

# **CONTINUING FACULTY STATUS AND PROMOTION PACKET**

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Revised August 16, 2006

## KEY POINTS TO CONSIDER WHEN APPLYING FOR CONTINUING FACULTY STATUS OR PROMOTION

The following are key points that you should consider when applying for continuing faculty status (CFS) or promotion:

**The Process.** When you apply for CFS or promotion, you first prepare and submit an application and provide evidence that CFS or promotion should be granted. Your application will then be reviewed and deliberated by the Promotion Review Committee (the Committee), a committee comprised of your peers on the faculty, who will then vote and submit a recommendation to the Vice President of Academics, who then presents a recommendation to the President's Council. The final decision will be made by the President's Council, but precedent holds that they highly respect the recommendation of the Committee. You are allowed to appeal a negative decision, but appeals are strongly discouraged and rarely successful. You should know that it is your responsibility to provide clear and convincing evidence that CFS or promotion should be granted in your original application.

**Timing.** If you are applying for CFS, you must apply during the Fall semester of your sixth year of service. If you are applying for promotion, the earliest that you can apply is in the sixth year after your previous promotion. You must submit an application with supporting evidence to the Vice President of Academics no later than November 15. Since some of the materials are confidential and will be sent to your Dean or Department Chair, it is the Dean/Chair's responsibility to submit your binder by the deadline. That means that it is your responsibility to provide the Dean/Chair with a list of references early enough that all materials, including the letters of recommendation, are gathered, organized and submitted by November 15.

After the application materials have been submitted, the Vice President of Academics will review the materials, then make them available for members of the Committee to review. The Committee will discuss the merits of your application, then make a recommendation to the Vice President of Academics, who then makes a recommendation to the President's Council, who will make a final decision. The Vice President of Academics will then inform you of that decision. The length of this process varies, but you should normally be informed of the decision no later than the end of the Winter semester.

**Presentation of Application Materials.** A list of the required documents, as well as materials you are recommended to include in your application file, are given on the following page. 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, number of journal publications or level of service. This ensures some degree of flexibility. It also means that candidates are sometimes unsure what to expect. One thing you can expect is that the Committee is comprised of a wide range of individuals whose backgrounds, disciplines and philosophies vary. Most will not be intimately familiar with your discipline. It is your responsibility to convince members of the Committee, as well as the Vice President of Academics and the President's Council, that you merit CFS or Promotion.

It is up to you to make your case in a clear and organized manner. You should follow the suggested outline given on the following page, and make it very easy for evaluators to find the evidence they are looking for. 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. Remember, too, that the fattest binders are generally not the most convincing

binders, especially if it is difficult to find important documents or information. By and large, committee members value quality over quantity. You should therefore make it very easy for committee members, who generally don't understand your discipline, to evaluate the quality of your work.

**The Need for Balance.** Committee members recognize that faculty members are often stronger in some areas than others, and that strengths in one area should partially compensate for weaknesses in another. Simply put, there are a variety of ways to make meaningful contributions to the University and faculty members are not expected to conform to one mold. However, to merit CFS or promotion, you must demonstrate adequate performance in all three of the following areas: teaching, creative endeavor and citizenship/service. If it is determined that you don't meet the given criteria for any one of those areas, it is likely that the Committee will recommend that you not be granted CFS or promotion. For example, if you have been a very good teacher and your citizenship has been strong, but you have engaged in very little peer-evaluated scholarship or creative endeavor, it will be difficult to make a compelling case, especially for promotion to Associate or Full Professor. Similarly, you may have compiled an impressive record of creative endeavor, but if your teaching is poor, or you have engaged in very little service to the University or your discipline, you will likely not be promoted. It is therefore important that you pay attention to all three areas as you prepare to apply for CFS or promotion. You cannot afford to be so focused on any one area that you fall short in another.

## PROCEDURE FOR APPLYING FOR CONTINUING FACULTY STATUS OR PROMOTION

Evidence showing that the criteria have been satisfied, emphasizing work completed since the last advancement and done while employed at BYU-Hawaii, must be included in individual application binders.

Candidates for continuing faculty status or promotion will secure from his or her dean or associate dean a "CFS/Promotion Packet" containing:

- a checklist of items to be submitted
- BYU-Hawaii colleague evaluation forms

Three types of letters of recommendation must be submitted with the application:

1. A list of five names of colleagues in the candidate's field outside BYU-Hawaii should be sent directly to the dean or associate dean of the school or department. The dean or associate dean will contact those on the list to request colleague evaluations, informing them of the appropriate promotion criteria.
2. Candidates will also request three letters of evaluation from BYU-Hawaii faculty members.
3. For advancement to Associate or Full Professor, one additional letter is required from a campus administrator or faculty member outside the applicant's school/department certifying and evaluating the applicant's university service. If the candidate has served on a major university committee, this letter should be submitted by the chair of that committee. The letter is to be mailed in a sealed envelope addressed to the dean/associate dean.

