

CONTINUING FACULTY STATUS AND RANK ADVANCEMENT EXPECTATIONS FOR FACULTY MEMBERS AT BRIGHAM YOUNG UNIVERSITY HAWAII

Executive Summary

A faculty member is to be a mentor, example, guide, teacher, and scholar. The dean/associate dean will annually review the status and performance of each faculty member, including those with continuing faculty status. The dean/associate dean and the faculty member develop strategies for improved performance. The annual performance evaluations and the rank advancement and continuing status reviews of faculty members shall focus on university teaching, scholarship/creative endeavor, and citizenship. Different mixes of time may be allocated among these responsibilities by faculty members or even within a faculty member's career, always with the understanding that a faculty member is first of all a teacher.

The Standard for Teaching/Learning

The most important activity of faculty members at BYU–Hawaii is teaching, facilitating student development and learning. Good teachers must be eager to learn; well-read, well-prepared, concerned about their students, and enthusiastic in helping their students discover and construct knowledge and its application. A faculty member should be an effective teacher and be able to provide evidence of that ability. Faculty members should always be engaged in the process of improving their teaching, should master the content of their courses, and should stay current with the literature and techniques of their disciplines.

The Standard for Scholarship and Creative Work

The faculty member's scholarship and/or creative endeavors constitute a measure of a university's quality, although scholarship and creative endeavor may take different forms. (See Boyer's definitions) While quantity is one measure of productive effort, it is less important than the quality—no mere quantity of work can compensate for lack of quality. The amount of scholarship/creative endeavor may vary with the faculty member's university assignments, but the quality should not.

The Standard for Citizenship

Faculty of the University should seek to understand the mission of the University, engage vigorously in the work of the institution, and accept responsibility for the success of the collective effort. Faculty members should place individual and department goals and aspirations in the context of the mission of the university and work toward advancement of the institution as a whole.

The essential basis of good citizenship is rooted in a life radiating a love of God and committed to gospel values.

I. General Expectations

All faculty live lives reflecting a love of God and a commitment to gospel values. Students see by their teachers' lives and scholarship/creative endeavor that they are committed to honor and integrity and to the gospel of Jesus Christ. All faculty members adhere to the University honor code and all other University policies as contained in the Faculty Handbook.

A faculty member is to be a mentor, example, guide, teacher, and scholar. The dean/associate dean will annually review the status and performance of each faculty member, including those with continuing faculty status. The dean/associate dean and the faculty member develop strategies for improved performance. The annual performance evaluations and the rank advancement and continuing status reviews of faculty members shall focus on university teaching, scholarship/creative endeavor, and citizenship. Different mixes of time may be allocated among these responsibilities by faculty members or even within a faculty member's career, always with the understanding that a faculty member is first of all a teacher.

(Note: Faculty serving in administrative positions should be considered for CFS and rank advancement based on their continuing teaching, scholarship/creative endeavor and their citizenship including demonstrated excellence in service to their administrative appointment)

II. The Standard for Teaching/Learning

The most important activity of faculty members at BYU–Hawaii is teaching, facilitating student development and learning. Good teachers must be eager to learn; well-read, well-prepared, concerned about their students, and enthusiastic in helping their students discover and construct knowledge and its application. A faculty member should be an effective teacher and be able to provide evidence of that ability. Faculty members should always be engaged in the process of improving their teaching, should master the content of their courses, and should stay current with the literature and techniques of their disciplines.

Teachers are expected to be punctual, make good use of class time, prepare useful and informative syllabi, teach creatively and return papers in a timely manner. They set clear expectations for the class and adhere to them. They appropriately use a variety of techniques, such as: demonstrations, visual aids, case studies, personal experiences, humor, examples from professional experiences, class discussion, group projects, student reports, and in-class writing and speaking. While these are matters that teachers should be mindful of, they are not sufficient for effective teaching.

Effective teachers, though different from one another in personality and in techniques of instruction, share the following essential attributes.

