor, and Professor, which imply a hierarchy of combined academic and professional achievement. The specific norms of each academic rank below represent minimal standards; schools and colleges may have additional standards.

   i.   The rank of Assistant Professor is customarily awarded to an individual with an earned doctorate or terminal degree in the field and who has demonstrated a promise of excellence in teaching, scholarship, and service.

   ii.   The rank of Associate Professor is customarily awarded only to an individual with an earned doctorate or terminal degree in his or her field and who has successfully performed with excellence his or her academic and teaching responsibilities as a ranked faculty member and has evidence of maintaining scholarly excellence through a continuing research program. Also, the faculty member is expected to have evidence of substantive service, which may include participation in departmental or college or school governance activities. Professional service activities of a noteworthy level are also expected. Noteworthy community service to one's academic responsibilities also will be considered.

   iii.   The rank of Professor is customarily awarded to an individual who has an earned doctorate or terminal degree in their field, and a record of excellent accomplishment and high competence demonstrating career-long integration with post-tenure evidence in one or more areas of faculty work. Areas of faculty work to which a faculty member may apply their expertise are:

- curriculum/program development;
- contributions to university leadership and institution building;
- research/scholarly/creative practice;
- applied and public scholarship;
- and community-engaged scholarship, research, teaching, learning, or other community engagement.

Appointments in this series generally require an open recruitment and are subject to the approval by the Provost. If an appointee to a tenure-track position has previously served as a faculty member at another higher education institution, Seattle University and the appointee may, at the time of initial appointment, agree in writing that the individual will receive advanced standing towards the probationary period that will not exceed three years, for a maximum probationary period at Seattle University of four years at the Assistant Professor level.

Tenured faculty members continue to receive annual contracts until termination by resignation, retirement, or otherwise pursuant to applicable University polices on dismissal or termination for institutional reasons. Tenure-track faculty members whose contracts are not renewed are entitled to written notice of non-reappointment following the schedule outlined in Section VIII.B below. The decision not to renew the appointment of full-time tenure-track faculty rests in the final instance with the Provost, under authority delegated by the President. Such decisions are based on recommendations of the Dean, the college or school personnel committee, and when applicable, the Department Chairperson.

[Pp. 12-19 of the Faculty Handbook will remain unchanged.]

V. Evaluation and Performance
A. Standards and Guidelines
Each department, or comparable academic unit, has standards for faculty evaluation, reappointment, promotion, and tenure. Departmental standards are consistent with the Academic Rights, Duties, and Responsibilities and the Elements of Faculty Quality described in Sections II and III above. Departmental guidelines (or college or school guidelines for those areas without departmental guidelines) explain the annual evaluation process in detail. Guidelines relating to promotion and tenure include information such as notice of initiation of the review; portfolio materials the candidate should submit; steps in the process; timing; respective roles, as appropriate, of the departmental faculty, Department Chair, the Dean, and others; and the candidate's access to information about the process.

B. Annual Evaluation
With limited exceptions, all faculty members undergo an annual performance evaluation. The evaluation includes input from the faculty member, the chairperson or Dean, and students. It may include peer input. Although annual evaluations normally will provide evidence for decisions on reappointment, salary increases, and, as appropriate, promotion and tenure, an equally important purpose of the evaluation is developmental. Annual evaluations aid the individual in achieving and maintaining excellence as a faculty member. Growth in excellence and progress in correcting deficiencies will be major considerations in all personnel decisions.

In addition to annual evaluations, some tenure-track and tenured faculty undergo more intensive evaluations. These more intensive evaluations occur at the approximate mid-point of the probationary period (typically the third year), at the point of a tenure application, and at the point of a promotion application.

C. Mid-Probationary Review for Tenure-Track Assistant Professor

Tenure-track Assistant Professors undergo a formal review that typically occurs in the third year of appointment. The mid-probationary review is formative and evaluative; it informs the faculty member, in an evidence-based way, of the progress he or she is making toward tenure. It includes an assessment of teaching effectiveness, progress in establishing a program of research or scholarship in his or her field and service to the department, school, university, and profession. The summary results of the review shall be made available to the faculty member by his or her Dean. The report shall, at a minimum, state the recommended outcome, explain the reasons for the recommendation, and offer any suggestions for future performance. Candidates shall have an opportunity to respond to the report.