Candidates submit the completed application materials directly to the dean, who will write a letter of recommendation and send the application materials to the Vice President for Academics. (If the promotion candidate is a dean, the letter of recommendation will be written by the Vice President after consultation with members of the school or department.) The dean's recommendation should include a response to the applicant's continuing faculty status/promotion application, and should reflect the evaluation of department/school colleagues as well as the dean.

***NOTE:** All promotions or continuing faculty status appointments will become effective at the beginning of the next academic year. If a faculty member accepts a position elsewhere during the promotion process, the application will be withdrawn. If promotion is granted, but the faculty member resigns before promotion takes effect, that promotion will be invalidated.*

## **CHECKLIST AND SUGGESTED OUTLINE FOR CANDIDATE'S PROMOTION OR CONTINUING FACULTY STATUS APPLICATION BINDER**

### **I. A. Documents:**

- 1. "Request for Promotion and/or Continuing Faculty Status" form, completed and signed
- 2. "Dean's/Chair's Recommendation for Promotion and/or Continuing Faculty Status" form, completed and signed
- 3. Statement by applicant addressed to the Promotion Review Committee, Academic Vice President and University President summarizing how the CFS/Promotion criteria have been met.
- 4. Copy of current resume

### **B. Confidential evaluations of professional citizenship (To be sent to the dean of the school or the associate dean of the department):**

- 1. BYUH colleague evaluations and accompanying letters of recommendation (at least 3)
- 2. Non-BYUH colleague evaluations (at least 3) (Give a list of five names to your dean/associate dean to request these letters.)

### **II. Teaching:**

- A. Summary statement explaining how the criteria for teaching have been met
- B. A listing of courses taught, including a brief description of new courses developed
- C. A listing of all awards and special commendations.
- D. A brief description of any other pertinent teaching activities or programs
- E. Student evaluations. Submit a table that lists the average rating for the instructor and the course for each class taught during the evaluation period. Also, for each course, or prep, taught during the evaluation period, submit at least one full set of student evaluations, complete with student comments. This full set can be taken from any semester in which the course was taught, though more recent semesters should be given priority.
- F. Colleague evaluations

### **III. Evidence of scholarship/creative endeavor:**

- A. Summary statement explaining how the criteria for scholarship/creative endeavor have been met.
- B. Publications: Copies of tables of contents showing the author, title, and date of publications (Sample copies of books, articles, etc., should be included)
- C. Presentations: Copies of conference programs indicating presentation information such as name, place, and date of conference or meeting

- [ ] D. A brief explanation of results of other research projects, artistic production, coaching, and other activities

IV. Citizenship:

- [ ] A. Summary statement explaining how the criteria for citizenship have been met.
- [ ] B. One confidential letter from a campus administrator or faculty member outside the applicant's department/school certifying and evaluating the applicant's University service [Associate and Full only]. If the applicant has served on a general University committee such as FAC or the GE Committee, the chair of that committee should be asked to evaluate the applicant's service. If the applicant served as chair of the committee, a member of the committee should be asked for a letter of evaluation.
- [ ] C. Other evidence of community service. (This does not require confidentiality.)

NOTE: Faculty dossiers will be archived after the promotion review process; therefore, materials included in sections III and IV should be photocopies rather than originals.

**REQUEST FOR PROMOTION  
AND/OR CONTINUING FACULTY STATUS**

BRIGHAM YOUNG UNIVERSITY HAWAII

Name \_\_\_\_\_ Date \_\_\_\_\_

I hereby request:

Promotion from \_\_\_\_\_ to \_\_\_\_\_

Time in rank \_\_\_\_\_ verified\* \_\_\_\_\_

Degree (or hours) \_\_\_\_\_ verified\* \_\_\_\_\_

CONTINUING FACULTY STATUS

Current rank \_\_\_\_\_ verified\* \_\_\_\_\_

Length of service at BYUH \_\_\_\_\_ verified\* \_\_\_\_\_

*\*verification done by the office of the Vice-President for Academics*

Signature of Applicant: \_\_\_\_\_

Date: \_\_\_\_\_

*Dossiers, when reviewed by the committee, become the property of the University and may not be returned to the candidate. Please do not put original documents in the dossier if it is feasible to submit copies.*

**DEAN'S/CHAIR'S RECOMMENDATION  
FOR PROMOTION AND/OR CONTINUING FACULTY STATUS**

Name of Candidate \_\_\_\_\_ Department/School \_\_\_\_\_  
Dean/Chair \_\_\_\_\_ Date \_\_\_\_\_

**INSTRUCTIONS TO ASSOCIATE DEAN/DEAN: Please review the enclosed criteria for promotion and/or CFS. Make specific comments in each area mentioned below. Attach separate sheet if necessary. Dean/Chair and candidate are to sign the form after discussing the written evaluation.**

I. Teaching and/or Professional Skills

II. Contributions to Academic Discipline (research, artistic production, development, etc.)

III. Department, University and Professional Service

I recommend this applicant for  promotion.  
 continuing faculty status.

