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III C 4. Review of Faculty

~~It is the policy of Washington State University to encourage the professional advancement of members of its faculty commensurate with their abilities and the effectiveness of their services. Among the encouragement to superior service, no factors are more important than the policies concerning advancement in salary and rank.~~

~~a) General Criteria~~

~~Faculty members are expected to contribute to the University through their accomplishments. Faculty members will be recognized for activities that fulfill the University's responsibilities in teaching; research, scholarship and creative activity; and service. Scopes of the three areas are outlined below.~~

Washington State University's core missions:

- Teaching & Learning, including mentoring and advising
- Scholarship, as broadly defined by Boyer
 - i. Scholarship of discovery
 - ii. Scholarship of integration
 - iii. Scholarship of application
 - iv. Scholarship of teaching

Boyer, E. L. (1990), Scholarship reconsidered: Priorities of the professoriate. Carnegie Foundation for the Advancement of Teaching
- Outreach & Engagement, including extension, clinical service, etc.
- Service, a balance of internal and external
 - i. Academic Service, Governance, and Leadership (internally directed service)
 - ii. Professional Service (externally directed service that supports professional organizations, advisory boards, peer review processes, etc.).

a) Guiding Principles for Faculty Review

- (1) **CORE PRINCIPLE / VALUE:** The university values and seeks excellence in all the traditional missions of our land grant university and recognizes that true excellence is only achieved through the collective contributions of our faculty.
- (2) **WSU is committed to diversity, equity, and inclusion through every aspect of its statewide system.** With this commitment comes the recognition that traditional promotion guidelines, processes, practices, and institutional culture do not reward or serve all equitably. For example, service, teaching, working with underserved populations, and leadership responsibilities (i.e., activities which have traditionally received little to no weight during promotion and tenure reviews) often fall disproportionately on underrepresented and underserved groups, including

BIPOC and women faculty. We are committed to creating and sustaining policies that promote diversity, equity, and inclusion.

- (3) **Faculty must be reviewed in accordance with their defined responsibilities/official job description** – i.e., according to their designated contributions to our land grant university's missions. No single mission of the university shall have inordinate weight in the review of a faculty member unless that mission is the primary focus for that faculty member.
- (4) **Faculty must be reviewed in true peer review fashion** – i.e., internal reviewers must include peers who understand and contribute to the same mission(s) in similar ways. In cases in which a unit or review team does not include true peers, it is essential that the unit solicit additional review from outside the unit, college, and/or university.
- (5) **Measures of scholarship and research productivity should be selected carefully to minimize bias and provide a complete assessment of productivity, quality and impact.** The traditional measures of scholarship and research are often poor and/or biased measures of productivity, quality, and impact for other missions of the university. Over-reliance on these traditional metrics perpetuates bias and incomplete assessment.
- (6) **Reporting and assessment methods should expand beyond traditional scholarship.** In addition to the essential work of discovery and creative endeavors (i.e. traditional scholarship), much of the university's work is translational. It represents the scholarship of application, integration, and/or community engagement. Basic science, theory, and current evidence-based best practices are often put into practice and tested in teaching, mentoring and advising, outreach and engagement, academic service/leadership, etc. As a result, students, the public, and the university itself benefit. Therefore, faculty members whose designated contributions to our university's missions do not include or go beyond research/discovery must be provided with clear, viable means by which they can report and showcase their achievements. These methods should effectively communicate to reviewers quantity, quality, role, scholarly basis, and impact.
- (7) **The institution values the capacity of faculty to integrate their work across the land grant missions.** Those faculty members who are engaged in two or more missions of the land grant university have the opportunity to integrate their work across their teaching, outreach, research and service roles. Faculty who successfully demonstrate this integration embody the ideals of the land grant university, and their efforts should be recognized and rewarded accordingly.
- (8) **Each faculty member's respective contributions to their assigned roles in our collective missions are valued and rewarded – regardless of track.** Because of the resource commitment it represents, tenure is one of the most important decisions made by the university and thus merits special consideration. Nonetheless, the university should otherwise strive to minimize differences between tenure and career tracks that create hierarchy.
 - Both tracks should have clear expectations and processes for promotion, including the expectation for continuing growth and achievement for any faculty member being considered for promotion to Professor. As stated elsewhere for both tenure and career tracks, attainment of the rank of professor is an indication that, in the opinion of

colleagues, an individual has made, and continues to make, progressive contributions to a major area of the individual's work assignment. By way of example, innovation and leadership is expected from all full professors (regardless of track) and from any faculty member applying for or aspiring to promotion to full professor.

- (9) **All faculty are expected to contribute to a positive community and culture.** Recognizing that academic units, campuses, institutions, and professions operate as a collective, all faculty should contribute in positive ways as mentors, advisors, contributors, and leaders. Faculty should value the professional and personal well-being of their colleagues, including fellow faculty, staff, administrators, and students and work toward an equitable distribution of formal and informal service and leadership.

b) OPERATIONAL PRINCIPLES

- (1) **All faculty should have position descriptions.** As appointment dictates evaluation, all current faculty (regardless of track and/or sub-track) must have clear position descriptions/role statements that include the faculty member's assignment and responsibilities relative to each college mission. Similarly, it is essential that all WSU faculty job offers include a clear position description and/or role statement.
- (2) **All faculty should be provided clear expectations for promotion and tenure.** All units must have clear criteria for promotion and tenure and provide them to candidates, colleagues, and all internal and external reviewers. Criteria should be comprehensive but not prescriptive.
- (3) **A faculty member may report an activity and outcome under more than one mission area.** Because missions often overlap, faculty should identify a primary area of attribution for any reported activity (usually in accordance with their primary assigned responsibilities). However, that activity might be co-listed under another mission.
- For example, research and creative work often involve significant mentoring and advising.
 - Outreach and engagement often involve teaching – through formal WSU course offerings and/or other diverse settings.
 - Teaching and learning may generate publications and lead to extramural funding.
- (4) **Service to a faculty member's professional organization(s) is valued and recognized.** These externally facing service activities and collaborations raise the reputation of the university and/or unit. They also serve the faculty member's work by building collaborative networks, providing successful models, enhancing professional skills, and increasing personal reputation.
- (5) **Communication to external reviewers should reflect all of WSU's missions.** External evaluations play an important role in the T&P process by providing disciplinary expertise and an external perspective. Our communication with external reviewers should center WSU's core values and missions as well as provide context, including the faculty member's defined responsibilities/official job description. When appropriate, WSU should make it clear to the

external reviewers the value the university, college and unit places in university missions and/or activities that reviewers may not be accustomed to seeing within a promotion or tenure package (e.g. community engaged scholarship, administrative service & leadership, etc.)

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