1. They and their students learn through the power of the spirit.
2. They understand how their students learn and facilitate that process in and out of the classroom. They center their classes on student learning rather than their delivery of information.
3. They prepare their classes so that the questions and problems of the discipline become the questions and problems of the students as they are guided in the construction of their understanding and knowledge.
4. They hold high expectations of their students, even those with low grades and those who carry the burden of negative stereotypes, and assist their students in developing the capacity to meet those expectations.
5. They conduct class in such a way as to cultivate an active and critical learning environment that is characterized by dialogue rather than primary reliance on lectures.
6. They care deeply about their students as people and learners and establish an atmosphere of trust and risk taking in their classrooms.
7. They construct evaluation processes that encourage deep learning and thinking rather than strategic learning for test taking. They use evaluation to help their students learn and to check the breadth and depth of their teaching and students learning, not just to rate and rank their students.
8. They are sensitive to the ethnic mix and different educational backgrounds of our students, and are skilled in engaging a wide range of differently prepared students in meaningful academic activity.

The university will evaluate performance based on various perspectives of the faculty member's teaching, citizenship and scholarship or creative endeavor. To help ensure that information is gathered fairly and broadly, multiple sources will be used to make any judgments concerning CFS and rank advancement. Sources will include student evaluations, peer review, administrative review and self assessments.

Assessing Effective Teaching

Department chairs and deans/associate deans will assess each faculty member's teaching effectiveness annually. Faculty members are expected to provide documentation of effective teaching. The following types of evidence may be used to demonstrate effective teaching. This list does not suggest that any one candidate will be evaluated in every one of these ways, or that the lists below are exhaustive.

Activities to improve one's teaching, such as:

- self-evaluations
- seminars, panels, workshops or conferences on teaching attended
- instructional innovations attempted
- course or curriculum development
- involvement of students, peers, or university resources in improvement efforts
- textbook preparation or other instructional materials

- teaching grants sought
- professional development leaves to improve teaching
- future plans

Products of effective teaching, mentoring, and evidence of student learning, such as:

- evidence of student achievement
- student scores on standardized tests
- student essays which are evidence of good writing
- student creative works
- student project or field work reports
- student performances
- student publications
- student placement in graduate school or in meaningful employment
- continued involvement in present and former students' personal, academic, professional, and spiritual development

Material on current teaching responsibilities and practices, such as:

- list of courses taught by semester, with enrollments
- new courses developed, including web-based courses
- samples of course syllabi
- creative teaching efforts
- participation in across-the-curriculum, intensive, or honors courses

Peer and student evaluations, such as:

- student and course teaching evaluations.
- evaluations from colleagues who have formally observed teaching (Colleague evaluators can obtain criteria from deans/associate deans or Faculty Development Committee.)
- written comments by or letters from students solicited by the department review committee
- unstructured and unsolicited written evaluation by students, including written comments on exams and letters received after a course has been completed
- dean/associate dean's summary of student comments and complaints including those not appearing on course evaluation forms
- written comments from those who teach courses for which a particular course is a prerequisite
- evaluation of course materials by the department chair, program lead, associate dean or dean
- reports from graduate schools or employers of students
- invitations to teach for outside agencies or schools
- other invitations based on reputation as a teacher
- teaching awards
- contribute through class visits and other methods to the development of peer teaching.

III. The Standard for Scholarship and Creative Work

The faculty member's scholarship and/or creative endeavors constitute a measure of a university's quality, although scholarship and creative endeavor may take different forms. (See Page 61 for Boyer's definitions) While quantity is one measure of productive effort, it is less important than the quality—no mere quantity of work can compensate for lack of quality. The amount of scholarship/creative endeavor may vary with the faculty member's university assignments, but the quality should not. When faculty members work in areas where progress is exceptionally difficult and where results submitted for review are necessarily few and infrequent, an exceptional scholarly or creative product may be more important than several less significant activities.