I do not recommend this applicant for  promotion.  
 continuing faculty status.

I recommend this applicant with the reservations listed below:

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Signature of Dean/Chair

CONFIDENTIAL

BRIGHAM YOUNG UNIVERSITY - HAWAII CAMPUS  
BYUH COLLEAGUE EVALUATION COVER SHEET  
FOR PROMOTION AND/OR CFS

(Complete and return to: Dean/Chair of School/Department)

Candidate: \_\_\_\_\_  
Last Name First  
\_\_\_\_\_  
Semester Year

Department/School: \_\_\_\_\_ Discipline/Emphasis \_\_\_\_\_

**Please attach a letter:**

- which states the length of time you have known the candidate and whether you have observed the candidate in a classroom situation;
- which paints a verbal picture of the candidate's various strengths based on the length of time you have known the faculty member seeking promotion and/or CFS;
- which notes any areas of possible concern you have observed – particularly in a classroom setting.

Your comments should focus in at least three areas:

- Personal and professional qualities;
- Interpersonal relations with students, colleagues and staff;
- Professional competence including – but not limited to – ability to motivate students to learn, classroom management and time utilization, subject mastery, and adaptability and flexibility.

I am a generous/critical evaluator  
(circle one)

Date \_\_\_\_\_ Name of Colleague Evaluator \_\_\_\_\_  
Signature \_\_\_\_\_

CONFIDENTIAL

BRIGHAM YOUNG UNIVERSITY - HAWAII CAMPUS  
BYUH COLLEAGUE EVALUATION COVER SHEET  
FOR PROMOTION AND/OR CFS

(Complete and return to: Dean/Chair of School/Department)

Candidate: \_\_\_\_\_  
Last Name First  
\_\_\_\_\_  
Semester Year

Department/School: \_\_\_\_\_ Discipline/Emphasis \_\_\_\_\_

**Please attach a letter:**

- which states the length of time you have known the candidate and whether you have observed the candidate in a classroom situation;
- which paints a verbal picture of the candidate's various strengths based on the length of time you have known the faculty member seeking promotion and/or CFS;
- which notes any areas of possible concern you have observed – particularly in a classroom setting.

Your comments should focus in at least three areas:

- Personal and professional qualities;
- Interpersonal relations with students, colleagues and staff;
- Professional competence including – but not limited to – ability to motivate students to learn, classroom management and time utilization, subject mastery, and adaptability and flexibility.

I am a generous/critical evaluator  
(circle one)

Date \_\_\_\_\_ Name of Colleague Evaluator \_\_\_\_\_  
Signature \_\_\_\_\_

# CONFIDENTIAL

## BRIGHAM YOUNG UNIVERSITY - HAWAII CAMPUS BYUH COLLEAGUE EVALUATION COVER SHEET FOR PROMOTION AND/OR CFS

(Complete and return to: Dean/Chair of School/Department)

Candidate: \_\_\_\_\_  
Last Name First  
\_\_\_\_\_  
Semester Year

Department/School: \_\_\_\_\_ Discipline/Emphasis \_\_\_\_\_

### Please attach a letter:

- which states the length of time you have known the candidate and whether you have observed the candidate in a classroom situation;
- which paints a verbal picture of the candidate's various strengths based on the length of time you have known the faculty member seeking promotion and/or CFS;
- which notes any areas of possible concern you have observed – particularly in a classroom setting.

Your comments should focus in at least three areas:

- Personal and professional qualities;
- Interpersonal relations with students, colleagues and staff;
- Professional competence including – but not limited to – ability to motivate students to learn, classroom management and time utilization, subject mastery, and adaptability and flexibility.

I am a generous/critical evaluator  
(circle one)

Date \_\_\_\_\_ Name of Colleague Evaluator \_\_\_\_\_  
Signature \_\_\_\_\_

## POLICY ON PROMOTION AND CONTINUING FACULTY STATUS

This policy describes the standards for faculty retention (Continuing Faculty Status—CFS) and promotion. These standards and procedures may be changed from time to time, and any approved changes may be binding on all faculty regardless of when they were employed. However, the standards existing at the time faculty members enter the university will be given due consideration, especially in those cases where policy changes are made near to a faculty member's application for CFS or promotion.

