

# CREIGHTON COLLEGE OF ARTS AND SCIENCES STANDARDS AND EXPECTATIONS FOR TENURE AND PROMOTION

As a community of teachers and scholars in the Jesuit tradition, the Creighton College of Arts and Sciences embraces the vision of Catholic education as “dedicated to research, to teaching and to the education of students who freely associate with their teachers in a common love of knowledge.”\* In this context, it is each faculty member’s responsibility effectively to share his or her academic and professional expertise with others in fulfillment of the University Mission: “Creighton exists for students and learning.”

The following document provides transparent performance standards for faculty members, College and University rank and tenure committees, and external peers involved in the rank and tenure process. Given the diversity of the many departments that comprise our College, application of these performance standards should be flexible and sensitive to academic disciplinary norms. Standards should exist in the traditional areas of teaching, scholarship,<sup>†</sup> and service and faculty members should be expected to meet or exceed the standards appropriate to their rank in each of those areas.

## **A. Standards Governing Teaching Performance**

### **1. Teaching Expectations**

As a community of inquiry that is committed to the ongoing development of faculty and the education of students as fellow seekers for truth, the College is committed to interpersonal, face-to-face intellectual formation. Faculty interaction with students is the defining feature of the College’s educational work.<sup>‡</sup>

Faculty members employed in tenure-track positions are expected to maintain full-time teaching assignments and to carry out associated duties, including those outside the classroom (e.g., office hours and course advising). Nine credit hours per semester is typically considered a full-time teaching assignment. Probationary faculty members are granted one-course reductions in both their first and their fourth years of teaching. Other variances from the typical load are possible with the permission of the Dean.

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\* John Paul II, Apostolic Constitution on Catholic Universities, *Ex Corde Ecclesiae*

† Here and throughout this document, the term *scholarship* refers to a wide range of activities, including creative work in the fine and performing arts. A fuller definition is available in the *Handbook for Faculty*, Section III.G.6.a.(v).

‡ Creighton College Faculty Senate Identity Statement

## 2. Teaching Performance Standards

The College requires of all faculty members a high level of professional competence in teaching, relative to their rank, assigned courses, and associated duties.

## 3. Evaluation of Teaching Effectiveness

Faculty members' teaching effectiveness is evaluated annually by their department chairs and these evaluations inform the ongoing advisement of individual faculty members for the purposes of their professional development. On a College-wide basis, faculty members are routinely evaluated for teaching effectiveness by students in their classes. Individual departments select at least one additional measure to evaluate the teaching effectiveness of their members.

During the rank and tenure review process, letters of recommendation concerning teaching effectiveness are solicited from candidates' former students. Peer letters may also speak to teaching skills.

## **B. Standards Governing Scholarly Performance**

### 1. Scholarly Expectations

Faculty members in our College should aspire to exemplify a teacher-scholar model. The College expects all faculty members to engage in scholarship the results of which are presented publicly and/or subjected to review by their disciplinary peers. Scholarship is expressly defined to include (i) the supervision of student scholarship, (ii) the submission of proposals for grants and other forms of external funding (especially when subsequently funded), and (iii) the pursuit of projects in the scholarship of teaching and learning (SoTL). Faculty members are expected to maintain a current record of their scholarly achievements.

### 2. Scholarly Performance Standards

Given the wide variety of disciplines represented in our College, the scholarly performance of candidates for rank and tenure must be evaluated with reference to departmental standards. Departments are therefore responsible for articulating clear disciplinary standards defining the quality of scholarship appropriate for tenure and for each rank, and for submitting them for review by the College Rank and Tenure Committee and by the Dean. Those standards are hereby incorporated into this document by reference.

### 3. Evaluation of Scholarly Effectiveness

Faculty members in our College report on the significance of their scholarly activities at least annually and record them in their *Curriculum Vitae*.

Candidates for tenure and promotion provide in their dossiers evidence of the ways in which their scholarship meets or surpasses the relevant department standards. Candidates' chairs and peers from appropriate scholarly disciplines within and outside the University are invited by the Dean to evaluate the quality and extent of their scholarly achievements according to the standards of the candidates' departments and recognized disciplinary expectations. The College and University rank and tenure committees also evaluate the scholarly effectiveness of each candidate based on the relevant departmental standards.

### **C. Standards Governing Service Activities**

#### **1. Service Expectations**

Faculty members in our College should strive to be "men and women with and for others," using their energies, talents, and expertise to serve the goals of their departments, the College, the University, their communities, and their disciplines. Service activities do not supersede the importance of effective teaching and scholarship, but rather complement them.