Particular approaches and assignments will vary among individuals and departments as circumstances, needs, and interests require, but all faculty members should engage in scholarship/creative endeavor to some meaningful degree over their entire careers, often through creations with artistic merit, instructional improvements, publications, professional discourse, and/or attendance and presentations at conferences. The scholarly and creative work of the University should not interfere with nor detract from teaching, but

should support and strengthen it. University faculty members must be learners in order to be teachers worthy of the name. They must be intellectually alive and current, not only in the substantive developments of their disciplines, but also in the skills and tools of scholarship and creative endeavor used in these disciplines. In general, faculty members enrich themselves by producing academic work, subjecting that work to the review of their peers, and sharing their insights with colleagues and students. The faculty member in this sense is characterized by devotion to discovering and to learning, by quality and thoroughness in that learning, and by the determination to profess that which is learned.

Each discipline has its own scholarly and creative traditions and its own channels for communication within the discipline. With approval from the dean, each department must therefore establish its standards for defining and measuring the quality of scholarly and creative work within its own discipline and then assess its faculty endeavors against those standards. For example, faculty members in the visual and performing arts should display, perform, discuss, or write about their work with intelligence and insight, seeing their own work in the context of the discipline and the university. They should be judged in the light of such criteria as originality, scope, and richness and depth of creative expression.

Assessing Scholarship and Creative Endeavor

Scholarship and Creative Endeavor includes the scientific discovery of new knowledge, the scholarship of integration, the scholarship of application, and the scholarship of teaching. The first two functions of scholarship, discovery and integration, reflect the investigative and synthesizing traditions of academic life. The third function, application, is the engagement of the scholar in extending and applying knowledge to address consequential outreach and community service issues. The fourth function, teaching, involves scholars in sharing the results of their scholarship with others. Each of the three traditional forms of scholarship (teaching, research, and service) can be seen to perform all four functions (discovery, integration, application, and teaching) Boyer, 1990.

For a faculty member's research or creative work to satisfy university expectations, their work should:

- be consistent with the advancement of their discipline and the university mission;
- contain some element of originality, either in the form of new knowledge, new understanding, fresh insight, or unique interpretation;
- be subjected to peer review in any of several ways, on campus and elsewhere, for the purpose of verifying the nature and quality of the contribution by those competent to judge it;
- contribute to a faculty member's overall effectiveness as a teacher.

The expression of the faculty's work can take a variety of acceptable forms. The university will consider any legitimate expression of scholarly and creative work that satisfies these criteria. The broad range of scholarly writing or creative work may include, but is not limited to, the following:

- creative projects, such as painting, public performances, video recordings, exhibits, software, published poetry, published essays, published creative writing, clinical practice demonstrations, and indications of related recognition and awards;
- Refereed scholarly publications;
- Non-refereed publications, including monographs, chapters in books, articles, and other scholarly publications;
- Textbooks, technical reports, circulars, and similar publications which contribute to the professional literature,
- The advancement of professional practice,
- The improvement of professional education when incorporating new ideas or original scholarly research;
- Grants and research awards, which result from a competitive process or peer review, and which show evidence of the quality of the prior body of work upon which the research proposal is based; also proposal reviews which receive high ratings but no funding;
- Papers, technical presentations, and seminars presented at professional meetings and conferences;
- Editing of journals;
- Adjudicating articles;
- Creative partnerships within the field or related to the discipline

- Consulting, where it can be shown that it has contributed positively to one's research program and/or teaching skills or has resulted in publications;
- Communicating commentary/analysis related to their discipline through the mass media;
- Peer-reviewed technology-based projects such as developing and producing: computer software, CD-ROM, videodiscs, videotapes, audiotapes, internet and electronic journals, databases, and conferencing, multi-media productions, or patents, etc.

IMPORTANT NOTE! The faculty member with validation of the department, must provide evidence of a critical evaluation from peers that reviews the nature and quality of the work in a fair and thorough way.