### Continuing Faculty Status

Members of the faculty are appointed by the Board of Trustees upon the recommendation of the President of the University. Until the attainment of Continuing Faculty Status (CFS), all faculty appointments are for a period of one year, renewable in successive years with the approval of the President. (See Appointments and Terminations in the Faculty Handbook.)

All faculty should live lives reflecting a love of God and a commitment to gospel values. To apply for CFS a faculty member must hold the rank of Assistant Professor or higher. The faculty member will be evaluated on the basis of the established criteria for the rank of the candidate at the time of application. Eligible faculty must apply. Faculty holding the rank of Instructor may not apply for CFS but should work closely with their dean/associate dean to develop appropriate plans relative to an additional degree or course work necessary to become an assistant professor.

The initial six years of service shall be a probationary period. In the fall of the final year of the probationary period, the faculty member must apply for Continuing Faculty Status. Granting of CFS is a conservative process, involving a substantial commitment on the part of the University. Therefore, it is incumbent on the faculty applicant to demonstrate that he or she is a teacher, scholar, and university citizen worthy of CFS. During the probationary period the faculty member is to participate in a variety of professional development activities agreed upon by the faculty member and the dean/associate dean. The faculty member will be responsible to have class evaluations conducted during each semester of the probationary period. During the first year of probation, the new faculty member will work with the dean/associate dean to begin developing the CFS/Promotion plan. The continuing faculty status and promotion criteria should be referred to in all performance reviews. During the probationary period, the faculty member's performance will be reviewed at least annually and discussed in an interview with the dean/associate dean and, when deemed appropriate, with the Vice President for Academics. Ideally, the school/department should assign, by the end of the new faculty member's first semester, a senior colleague to encourage, advise, and assist the faculty member. During the spring of the first year, the school/department will review all probationary faculty, assessing the new faculty member's promise and productivity in teaching, scholarship, and citizenship. Recommendations, suggestions, and direction will be given the new faculty member in writing to assist in the preparation for the CFS review.

At the conclusion of the application review process by the Promotion Review Committee, one of the following will be recommended to the President's Council:

1. the faculty member be granted continuing faculty status;
2. the faculty member be granted extended probation in yearly increments for a period of not more than three years (including the year of application). The faculty member must initiate a review with the dean/associate dean during each year of the probation and prepare a written report for review by the Promotion Review Committee submitted to the office of the Associate Vice President. 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 be advised that his or her appointment will not be renewed.

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

## **Criteria for Promotion: Professorial Ranks**

Faculty members applying for rank advancement should meet the criteria for the rank being sought in each of the following areas: 1) Time in Rank, 2) Academic Degree, 3) Teaching, 4) Scholarship/Creative Endeavor and 5) Citizenship.

### **I. Time in Rank**

[One academic year is composed of two semesters.] [NOTE: Exceptions to the "Time in Rank" requirement may be agreed upon at the time of the initial contract. These exceptions must be clarified in writing by the Deans/Associate

Deans and Vice President for Academics.]

<b>CFS</b>	6 years from the beginning of the faculty member's probation. <b>Note:</b> CFS applicants <i>must</i> apply during their final year of probation.
<b>Assistant Professor</b>	No time in rank
<b>Associate Professor</b>	6 years (at least 4 of them at BYUH) as Assistant Professor. [May apply during final year of time in rank or in any year thereafter.]
<b>Professor</b>	6 years (at least 4 of them at BYUH) as Associate Professor. [May apply during final year of time in rank or any year thereafter.]

## II. Academic Degree

[Earned degrees and graduate semester credits already conferred by any fully accredited college or university.]

<b>Instructor</b>	Master's Degree
<b>Assistant Professor</b>	Doctorate, terminal degree, or equivalent where appropriate, or 60 graduate semester credits or equivalent, which includes completion of the master's degree.
<b>Associate Professor</b>	Doctorate or terminal degree.
<b>Professor</b>	Doctorate or terminal degree.

**[NOTE ON TERMINAL DEGREE:** The MLS (Master of Library Science) degree is considered a terminal degree for professional librarians. A Master's degree in an appropriate discipline along with the CPA (Certified Public Accountant) is considered a terminal degree for accounting. The MFA is considered a terminal degree for faculty in art. Other degrees beside the PhD and EdD, such as the JD degree, may also be defined as terminal for a given discipline.]

## III. Teaching

Activities that generate student learning, stimulate critical thinking, facilitate the mastery of subject matter and lead students into lifelong learning [See "The Teaching Standard" in the "Expectations and Standards of Faculty Members"].

<b>Instructor</b>	Ability to prepare and teach lower or upper department courses while exhibiting appropriate characteristics conducive to effective instruction
<b>Assistant Professor</b>	Ability to prepare and teach lower or upper department courses while exhibiting appropriate characteristics conducive to effective instruction
<b>Associate Professor</b>	Satisfactory evidence of effective instruction including upper department courses
<b>Professor</b>	Established reputation and record as an effective teacher showing evidence of appropriate course/instructional design (e.g., IDS course development, advanced seminar courses, etc.)

