

Criteria for Tenure and Promotion at Pacific Lutheran University

Approved by the Faculty Assembly, December 1993

Subsection b. Appointment, Promotion, and Rank

1) General Policies Concerning Appointment, Promotion, and Tenure

Every faculty member is expected to be committed to the mission and objectives of the university; this is a *sine qua non* of appointment and retention.

The university values as its highest priority excellence in teaching.

Decisions about **tenure** involve a judgment about the overall, long-term value of a candidate to the university and its mission. Such judgments are based upon recognition of significant accomplishment and promise of continued achievement. The criteria given below are of paramount importance in arriving at these decisions, and are to be applied jointly and in a qualitative fashion. Other relevant factors may also be considered. (Budgetary factors will not be considered by the faculty committee charged with evaluating candidates for tenure.)

Decisions about **promotion** are likewise qualitative and global, and involve a judgment about the accomplishments of a faculty member. Years of service shall be considered, but shall not compensate for inadequate performance.

The specific criteria for tenure and promotion are as follows. Strength in each area is expected, although an overall appraisal of a candidate's qualifications is the final consideration.

Criterion (i) Teaching

Faculty shall provide evidence of excellent teaching and a concern for improving the quality of their teaching.

Excellent teachers display a variety of qualities; they challenge their students intellectually, communicate effectively, show commitment to learning, remain current in their disciplines, and demonstrate personal and professional integrity.

Excellent teachers . . .

- 1) challenge learners intellectually;
they invite students to ask questions, confront limits, recognize complexities, discriminate values, pursue alternatives, see new possibilities, and seek connections.
- 2) communicate effectively;
they plan and organize, express expectations clearly, listen carefully, and act with respect, enthusiasm, and empathy toward students.
- 3) show commitment to learning;
they create an interactive, cooperative, mutually respectful environment, and consider alternative methods of teaching and assessment.
- 4) remain current in their disciplines;
they design, review, and revise courses, reflecting developments in their academic areas.
- 5) demonstrate personal and professional integrity;
they are truthful and ethical in selecting content, interacting with students and colleagues, and in assessing self.

Criterion (ii) Scholarship

Faculty shall provide evidence of competence and continued growth in professional activity.

Professionally active faculty demonstrate accomplishment in scholarship. Scholarship may take any of the four forms described below, all of which involve interacting with peers in ways that benefits students, colleagues, communities, disciplines, and faculty themselves. The university values all of these kinds of scholarship. Faculty are not expected to demonstrate accomplishment in all forms of scholarship.

- 1) Scholarship of Discovery . . .
demonstrates a commitment to making particular and unique contributions to knowledge within a discipline. It involves the process of confronting the unknown, seeking understanding, looking freshly, probing new ideas, and answering the question, "What is to be known and made known?" It may be evidenced by publication, artistic products, and other forms of professional dialogue with one's peers.
- 2) Scholarship of Integration . . .
demonstrates a commitment to interpreting knowledge, making connections across disciplines, and placing knowledge in perspective. It involves illuminating, interpreting, critically analyzing data, and sharing with colleagues answers to the question, "What do the findings of research mean?" It may be evidenced by publication, artistic production, and other forms of professional conversation with colleagues in one's own and in other disciplines.
- 3) Scholarship of Application . . .
demonstrates a commitment to using knowledge responsibly to solve problems of consequence to human welfare. It may be evidenced by publication, artistic production, and other forms of professional involvement and leadership beyond the academic community.
- 4) Scholarship of Teaching . . .
demonstrates a commitment to understanding and improving the process of teaching and learning. It involves critical inquiry into the development of effective approaches and methodologies to communicate one's discipline, and seeks to raise as well as answer questions. It may be evidenced by publication, artistic products, and by other forms of intellectual and professional exchange among colleagues. As with all other forms of scholarship, the demonstration of interaction with professional peers is integral to the scholarship of teaching.

Criterion (iii) Service

Faculty shall provide evidence of substantial and sustained service. Service may take any of the forms described below. Service to the university is expected.

Faculty engage in activities that benefit the university, their profession, and the community through lives of thoughtful inquiry, work, leadership, and care.

- 1) Service to the University . . .
includes general and major advising; personal and career counseling of students; participating in committee work and curriculum development; performing administrative tasks; fostering collegiality among faculty; supporting student-centered extracurricular activities; speaking to student groups; recruiting and recommending students.
- 2) Service to the Profession . . .
includes participating in professional organizations and accrediting activities; serving on regional/national/ international committees and boards; giving presentations or lectures.
- 3) Service to the Community . . .
includes doing civic, religious, educational, or other charitable work, and may involve contributions in the private as well as the public sphere.