IV. The Standard for Citizenship

Faculty of the University should seek to understand the mission of the University, engage vigorously in the work of the institution, and accept responsibility for the success of the collective effort. Faculty members should place individual and department goals and aspirations in the context of the mission of the university and work toward advancement of the institution as a whole.

The essential basis of good citizenship is rooted in a life radiating a love of God and committed to gospel values.

Assessing Citizenship

Members of the faculty are expected to edify their students, evaluate and refocus their courses, strengthen the work processes of their department and colleagues, support scholarship/creative endeavor in their department and the university, and serve in discipline-related supporting roles, officially and unofficially, in the university, the church and the community, whether local, national or international Citizenship activities may include, but are not limited to:

- Contributions to the spirit and atmosphere of honesty, integrity, morality, and respect for others.
- Service to the Church and/or to the community as a direct extension of university performance where expertise is used to serve church or public interests.
- Participation in activities beyond one's primary duties that strengthen the University including administrative service and committee service.
- Active participation in the scholarly life of the department and university.
- Working with colleagues in the department to improve its operation and contribution.
- Collaborating with colleagues to help them strengthen their teaching and/or research.
- Acting as mentors to colleagues and students.
- Serving as an advisor to student organizations.
- Service to the profession, including holding offices and committee assignments in professional organizations, organizing professional meetings and panels, adjudicating articles, and serving on editorial boards.
- Consulting services rendered to local government, school districts and schools, public health organizations, business firms, and other organizations.
- Other services in the form of technical consulting, public addresses, testimony before legislative committees or courts of law, arbitration, etc.

The faculty member is responsible to present evidence of activities in any of the above.

BYU HAWAII DEFINITION OF BREADTH OF SCHOLARSHIP/CREATIVE ENDEAVOR

From Scholarship Reconsidered

Ernest L. Boyer, Carnegie Foundation

The Boyer report articulated a new paradigm for faculty scholarly activity which expanded the concept of scholarship, traditionally viewed as the scientific discovery of new knowledge, to include three other equally important areas: the scholarship of integration, the scholarship of application, and the scholarship

of teaching. The first two functions of scholarship, discovery and integration, reflect the investigative and synthesizing traditions of academic life. The third function, application, is the engagement of the scholar in extending and applying knowledge to address consequential outreach and community service issues. The fourth function, teaching, involves scholars in sharing the results of their scholarship with others.

The Scholarship of Discovery: Discovery involves being the first to find out, to know, or to reveal original or revised theories, principles, knowledge, or creations. Academic discovery reflects “the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead.” (Boyer 1990:17) Discovery includes identifying new or revised theoretical principles and models, insights production in the arts, architecture, design, video, and broadcast media. Discovery may be made manifest through teaching, research, and service.

The Scholarship of Integration: Integration involves “making connections across the disciplines, placing the specialties in larger context, illumination data in a revealing way, often educating non-specialists, too.” Integration creates new knowledge by bringing together otherwise isolated knowledge from two or more disciplines or fields this creating new insights and understanding. It is “serious, disciplined work that seeks to interpret, draw together and bring new insight to bear on original research.” It means “interpretation, fitting one’s own research—or the research of others—into larger intellectual patterns.” (Boyer 1990:18,19) Integration brings divergent knowledge, artistic creations, or original works together. Integration may occur within or between teaching, research, and service scholarship.

The Scholarship of Application: Application involves bringing knowledge to bear in addressing significant societal issues. It engages the scholar in asking, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” (Boyer 1990:22) Application involves the use of knowledge or creative activities for development and change. With the first two functions, scholars define the topics for inquiry. With application, groups, organizations, community, government, or emergent societal issues define the agenda for scholarship.