## IV. Scholarship and Creative Endeavor

### A. Research/Publication

Must be defined and evaluated according to the standards of a specific academic discipline and should enhance the applicant's discipline [See "The Standard for Scholarship and Creative Work" in the "Expectations and Standards for Faculty"].

<b>Instructor</b>	Ability to design and carry out research or publication with guidance.
<b>Assistant Professor</b>	Ability to design and carry out research and publication.
<b>Associate Professor</b>	Ability to design and carry out research and publication reported at national, international, or other appropriate conventions, <u>and</u> ability to publish in professional journals or other equivalent peer reviewed achievements [see "Assessing Scholarship and Creative Work"].
<b>Professor</b>	An established and ongoing program of research and publication in rank and evidence of national or international professional recognition.

### B. Artistic Production

In some fields faculty members are more extensively involved in artistic creation, e.g., painting, sculpture, musical composition, arranging music, major musical presentations, major dramatic productions, creative writing, video productions, photography expositions, exhibits, etc. Artistic production, beyond the classroom, which enhances the academic discipline and which results in exhibits, recital, or publication is the academic equivalent to research for some disciplines. For such faculty members, artistic production alone or with research will meet this criterion for promotion.

<b>Instructor</b>	Ability to produce and display/perform art locally.
<b>Assistant Professor</b>	Ability to produce, without supervision, art worthy of publication, exhibition, recital, or display.
<b>Associate Professor</b>	Ability to produce art for a major production, exhibit, recital, or publication which would be recognized regionally or nationally.
<b>Professor</b>	An established history of artistic production with evidence of professional recognition

**C. Coaching** Some faculty members are more extensively involved in coaching activities. For such faculty members coaching activities alone or with

research will meet this criterion for promotion.

<b>Instructor</b>	Ability to carry out appropriate coaching activities.
<b>Assistant Professor</b>	Ability to design and carry out creative innovations in coaching, administration, or teaching that has resulted in workshops or clinics regionally and locally.
<b>Associate Professor</b>	Ability in productive coaching (beyond league play), administration, or teaching over the most recent four year period, with evidence of creative and innovative endeavors such as conducting workshops, clinics, or sporting events nationally or regionally, as well as locally.
<b>Professor</b>	Established history of ability in productive coaching (at the national level), administration, or teaching over the most recent six year period with evidence of creative and innovative endeavors such as: publications, presentation at national conferences, coaching foreign national teams, conducting workshops, clinics or sporting events, internationally or nationally as well as regionally and locally.

#### **IV. Citizenship/Service:**

Citizenship, or service, can be done at a number of levels, including the department, the School or College, the University, the Community and the Profession. Citizenship includes acts which provide the BYUH community and the larger community the benefits of a university, e.g., leadership, knowledge, understanding, a better way of life. The essential basis of good citizenship is rooted in a life reflecting a love of God and a commitment to gospel values.

The legitimate avenues for faculty to render public service are almost endless [See “The Citizenship Standard” in the “Expectations and Standards of Faculty Members”].

*A faculty member past the instructor rank should be currently involved in at least two of these three categories and should be able to show evidence of a history of service in all three of them.*

<b>Instructor</b>	Participates and is involved as a committee member, etc.
<b>Assistant Professor</b>	<ol style="list-style-type: none"> <li>1. Successfully fulfills department or school assignments in building programs and serves students in the department or school.</li> <li>2. Successfully fulfills University assignments such as serving on committees.</li> <li>3. Provides discipline-related service outside of the</li> </ol>

	University, such as participating in state and national professional organizations.
<b>Associate Professor</b>	<ol style="list-style-type: none"> <li>1. Effectively completes major assignments in building programs and serves students in the department or school.</li> <li>2. Effectively completes major assignments for the University, such as for committees.</li> <li>3. Takes major assignments in discipline-related service outside of the University, such as for state and national professional organizations.</li> </ol>
<b>Professor</b>	<ol style="list-style-type: none"> <li>1. Takes leadership role in building programs and serving students in the department or school.</li> <li>2. Takes leadership role in University committees or other major University assignments.</li> <li>3. Takes leadership role in discipline-related service outside of the University, such as for state and national professional organizations.</li> </ol>

## Criteria for Promotion: Librarian Faculty

There are three ranks for librarians, in ascending order: assistant, associate and senior librarian. The following lists the criteria for promotion to each rank.