#### **2. Service Performance Standards**

Faculty members in our College should demonstrate an active dedication to service that reflects a commitment to the wellbeing of the University and the broader community. Relevant activities may advance teaching and scholarship within the College or University; serve students by enriching their educational experience; address community needs; or serve a vital role in the functioning of the College, the University, or a community or professional organization.

#### **3. Evaluation of Service Activities**

Faculty members in our College report on the level and extent of their service activities at least annually and record them in their *Curriculum Vitae*.

Candidates for tenure and promotion provide in their dossiers evidence of their service activities, which the College Rank and Tenure Committee evaluates in the context of the time and energy committed to those activities by the candidates and their impact on the populations or organizations served.

## **EXPECTATIONS FOR THE GRANTING OF TENURE**

The *Handbook for Faculty* states that the University grants tenure to members of the faculty on the basis of their "successful performance of the terms of [their] job description as stated in [their] contract," and "[their] record of achievement" in key professional areas. The following sections of this document articulate our College's expectations regarding these key terms.

#### a. Expectations for Teaching Performance

“Successful performance” in teaching is typically indicated by faculty members who:

- ... demonstrate effective classroom teaching as evidenced by student satisfaction scores. Beginning in Fall 2006, the College will publish annually the mean scores on the SIR II student satisfaction survey for the College as a whole and for each department. Nevertheless, individuals’ scores should always be considered in the context of such factors as each course’s type, its level, its size, and the time at which it was scheduled.
- ... demonstrate effective classroom teaching in courses with lower enrollments (where applicable) as evidenced by student comments on appropriate College evaluation instruments.
- ... demonstrate effective classroom teaching as evidenced by supplementary materials such as teaching portfolios, data regarding student learning outcomes, records of teaching innovations, or favorable peer evaluations of teaching from departmental or College colleagues.
- ... demonstrate a commitment to developing new courses and/or revising existing courses as appropriate for their disciplines and departments.

Faculty members may also introduce evidence that they have:

- ... participated as preceptors in the Ratio Studiorum Program.
- ... demonstrated a commitment to continued development as teachers (e.g., by attending workshops or pedagogically-oriented conferences, or by earning e-Fellowships).

#### b. Expectations for Scholarly Performance

“Successful performance” in scholarship is typically indicated by faculty members who:

- ... meet the standards for tenure in the area of scholarship articulated by their respective departments.
- ... present dossiers of scholarly work that demonstrate their achievements.
- ... receive letters of recommendation from peers in appropriate scholarly disciplines within and outside the University that speak favorably about the quality and significance of their scholarship.

#### c. Expectations for Service

“Successful performance” in service is typically indicated by faculty members who:

- ... serve as effective faculty advisors.
- ... contribute to activities in the departments and/or programs to which they belong.

- ... serve as members of committees or in administrative capacities in their departments, in a program, in the College, and/or at the University.

Faculty members may also introduce evidence that they have:

- ... contributed to appropriate professional organizations.
- ... participated in service to any organization on campus, in the local community, or more broadly in a way that would reflect the Mission of the University.

## **EXPECTATIONS FOR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR**

The *Handbook for Faculty* states that the University promotes faculty members to associate rank on the basis of “effectiveness in teaching, ... an emerging record of recognized scholarly achievement, ... [and] evidence of active service consistent with the Mission of Creighton University.” The following sections of this document articulate our College’s specific expectations regarding these key terms.

### a. Expectations for Teaching Performance

“Effectiveness in teaching” in a candidate for promotion to associate professor is typically indicated by faculty members who:

- ... demonstrate consistently effective classroom teaching as evidenced by student satisfaction scores. Beginning in Fall 2006, the College will publish annually the mean scores on the SIR II student satisfaction survey for the College as a whole and for each department. Nevertheless, individuals’ scores should always be considered in the context of such factors as each course’s type, its level, its size, and the time at which it was scheduled.
- ... demonstrate consistently effective classroom teaching in courses with lower enrollments (where applicable) as evidenced by student comments on appropriate College evaluation instruments.
- ... demonstrate consistently effective classroom teaching as evidenced by supplementary materials such as teaching portfolios, data regarding student learning outcomes, records of teaching innovations, or favorable peer evaluations of teaching from departmental or College colleagues.
- ... demonstrate a commitment to developing new courses and/or revising existing courses as appropriate for their disciplines and departments.

Faculty members may also introduce evidence that they have:

- ... participated as preceptors in the Ratio Studiorum Program.
- ... demonstrated a commitment to continued development as teachers (e.g., by attending workshops or pedagogically-oriented conferences, or by earning e-Fellowships).

- ... developed innovative teaching materials and/or pedagogical approaches that enhance student understanding and learning.
- ... taught effectively in a variety of courses at multiple levels.
- ... maintained effective contact with former students.
- ... contributed to the assessment of the learning outcomes of courses and/or programs and to revising curricula in light of assessment data.
- ... served as mentors in graduate or undergraduate independent research.
- ... contributed to the successful development of students for graduate and professional training.