The Provost makes final decisions concerning continuation of the appointment, upon authority delegated by the President. The Provost may consider, in addition to the candidate's quality, the University's future staffing needs, after consultation with the Dean and department chair. The Provost will communicate his or her decision to the Dean, who then will communicate the final decision to the faculty member in writing. If applicable, this communication will also specify the timetable and nature of the evaluative process leading to the next major, formal personnel review.

With the exception of documents submitted confidentially, the contents of the mid-probationary review file shall be available to the faculty member upon a written request to his or her Dean. He or she will be given opportunity to supplement the file for purposes of clarification.

All participants in the review process shall maintain responsible professional confidentiality.

A successful mid-probationary review does not guarantee candidates later consideration for tenure and promotion.

D. Establishment of a Holistic Faculty Development Plan for Tenured Associate Professor

The post-tenure phase of a faculty member's career provides an opportunity to revisit, deepen, or reimagine professional goals and focus. To facilitate this end, after earning tenure at Seattle University, faculty members are required to prepare a Holistic Faculty Development Plan (HFDP). The development of the HFDP will begin as a part of the annual performance evaluation process in the first year after tenure. The HFDP is generative and collaborative in nature and is intended to be responsive to faculty professional growth. Thus, the HFDP will be reviewed annually and may be modified, as part of the annual performance evaluation process. A faculty member's annual performance evaluation provides an opportunity for ongoing formative mentorship that supports faculty progress in their HFDP.

The HFDP describes the area(s) of faculty work that the faculty member intends to pursue more deeply and the ways in which their stated professional goals link to the University's current mission and contribute to relevant communities of practice internal or external to the University. Mission-oriented academic excellence is intended to be broadly conceived and reflective of a wide range of scholarly activities including applied, artistic, community, institution-building, and public scholarship, as well as traditional, discovery-oriented research. While the development of an HFDP is a faculty-centered process, faculty members are expected to consult with their Department Chairperson, Program, Director, Associate Dean, Dean's designee, and/or Dean. The HFDP will be finalized and adopted through mutual agreement of the faculty member and Dean or Dean's designee.

Faculty members are required to develop their HFDP within two years of earning tenure at Seattle University and at least two years before applying for promotion at Seattle University. Faculty members hired by Seattle University with a tenured appointment at the Associate Professor level are required to develop an HFDP within two years of being hired and at least two years before applying for promotion at Seattle University, or as dictated in their faculty appointment contract. The development of an HFDP is required regardless of the faculty member's intent to apply for promotion to Professor.

VI. Promotion and Tenure for Tenure-Track Faculty
A. Promotion and Tenure Criteria and Guidelines

The criteria for granting promotion and tenure to faculty at Seattle University are governed by excellence in teaching, in research/scholarship (including community engaged scholarship and creative work in the arts), in service to our students and the community, and in other professional achievements.

Each college or school has written guidelines established to evaluate faculty who apply for promotion and tenure. These guidelines must ensure a comprehensive and fair review of the candidate. While they are developed at the department or college or school level, in order to be consistent with the culture of the relevant discipline, these guidelines should conform to general university guidelines in this Handbook and be approved by the college or school (either by the faculty as a whole or by the relevant personnel review committee), the Dean, the University Rank and Tenure Committee, and the Provost. Promotion and tenure guidelines should include information such as the schedule of the review; the portfolio materials the candidate should submit; the steps in the process; timing of the evaluation; the respective roles, as appropriate, of the departmental faculty, Department Chair, the Dean, and others; the composition and voting procedures of the personnel committee; and the candidate's access to information about the process. Proposed amendments to the guidelines may be initiated by members of the faculty, Department Chairs, or appropriate constituents who are part of the approval process. Any subsequent changes to the guidelines will follow the same procedures engaged in the approval of the guidelines.