The Scholarship of Teaching: Teaching involves developing the knowledge, skill, mind, character, or ability of others. It “means not only transmitting knowledge, but transforming and extending it as well.” Teaching stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning.... It is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught.” (Boyer 1990:23,24)

The Need for Balance: To merit CFS or rank advancement, you must demonstrate good performance in each of the three following divisions: teaching, scholarship/creative endeavor and citizenship. It is therefore important that you pay attention to each of these divisions as you prepare to apply for CFS or rank advancement. You cannot afford to be so focused on any one that you fall short in another. However, evaluators will recognize that faculty members are often stronger in some areas within a division than others, and that strengths in some areas should partially compensate for weaker performance others. Simply put, there are a variety of ways to make meaningful contributions to the University within the three divisions and faculty members are not expected to conform to one mold.

KEY POINTS TO CONSIDER WHEN APPLYING FOR CONTINUING FACULTY STATUS OR RANK ADVANCEMENT

Key points that you should consider when applying for continuing faculty status (CFS) or rank advancement:

The Process: When you apply for CFS or rank advancement, you prepare and submit an application and provide evidence that CFS or rank advancement requirements have been met. Your department colleagues will assist you in preparing and organizing your application binder. Your application will then be reviewed and deliberated by your department chair, your Dean, and the Rank advancement Review Committee (the Committee; a committee comprised of your peers on the faculty), who will then vote and submit a recom-

mentation to the Vice President of Academics. The Vice President of Academics then presents a decision to the President. The final decision will be ratified by the President, in consultation with Department Chair, Dean, Associate Academic VP, and Academic VP, as necessary. You may appeal a negative decision to the President. You should know that it is your responsibility to provide clear and convincing evidence that CFS or rank advancement should be granted in your original application.

At the conclusion of the application review process, one of the following will be recommended:

1. the faculty member be granted the continuing faculty status or rank advancement sought;
2. in the case of an application for CFS the faculty member may be granted extended probation to obtain CFS in yearly increments for a period of not more than three years (including the year of application). In this case, the faculty member must initiate a review with the dean during each year of the probation and prepare a written report for review by the Dean. At the completion of the probationary period the faculty member will resubmit the application with emphases on the areas of improvement;
3. the faculty member seeking CFS be advised that his or her appointment will not be renewed, or in the case of an application for rank advancement, the rank advancement is denied.

The review, recommendation, approval/disapproval process for CFS requests is the same as for rank advancement requests.

Timing: You become eligible for CFS after the completion of three years of faculty service and you must apply for CFS in your fourth year of service (See eligibility for promotion in the “criteria for Advancement in Rank” document). You must submit your application binders with supporting evidence to your Dean by the 2nd Friday in January for CFS. The length of the review process varies, but you should normally be informed of the decision no later than the end of the Summer Term.

Presentation of Application Materials: In this packet, you are also given the criteria on which you will be judged, and rather lengthy descriptions of what is expected and how you will be assessed in three key areas: teaching, scholarship/creative endeavor and citizenship. As you will find, the criteria, and the ways in which you can meet the criteria, are fairly broad. By design, you are not given specific quotas or measures that you must meet on such things as teaching evaluations, amount of scholarship or level of service. This ensures some degree of flexibility. It is your responsibility to convince members of the Committee, as well as the Vice President of Academics and the President, that you merit CFS or Rank Advancement.

It is up to you to make your case in a clear and organized manner. While it is important that your materials are neat, well-organized and convincing, such presentational techniques as encasing every page in plastic are not necessary and are sometimes considered a hindrance

Criteria for Advancement in Rank

The Standards and methods of assessment are articulated previously in this document.

1. The following guidelines for promotion in academic rank are designed for professorial faculty with appropriate adaptation to the particular academic discipline or professional assignment. Qualified faculty members are eligible to apply for advancement in academic rank after having secured Continuing Faculty Status at BYU–Hawaii.