### I. Time in Rank for Promotion

<b>CFS</b>	6 years from the beginning of their probation. <b>Note:</b> CFS applicants <i>must</i> apply during their final year of probation.
<b>Affiliate Librarian</b>	No time in rank.
<b>Assistant Librarian</b>	No time in rank.
<b>Associate Librarian</b>	6 years (at least 4 of them at BYUH) as an Assistant Librarian. [May apply during final year of time in rank or any year thereafter.]
<b>Senior Librarian</b>	6 years (at least 4 of them at BYUH) as an Associate Librarian.

### II. Academic Degree

<b>Affiliate Librarian</b>	Master's Degree
<b>Assistant Librarian</b>	Doctorate, terminal degree, or equivalent where appropriate, or 60 graduate semester credits or equivalent, which includes completion of the master's degree.
<b>Associate Librarian</b>	Doctorate or terminal degree.
<b>Senior Librarian</b>	Doctorate or terminal degree.

**NOTE:** The MLS (Master of Library Science) degree is considered a terminal degree for professional librarians.

### III. Librarian Professional Skills.

Skills which facilitate the collection, organization, and dissemination of information to the university community through formal and informal instruction and the efficient management of materials and staff.

<b>Affiliate Librarian</b>	Ability to perform professional assignment.
<b>Assistant Librarian</b>	Ability to perform professional assignments as evidenced by internal and external evaluations such as by employees, colleagues, supervisors and peers outside the department and the University.

<b>Associate Librarian</b>	Ability to perform professional assignments in a superior manner as evidenced by internal and external evaluations.
<b>Senior Librarian</b>	Established history of performing professional assignments in a superior manner and demonstrated ability to provide professional leadership as evidenced by internal and external evaluations.

#### **IV. Scholarship and Creative Endeavor**

<b>Affiliate Librarian</b>	Ability to carry out appropriate library duties
<b>Assistant Librarian</b>	Ability to contribute to the field through activities such as but not limited to those described in the “Assessing of Scholarship and Creative Endeavors” section of this document.
<b>Associate Librarian</b>	A record of contribution to the profession through scholarly and creative endeavors at the state, regional or national level based on the criteria in the “Assessing of Scholarship and Creative Endeavors” section of this document.
<b>Senior Librarian</b>	A sustained record of achievement since appointment as Associate Librarian in the areas of Scholarship/Creative Endeavors at the regional or national level.

#### **V. Citizenship**

The same criteria set forth for professorial faculty candidates will be applied to professional librarians seeking CFS or promotion. The criteria shown for Instructor, Assistant professor, Associate Professor and Professor will be the criteria for Affiliate Librarian, Assistant Librarian, Associate Librarian and Senior Librarian, respectively.

# EXPECTATIONS AND STANDARDS OF FACULTY MEMBERS

## I. General Expectations

Although not the purview of the Promotion Review Committee, all faculty should live lives reflecting a love of God and a commitment to gospel values. Students should see by their teachers' lives and scholarship that they are women and men committed to honor and integrity and to the gospel of Jesus Christ. All faculty shall 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 will develop strategies for improved performance. The annual performance evaluations and the promotion and continuing status reviews of faculty members shall focus on university teaching, scholarship as reflected in research and/or creative work, and citizenship. Different mixes of time may be allocated among these responsibilities by faculty members or even within a faculty member's career. Faculty members will exercise flexibility and balance as appropriate, always with the understanding that a faculty member is first of all a teacher.

Deans/associate deans or administrators with faculty status will remain active as scholars in order to maintain capabilities in their appropriate fields. Deans/associate deans and administrators should be considered for rank advancement or continuing faculty status based on demonstrated excellence in service to the administrative appointment when accompanied by evidence of continued involvement in one's field through scholarly activity and classroom teaching.

## II. The Standard for Teaching

The most important activity of faculty members at BYU-Hawaii is effective teaching. Good teachers must be eager to learn, well-read, well-prepared, concerned about their students, and enthusiastic about sharing their knowledge in the classroom. 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 different from one another, in personality and in techniques of instruction; nevertheless, effective teachers share the following attributes.

- They are seen by their students as mentors both within and beyond the classroom.
- They neither compromise high standards of learning nor cheat the students of opportunities to learn by setting low requirements or by giving inappropriate grades.
- They set clear expectations for the class and adhere to them.
- They are highly interested in the progress and welfare of their students and are available to help them outside class as their needs require.
- They are punctual, make good use of class time, prepare useful and informative syllabi, thoughtfully conceive assignments and examinations, and return papers in a timely manner.

- 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.
- They are recognized by their students as actively contributing to the growing body of knowledge in their fields. (Professional Development funds will be available to enable this.)
- 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 intellectual activity.