If amendments are approved, the new guidelines will be applied to new faculty hires and promotion decisions. For tenure-track faculty members hired before the new guidelines went into effect, they may choose to be considered under the old or the new guidelines when being evaluated for tenure or promotion. Tenured faculty being considered for promotion to full professor may choose to be considered under the old or new guidelines if the new guidelines went into effect within the last three years, subject to the timetable rules of their college or school. Department Chairs, academic directors or supervisors (if applicable), or Deans (in colleges or schools without departments) are responsible for informing their faculty of the current promotion and tenure guidelines.

The University will be guided in its appointments and promotions in academic rank by the qualifications of the individual concerned. Promotion, like tenure, is conferred only by an overt act on the part of the university. An initial academic appointment with tenure at Seattle University is rare. Recommendations for initial tenure must be submitted for review and recommendation following the promotion and tenure procedures described in Section VI.B.

The standard qualifications for promotion and tenure are as follows:

a. **Assistant Professor to Associate Professor**

     i.   Possession of the earned doctorate or other terminal degree appropriate to the field.

     ii.   Unless upon appointment the individual received credit for prior service, at least five years successful teaching as a ranked faculty member. The five years shall have been completed at the time of application for tenure.

     iii. Evidence of sustained excellent performance in the classroom and in working with students.

     iv. Evidence of excellence in scholarly achievement and professional activity, as well as promise of continued scholarly development.

     v.   Evidence of substantive participation in departmental and college or school curricular and governance activities.

     vi. Evidence of good professional standing, for example, by maintaining any required professional license.

     vii. Success in satisfying the elements of faculty quality and academic and ethical responsibilities described above.

b. **Associate Professor to Professor**

Promotion to Professor is based on a record of excellent accomplishment and high competence demonstrating career-long integration with post-tenure evidence in one or more areas of faculty work. The concepts of excellent accomplishment and high competence are necessarily abstract because they must be applied to faculty working across a wide array of disciplines and sub-disciplines. However, these concepts provide an effective and flexible method for maintaining high standards over time and across many different circumstances.

This stage is demonstrated by excellent engagement and leadership in at least one area of faculty work described below. Although candidates are not expected to have equal levels of commitment or equal responsibilities across all areas of faculty work, demonstration of articulated and integrated professional expertise and identity is expected. The evaluation of excellent accomplishment and high competence is based on a holistic evaluation of the evidence of the quantity, quality and trajectory of work presented in the faculty member's dossier, and in light of the University's mission.

In addition to consistent positive annual performance evaluations, as detailed in the criteria of individual academic units, Departments, Schools, and Colleges, eligibility requirements for promotion to Professor include:

     viii. Continuing fulfillment of the standards for tenure as set forth in Subsections (a)(i) through (a)(vii) above;

     ix.   A minimum of four years experience as an Associate Professor prior to the time of application for promotion. The four years must be at Seattle University except in the case of faculty members hired by Seattle University with a tenured appointment at the Associate Professor level; and

     x.   Evidence of ongoing effectiveness in supporting the Seattle University student

experience as exemplified through teaching, advising, student mentoring, or administrative support of student success as evaluated holistically.

Recommendations for promotion to Professor will be based on a record of excellent accomplishment and high competence demonstrating career-long integration with post-tenure evidence in one or more areas of faculty work. Areas of faculty work to which a faculty member may apply their expertise include:

  i.   curriculum/program development;
  ii. contributions to university leadership and institution building;
  iii. research/scholarly/creative practice;
  iv. applied and public scholarship;
  v.   community-engaged scholarship, teaching, or other community engagement.