2. Expectations for Advancement from Assistant to Associate Professor

2.1. Eligible faculty members (based on time of service, obtaining CFS and qualifying degree being earned) are encouraged to apply for advancement in rank. In most cases, faculty members who hold the rank of assistant professor may apply in their sixth year. If however, CFS is not awarded until after the initial three year probationary period, applicants may only apply for rank advancement three years subsequent to the time of receiving CFS. The first six years of service of an assistant professor constitute a period of preparation during which the university determines whether a candidate’s citizenship, teaching, and scholarly and/

or creative endeavor are of a substance and quality to justify advancement to associate professor. Deans and Associate Deans will evaluate department chairs applying for promotion in rank. The department chair evaluates each candidate's performance annually. Candidates are encouraged to consult with department chairs and college deans to assist the candidate with his/her plans for promotion in rank.

2.1.1. The President and Vice President of Academics may determine adjustments to the time table for continuing status and academic rank when a new faculty hire presents a strong academic record from other universities. This adjustment must be stated in writing at the point of hire.

2.2. An annual faculty development plan should be initiated by the candidate who has secured Continuing Faculty Status. In consultation with the department chair, candidates should revise and refine this plan as necessary, leading to approval by the department chair. The development plan should outline the candidate's professional goals and plans to fulfill the standards in teaching, scholarly and/or creative work, and citizenship. It should present the logic and aspirations of an individual scholarly career in relation to the mission of the department and the university, and might identify the resources, in budget, equipment, and released time, necessary for the successful accomplishment of the goals. The professional development plan should be reviewed at least annually by the candidate with their department chair and dean then revised as necessary to reflect changes in goals or assignments that outline the candidate's route to advancement.

In the first semester of service, the candidate is encouraged to develop a professional relationship with a mentor or advisor, selected in consultation with the chair from among the seasoned faculty. Among other things, this mentor should assist the candidate in designing a faculty development plan that meets department, college, and university expectations for citizenship, teaching, and scholarly and/or creative work.

2.2. Citizenship should be evaluated on the evidence of good personal character, collegiality, commitment to the mission of the university, and evidence of solid service contributions both inside and outside the university, including participation in regional and/or national organizations. Successful candidates for advancement from assistant to associate professor should demonstrate a capacity for supportive collegial relations and a willingness to assist in the routine work of the department.

2.3. Teaching performance should be evaluated on the evidence of: (A) ongoing implementation and measurement of, and reflection on, course and program learning outcomes; (B) peer and student reviews; (C) the candidate's capacity and commitment to meet the department's needs.

2.4. Performance in scholarly and/or creative endeavor should be evaluated on the evidence of the quality of the work the candidate has completed thus far, the evidence provided by work the candidate is pursuing at the time of the review, and on an assessment of how well that work expresses and fits into the candidate's faculty development plan.

2.4.1. Candidates must have carried out scholarly and/or creative endeavor providing positive evidence by peer-review. It must be borne in mind that some types of scholarly and/or creative endeavors require more time to complete than others. In the end, the criteria for judging scholarship are quality and significance to the discipline, rather than sheer quantity.

3. Expectations for Advancement to the Rank of Professor

3.1. Candidates for advancement to the rank of professor should present an established record of quality teaching, university citizenship, and high quality scholarship, and/or creative endeavor since becoming an associate professor.

3.2. Candidates for advancement to the rank of professor should have made a substantial contribution through service to the work of the department, university, their field of study, and the community.

3.3. Candidates for advancement to professor should present a consistent record of effective teaching as verified by sustained attention to implementing, measuring, and reflecting on student learning in courses and programs, as well as by student and peer reviews.

3.4. Candidates for advancement to the rank of professor should demonstrate consistent ongoing productivity that results in a body of scholarly or creative work that has demonstrated positive results by review of peers within the field.

3.4.1. Extended periods of time spent by associate professors in demanding administrative assignments may reduce the opportunity to produce the quantity of scholarly or creative work expected for advancement to the rank of professor. However, while adjustments may reasonably be made in quantitative expectations in such cases, there should be no compromise of qualitative expectations. In no case do such adjustments for administrative assignments eliminate the expectation of any scholarly or creative work.