### **Assessing Effective Teaching**

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.*

#### **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 and mentoring, such as:**

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

#### **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. Provide *one complete set* of student evaluations for each course annually since hiring or last promotion. If you have taught a course more than once in a year one set of evaluations is adequate for that course. Faculty members should request yearly evaluations as required.
- evaluations from colleagues who have 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 school/department review committee
- unstructured and unsolicited written evaluation by students, including written comments on exams and letters received after a course has been completed
- interview data collected from students by the school/department review committee
- dean's/associate dean's summary of student comments and complaints
- written comments from those who teach courses for which a particular course is a prerequisite
- evaluation of course materials
- 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

### **III. The Standard for Scholarship and Creative Work**

The faculty's scholarship and artistic creation constitute a measure of a university's quality, although scholarly and creative work may take different forms. While quantity is one measure of productive effort, it is less important than the quality of what is done—no mere quantity of work can compensate for lack of intellectual quality. The amount of scholarly production 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 peer 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 to some meaningful degree over their entire careers, typically through publications, professional discourse, and attendance and presentations at conferences. The intellectual exchange with colleagues across the nation and world leads to greater understanding and refinement of scholarship, as well as increasing the visibility and reputation of the University.

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 used in these disciplines. In general, faculty members will produce intellectual work, subject that work to the criticism of their scholarly peers, and share their insights with their colleagues and students. The scholar 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 traditions and its own channels for communication among scholars in the discipline. Each school/department must therefore establish the standards for defining scholarship and measuring the quality of scholarly and creative work within its own discipline and then assess faculty endeavors against those standards.

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. Distinguished performance beyond that required for the classroom in art, music, drama, dance, and exhibitions, including conducting and directing, is evidence of a candidate's creativity.

### ***Assessing Scholarship and Creative Work***

For research or creative work to satisfy expectations, the work should:

- be consistent with the advancement of the 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. One of the traditional and most accepted ways of satisfying these criteria is publication by a recognized, peer-reviewed scholarly press or journal, because the format and standards of publications will usually satisfy all of the above criteria. However, acceptance for publications by a press or journal is not necessarily in itself evidence of a book or article's quality. The applicant should provide evidence of the reputation of journals and the impact of articles, books, and works.

In addition to peer-reviewed publication, the broad range of scholarly writing or creative work may include, but is not limited to, the following:

- 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, or the improvement of professional education when they present new ideas or incorporate scholarly research;
- Peer-reviewed 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;
- 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 journals;
- Adjudicating articles;
- 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 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 further removed a scholarly or creative project or body of work may be from conventional published formats, the greater the responsibility of the applicant, with validation by the school or department, to provide for a critical evaluation that verifies the nature and quality of the work in a fair and thorough way.

Against this framework, evidence of satisfactory scholarship, emphasizing work completed since the last advancement and done at BYUH, must be included with individual files.

#### **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 should place individual and school/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 reflecting a love of God and a commitment to gospel values. This commitment is embodied in the University's written mission statement and basic goals.

#### ***Assessing Citizenship***

Members of the faculty are expected to contribute to building the community of scholars in the school/department and the university by adhering to high standards of scholarly discourse. Most faculty members will have lighter committee and administrative assignments at the beginning of their careers than after securing continuing status and moving toward higher faculty ranks.

Evaluation committees, deans and associate deans, and administrators must carefully assess faculty members' citizenship. Though a faculty member may participate in only a portion of these and other citizenship activities, the following representative types are possible:

- Contributions to the spirit and atmosphere of honesty, integrity, morality, and respect and concern 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. Letters from committee chairs or other supervisors of the candidate's work are appropriate.
- Active participation in the intellectual life of the school/department and university. The faculty member should engage in discourse with peers both verbally and in writing.

- Working with colleagues in the school/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 may be 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.

# EXPECTATIONS AND STANDARDS FOR LIBRARIAN FACULTY

## I. General Expectations

Although not the purview of the Promotion Review Committee, all library faculty members should live lives reflecting a love of God and a commitment to gospel values. Their work should demonstrate that they are women and men committed to honor and integrity and to the gospel of Jesus Christ. All library faculty members shall adhere to the university honor code and all other university policies as contained in the Faculty Handbook.

For librarian faculty, the university librarian will annually review the status and performance of each librarian, including those with continuing faculty status. The university librarian and the librarian will develop strategies for improved performance. The annual performance evaluations and the promotion and continuing status reviews for library faculty shall focus on librarianship, scholarship and creative work, and citizenship. Continuing status and advancement in rank are available to faculty librarians based on meeting criteria in five areas: academic degree, time in rank, librarianship, scholarship/creative endeavors, and citizenship.

## II. The Standard for Librarianship

The mission of the library is distinctively unique and sets it apart from all other campus departments and colleges. The mission statement reflects the goals of the library not only to gather and preserve collections of recorded information, but also to provide the means to access these collections and to teach members of the university community how such information can be located and used to enhance scholarly activity as well as to promote spiritual and intellectual growth. It may be noted that the ultimate goal expressed in this mission has not changed throughout the history of BYU-Hawaii, although the means, technologies, and media used to achieve the goal have changed, and will continue to change.