The following guidelines provide direction to faculty candidates preparing materials for evaluation for promotion to Professor and to the personnel involved in the evaluation process. These include:

  i.   A wide, inclusive, and documented range of activities that support a comprehensive, mission-focused University will be recognized;
  ii. A faculty member petitioning for promotion to Professor will demonstrate a record of achievement that indicates systematic, programmatic, and/or sustained intentional development in one or more of the areas of faculty work as articulated in their adopted HFDP;
  iii. The dossier will include an integrated statement that communicates and provides evidence of the outcomes of their HFDP;
  iv. Evaluators will assess candidates for promotion in terms of the faculty member's HFDP and demonstrated contributions and impact. Consideration will focus on the area(s) of faculty work upon which the faculty member has focused in their HFDP and accompanying record;
  v.   The External Reviewers proposed by the faculty member will be selected based on the reviewers' areas of expertise and ability to evaluate the quality of work identified by the faculty member in their HFDP. External Reviewers of a faculty member's dossier will be experts in their given areas, and at least two will be associated with an institution of higher education. As indicated by the HFDP and where appropriate, additional reviewers need not be associated with an institution of higher education and may be drawn from other sectors.

Untenured tenure-track faculty members holding the rank of Assistant Professor or Associate Professor generally are not considered for promotion to Associate Professor or full Professor prior to the normal tenure review. The standard timelines for consideration for promotion and/or tenure review should be adhered to under normal circumstances. Exceptions may be considered in cases of extraordinary performance or when other criteria and timelines for promotion consideration are established in the initial letter of appointment. In the School of Law, promotion to Associate Professor may occur prior to the review for tenure. In addition, an Associate Professor of Law may apply for promotion to Professor after a minimum of three years of successful teaching as an Associate Professor, normally at

Seattle University, or in the second year after tenure has been granted, whichever comes first, unless a different timetable is set forth in the individual's initial tenure-track contract of employment.

B. Promotion and Tenure Procedures

The responsibility for consideration for promotion and/or tenure and for preparing the review files rests with the faculty member. The responsibility for evaluating a faculty member's teaching, mentorship of students, research/scholarly achievements, service and professional activity falls initially to his or her department and/or college or school colleagues, with oversight provided by the faculty member's Dean. In addition, the college or school must engage the services of qualified experts from outside the university to conduct an external review of the candidate's demonstrated contributions and impact within the context of the faculty member's chosen area(s) of work.

All files for formal review shall conform to the "Guidelines for File Preparation and Presentation" promulgated by the Provost and available at: https://www.seattleu.edu/academicaffairs/policies/.

It is expected that individuals who play a major role in the review and approval of a faculty member's application are thoroughly familiar with the guidelines and procedures established in the evaluation of the candidate. All participants in the review process shall maintain responsible professional confidentiality. Faculty members shall not vote at more than one level of review. Faculty members who voted in the department personnel committee review on a tenure and/or promotion candidate shall not vote in the school personnel or the University Rank and Tenure committee review of that candidate. This same rule applies to Department Chairs, who must write an independent recommendation of the candidate's petition as part of his or her duties as Chair. Because this recommendation constitutes a vote within the overall process, a Department Chair cannot vote beyond the department level on candidates housed in his or her department. Faculty members who have voted in the school personnel committee review on a tenure candidate shall not vote in the University Rank and Tenure committee review on that candidate. All stages of the promotion and review process must conform to the approved departmental, college or school criteria and guidelines. In colleges or schools with departments, the departmental personnel review committee, or its equivalent, along with the department chair shall evaluate the performance of the candidate and make recommendations to the school or the college personnel review committee, or its equivalent.

The minimum size of departmental personnel review committees shall be three tenured faculty members. If the department does not have three qualified tenured members who can form the personnel review committee, the personnel review committee of the relevant school or college, in consultation with the Dean of the relevant school or college, shall appoint sufficient additional tenured faculty members of the school or college to fulfill the minimum size of three persons.

The school or college personnel review committee will review the recommendations of the departmental personnel review committee, as well as other information it deems appropriate, and shall make recommendations to the Dean or academic supervisor or Director. In schools or colleges without Departmental Personnel Review Committees, the school or college Personnel Review Committee shall make the initial evaluation and recommendation to the Dean. At the request of either the committee or the candidate, the candidate shall meet with the school or college Personnel Review Committee to make a verbal presentation.