#### b. Expectations for Scholarly Performance

“An emerging record of recognized scholarly achievement” in a candidate for promotion to associate professor is typically indicated by faculty members who:

- ... meet the standards for promotion to associate rank in the area of scholarship articulated by their respective departments.
- ... present dossiers of consistent scholarly work that demonstrate their achievements.
- ... receive letters of recommendation from peers in appropriate scholarly disciplines within and outside the University that speak favorably about the quality and significance of their scholarship.

#### c. Expectations for Service

“Active service consistent with the Mission of Creighton University” in a candidate for promotion to associate professor is typically indicated by faculty members who:

- ... serve as effective faculty advisors.
- ... contribute to activities in the departments and/or programs to which they belong.
- ... serve as members of committees or in administrative capacities in their departments, in a program, in the College, and/or at the University.

Faculty members may also introduce evidence that they have:

- ... contributed to appropriate professional organizations.
- ... participated in service to any organization on campus, in the local community, or more broadly in a way that would reflect the Mission of the University.

### **EXPECTATIONS FOR PROMOTION TO THE RANK OF PROFESSOR**

The *Handbook for Faculty* states that the University promotes faculty members to the rank of professor on the basis of “a consistent record of distinguished teaching, ... an established record

of nationally recognized scholarly achievement, [and] ... recognized leadership in service consistent with the Mission of Creighton University.” The following sections of this document articulate our College’s specific expectations regarding these key terms.

a. Expectations for Teaching Performance

“A consistent record of distinguished teaching” ” in a candidate for promotion to professor is typically indicated by faculty members who:

- ... demonstrate consistently excellent classroom teaching as evidenced by student satisfaction scores. Beginning in Fall 2006, the College will publish annually the mean scores on the SIR II student satisfaction survey for the College as a whole and for each department. Nevertheless, individuals’ scores should always be considered in the context of such factors as each course’s type, its level, its size, and the time at which it was scheduled.
- ... demonstrate consistently excellent classroom teaching in courses with lower enrollments (where applicable) as evidenced by student comments on appropriate College evaluation instruments.
- ... demonstrate consistently excellent classroom teaching as evidenced by supplementary materials such as teaching portfolios, data regarding student learning outcomes, records of teaching innovations, or favorable peer evaluations of teaching from departmental or College colleagues.
- ... demonstrate a sustained commitment to developing new courses and/or revising existing courses as appropriate for their disciplines and departments.

Faculty members may also introduce evidence that they have:

- ... participated as preceptors in the Ratio Studiorum Program.
- ... demonstrated a commitment to continued development as teachers (e.g., by attending workshops or pedagogically-oriented conferences, or by earning e-Fellowships).
- ... developed innovative teaching materials and/or pedagogical approaches that enhance student understanding and learning.
- ... taught effectively in a variety of courses at multiple levels.
- ... maintained effective contact with former students.
- ... contributed to the assessment of the learning outcomes of courses and/or programs and to revising curricula in light of assessment data.
- ... served as mentors in graduate or undergraduate independent research.
- ... contributed to the successful development of students for graduate and professional training.
- ... taken leadership roles in pedagogically related activities (e.g., by serving as a member of a peer review team or by leading learning outcome assessment or curriculum development projects).

- ... received formal recognition for their teaching skills within the College, the University, or their disciplines.

#### b. Expectations for Scholarly Performance

“An established record of nationally recognized scholarly achievement” in a candidate for promotion to professor is typically indicated by faculty members who:

- ... meet the standards for promotion to the rank of professor in the area of scholarship articulated by their respective departments.
- ... present dossiers of consistent scholarly work that demonstrate their achievements.
- ... receive letters of recommendation from senior peers in appropriate scholarly disciplines within and outside the University that speak favorably about the quality and significance of their scholarship.

#### c. Expectations for Service

“Recognized leadership in service consistent with the Mission of Creighton University” in a candidate for promotion to professor is typically indicated by faculty members who:

- ... establish consistent records of contributing to governance and/or administration at the department, College or University level.
- ... establish consistent records of successfully mentoring and advising students and faculty colleagues.
- ... establish consistent records of successful service on College and/or University committees.
- ... establish consistent records of service to their disciplines or in the local or regional community consistent with the Mission of the University.

Faculty members may also introduce evidence that they have:

- ... served in a leadership role in governance and/or administration at the department, College or University level
- ... served in a leadership role on College and/or University committees.
- ... served in a leadership role in regional, national, or international professional organizations in their disciplines.
- ... served in a leadership role in service to any organization on campus, in the local community, or more broadly in a way that would reflect the Mission of the University.