It is critical to consider this mission when attempting to evaluate the performance of library faculty, since the university hires professionally trained librarians first and foremost to achieve the mission. This means that a faculty member's accomplishments, however noteworthy, must be judged in light of the contributions he or she makes to the overall mission of the organization.

No individual possesses, at the outset, all of the knowledge and skills necessary for the completion of a successful career. Indeed, the skills needed for any professional library position are constantly changing as the means of collecting and disseminating information change. Beyond formal training, every professional needs to have a broad range of professional experiences in order to develop the kind of competency, commitment, vision and creativity described above.

### ***Assessing Librarianship***

Librarianship should be assessed in a manner that examines the full range of knowledge, skills, and activities necessary to perform one's assignment. It is incumbent upon the candidate to provide persuasive documentation of overall balanced accomplishments. Activities that demonstrate Librarianship skills include, but are not limited to:

- Setting and accomplishing significant job-related goals.
- Managing personnel and budgetary resources effectively.
- Cooperating with peers, faculty, and patrons to accomplish library and university goals.

- Demonstrating effectiveness in building and assessing collections; in selecting, acquiring, and providing access to library materials in all formats; and in providing access to automated information and bibliographic services.
- Demonstrating effectiveness in the development and maintenance of bibliographic control by verifying, ordering, and processing materials; by classifying and cataloging materials; or by utilizing other bibliographic processes, resources, or systems.
- Demonstrating effectiveness in guiding and assisting students and faculty by satisfying reference needs, by developing subject bibliographies, by teaching research strategies formally and informally, and by promoting the effective use of the library and its collections.
- Demonstrating effectiveness in preserving or conserving the physical integrity and intellectual content of items with the library and in educating users in their careful use.
- Demonstrating effectiveness in administering and managing his or her area of responsibility.

### **III. The Standard for Scholarship and Creative Work**

The pursuit of scholarship and creative work expand the talents and abilities of the librarian and add value to the profession locally, regionally, and nationally. Such endeavors also improve the capacity of the library to support and enhance the teaching and scholarship at the university. Scholarship and creative works will normally be an outgrowth of one's professional assignments. The scholarly and creative work at the library should not interfere or detract from job assignments, but should support and strengthen them. It is possible, however, that creative works not directly related to job assignments may be considered for rank advancement. (Approval of projects not directly related to job assignment should be documented in personal annual reports and performance evaluations). While quantity is one measure of productive effort, it is less important than the quality of the work.

#### ***Assessing Scholarship/Creative Endeavors***

Activities that demonstrate Scholarship/Creative endeavors include, but are not limited to:

- Studying relevant literature/research in librarianship and incorporating new ideas and knowledge into one's professional assignment and, where applicable, sharing ideas and innovations with the profession at large.
- Researching, inventing, or implementing significant and effective library procedures, tools, or other innovative techniques, processes, or systems that result in the improvement of library services.
- Completing an additional graduate degree or degrees bearing on the candidate's area of core responsibility.
- Presenting research or innovative or unique information at library conferences and professional meeting.
- Publishing significant and original contributions relevant to the profession.

### **IV. The Standard for Citizenship (Librarians)**

Librarians will be held to the same standard of citizenship discussed above for professorial faculty candidates.



## **FACULTY DEVELOPMENT PLANNING AND MENTORING**

Meeting the standards described in this policy regarding university teaching, scholarship and citizenship requires planning the use of the faculty member's time and available resources. This planning should take place in discussion between the faculty member and the dean/associate dean. Planning for the new faculty member should begin during his or her first semester and focus on preparing for the continuing faculty status review.

Faculty development planning should consider a number of factors, including:

1. A self-assessment by the faculty member of his or her strengths, skills, competencies and performance in teaching, scholarship/creative endeavor, and citizenship.
2. Professional goals and the plan to accomplish these goals, in teaching, scholarship/creative endeavor, and citizenship.
3. The relationship between individual goals and the school/department and university aspirations and needs.
4. Resources needed to accomplish the professional goals, whether budgetary, equipment, or time.

The department/school is encouraged to have a promotion review committee. In addition, each new faculty member should have at least one senior faculty mentor. The committee and the mentor should regularly review the faculty member's plan and share the responsibility of faculty development, under the direction of the dean/associate dean. It should be emphasized that fulfillment of such a plan does not necessarily guarantee that the university's Promotion Review Committee will recommend that CFS or promotion be granted. It is therefore the responsibility of the faculty member, with the help of his or her dean/associate dean, mentor, department chair and department/school promotion review committee to develop a plan that, if followed, will assure that the faculty member will meet the university's requirements for CFS or promotion.