Deans who will make separate and independent evaluations of the faculty member may provide factual information to the school or college committee, if such is solicited by the review committee. They need not, however, communicate to the committee their judgments concerning the faculty member's performance and qualifications for reappointment.

When the Dean is satisfied that the evaluation has been thoroughly conducted and the recommendation is soundly based, he or she will deliver to the candidate a summary of the report submitted by the school or college Personnel Review Committee(s), without attribution or vote count, in a timely manner. The candidate shall have at least five working days to submit a written statement in response to the summarized report and the recommendation. Then the Dean shall forward to the Provost the candidate's file; the department, school, or college Personnel Review Committee evaluation(s); any written response from the candidate to the evaluation; and his or her own recommendation and observations. In forming his or her recommendation, the Dean shall give due weight and appropriate consideration to the views of the Personnel Review Committee.

If the Dean is not satisfied with the evaluation and the recommendation, he or she will return it with comments to the Personnel Review Committee(s) from which it originated. If the Personnel Review Committee(s) does not accept the Dean's suggestions, the Dean then will deliver to the candidate a summary of the report submitted by the Personnel Review Committee(s), without attribution or vote count, in a timely manner. The candidate shall have at least five working days to submit a written statement in response to the summarized report and the recommendation. Then the Dean shall forward to the Provost the candidate's file; the department, school, or college Personnel Review Committee evaluation(s); any written response from the candidate to the evaluation; and his or her own recommendation and observations. In forming his or her recommendation, the Dean shall give due weight and appropriate consideration to the views of the Personnel Review Committee.

In the School of Law, candidates for promotion from Assistant Professor to Associate Professor receive the verbatim report prepared by the Personnel Review Committee.

Upon completion of the process at the school or college level, the Dean will provide a written summary of his or her own recommendation and the reasons for that recommendation to the candidate. The faculty member may choose to submit additional information to the Provost and the University Rank and Tenure Committee. Both the Provost and the University Rank and Tenure Committee will consider that information before making a final recommendation.

The Provost shall present the recommendation received from the college or school personnel review committee and the Dean to the University Rank and Tenure Committee for review and recommendation. He or she then shall forward the recommendation of the University Rank and Tenure Committee, along with his or her own recommendation, to the President. An overt action by the President is required for both promotion and tenure. The Office of the Provost informs the faculty member of the final decision in both promotion and tenure applications.

Should allegations of serious misconduct against a faculty member arise during the tenure review process or after review, but before the date tenure is granted, the Dean has the discretion to either:

>   (1) Give the faculty member a full, written description of the alleged facts and

circumstances and invite his or her response. The faculty member's response will be
included, with the allegations, in the dossier.
or (2) Suspend the tenure evaluation process and refer the misconduct allegations to
the appropriate internal bodies for resolution. Upon resolution, the tenure process
will resume.

Allegations of serious misconduct include, but are not limited to, unethical conduct, violations of
University policies concerning discrimination against a member of a protected class, grave personal
misconduct that bears on one's fitness as a faculty member, criminal acts and plagiarism.

C. Timing of Promotion and Tenure

The School of Law evaluates tenure-track candidates for promotion to Associate Professor (without
tenure) in the fourth year. In all other colleges and schools, formal review of progress toward
promotion and tenure at the rank of Assistant Professor shall occur in the third and sixth-year
review. Any variation from this timeline for formal review shall have been specified in the faculty
member's initial employment contract.

1. **Tenure-Track Appointments**
Tenure-track appointments provide the appointee probationary status as a ranked faculty
member and a contract for a stated period, usually one academic year, subject to renewal.
The probationary appointment provides the non-tenured faculty member time to develop
and demonstrate to the satisfaction of the faculty member's peers and the appropriate
academic administrators the qualifications requisite for tenure. The probationary period for a
faculty member who has served Seattle University shall not exceed seven years. If granted,
tenure and, where relevant, promotion take effect no later than the beginning of the seventh
year. The denial of tenure will result in a terminal year contract for the academic year
following tenure review.

For those individuals initially appointed at Seattle University to the rank of Associate
Professor or Professor without tenure, the tenure decision is normally made during the third
consecutive year of service. Final departmental review and recommendations for such
candidates are completed during the third year of consecutive service (subject to exceptions
discussed below). If tenure is granted, the faculty member's contract for the fourth year
constitutes the first tenure contract. If tenure is not granted, notice is given prior to the
conclusion of the third year that the fourth year constitutes a final appointment.

Upon the conclusion of a terminal appointment after the denial of tenure, the faculty
member cannot be reappointed to a non-tenure track faculty position (full or part-time
appointment) for at least a period of five years.

Any variation from these timelines for formal review must be specified in the faculty
member's initial employment contract or by later written agreement by the faculty member
and the Provost. Prescribed probationary time periods are not to be regarded as guaranteeing
the issuance of contracts prior to tenure. Seattle University is not bound to afford tenure-
track faculty members the maximum trial period to demonstrate qualifications for tenure. As
a consequence, Seattle University may elect not to renew a contract in any year if the
available evidence indicates that an ultimate grant of tenure, or continuing service of, that

faculty member would not serve the best interests of Seattle University. Procedures for non-renewal (also referred to as "non-reappointment") are outlined in Section VIII.B below.

2. Provision for the Calculation of the Probationary Period for Tenure-track Faculty Members

Upon the recommendation of the Dean, the probationary period may be shortened from the normal length by the Provost, with the agreement of the faculty member, provided this arrangement is specified in writing at the time of the initial appointment. In exceptional cases, the President may grant tenure at any time prior to the completion of the probationary period.

Reduction
The University and an individual appointed to a tenure-track position may agree at the time of appointment that the individual will receive advanced standing within the probationary period up to three years if appointed as Assistant Professor. If the faculty member receives credit for prior service, the individual's research and publications from the credited period of service will receive weight equivalent to research and publications conducted while on the Seattle University faculty.

Extension
A tenure-track faculty member may experience prolonged, external circumstances or documented disability that significantly impedes his or her progress toward tenure. In such cases, the individual may request in writing (1) a leave of absence; (2) temporary reassignment from a full-time position to a part- time one; or, (3) in the case of a documented disability, consideration of other reasonable accommodations. With advice from the Department Chair, the Dean may, with the approval of the Provost, grant, modify, or reject the request. Because only years of full-time service are included in computing eligibility for tenure, a tenure-track faculty member on either a leave of absence or a part-time appointment does not accrue time toward tenure.

In situations of prolonged, external circumstances that significantly impede progress toward tenure, a tenure-track faculty member may request in writing that a period equivalent to the duration of the external circumstances, but in no case more than two years, will not be included in computing eligibility for tenure. With advice from the department chair and the Dean, the Provost may grant, modify, or reject the request.

Except in cases of approved leaves of absence, injury, accidents, serious illness, or other unforeseeable circumstances, all requests to extend the probationary period must be made in advance and will not be granted retroactively. A tenure-track faculty member may not normally extend the probationary period for more than a total of two years of full-time service.

VII. Confidentiality and Disclosure in Faculty Evaluations

The University believes that confidentiality of communications and materials is important to full and fair consideration for reappointment, tenure, and promotion. Confidentiality promotes candor and honesty among the participants conducting reviews. Therefore, all statements of fact and all

statements of judgment (whether oral or written) made during (or for use in) any formal consideration for reappointment, tenure, or promotion, (including without limitation, recommendations and opinions made by persons outside of the University) are and shall remain confidential. In addition, the percentage of committee members voting yes or no, at any level of the review process, shall remain confidential. At the same time, while the confidentiality of individual committee members is to be protected, the University believes that candidates deserve to be informed of the final decisions of the various committees, and of the reasons for a negative decision as outlined in Section VIB on "Promotion and Tenure Procedures." The University balances the important values of confidentiality and disclosure in faculty evaluations.

Those conducting evaluations bear a professional obligation not to disseminate sensitive information beyond those with an official need to know.

The University seeks to protect the confidentiality of evaluation information to the extent legally practicable.