

## **UNIVERSITY STANDARDS FOR TENURE AND PROMOTION**

### **Preamble**

This statement, together with the respective statements of the College of Arts and Sciences, the Leavey School of Business, the School of Engineering, and Counseling Psychology and Education, is intended to clarify Faculty Handbook criteria for promotion and tenure.

Santa Clara University, a Jesuit and Catholic institution, is enriched by the contributions of men and women of diverse cultural, religious, and philosophical backgrounds, and it endeavors to fulfill its mission by maintaining a community in which freedom of inquiry and expression are fully respected. The University's success in accomplishing its mission depends on the selection and advancement of its faculty. The faculty's teaching, scholarship or creative activity and service are both the heart of the University and the guarantor of its continued vitality. Faculty participate in setting University goals and engage in ongoing discussion of how the University is to realize its goals; they also support those goals and collaborate with colleagues in shouldering the tasks of their Department, their College or School, and of the University. Collaboration with colleagues—that is, collegiality—is implicit in the idea of a college and is especially important in realizing the University's goal of “nurturing a diverse community rooted in mutual understanding and respect” (1993 Statement of Purpose).

### **Standards for Tenure and Promotion**

Candidates for tenure and promotion shall be required to demonstrate high attainment under the Faculty Handbook criteria of teaching, scholarship, or artistic creativity, and service.

Teaching includes classroom instruction, academic advising, and curriculum development. Effectiveness in the classroom requires, at a minimum, competence in the subject and in skills of presenting it, and professionalism in conduct toward students. Academic advising is an extension of teaching. It is an expression of the University's concern for the development of the whole person and includes advising on courses and academic programs, on academic life generally, and on career opportunities. Curriculum development includes both contributions to departmental and

University curricula, such as the development of new courses or significant modification of existing ones, and the creation of pedagogical materials that may be of use to other teachers. Those entrusted by the Faculty Handbook with evaluating candidates' teaching are to consider all evidence of achievement in each of the three components.

As a comprehensive university, Santa Clara is committed to excellence in scholarship and artistic creativity, which are critical both for their contribution to knowledge and for their enrichment of teaching. Since the form and nature of scholarly contributions differ greatly by discipline, the most important element in evaluation of the scholarly work of a candidate for promotion or tenure is the judgement of others in the field, particularly of those who have a record of strong scholarship in the candidate's academic specialization. Evaluations of a candidate's publications or artistic creations or performance by scholars, artists, or other experts outside Santa Clara are an important consideration for promotion or tenure.

Service is activity other than teaching and scholarship or artistic creativity that fosters and advances the mission and goals of the department, the University, or the profession. It may consist of the fulfilling of formal responsibilities, either individually or with others, as on committees, or more generally and informally of contributions to the routine functioning of a department. Community service performed in virtue of a faculty member's professional expertise or association with the University or its mission also falls into this category. The service expected of probationary faculty will be appropriate to their expertise and experience and will respect their need to devote most of their energies to teaching and scholarly or artistic work. More is expected of senior faculty.

Because teaching, scholarship or artistic creativity, and service differ in some respects among academic disciplines, the College of Arts and Sciences, the Leavey School of Business, the School of Engineering, and the programs of Counseling Psychology and Education shall publish their respective clarifications of the three criteria. Candidates for tenure or promotion are referred to these publications for a detailed explanation of the standards and procedures by which they will be evaluated.

A candidate's time at the University before evaluation for tenure is, according to the Faculty Handbook, a period of probation. The burden of proof that a candidate has met all criteria therefore rests on the candidate. The same is true of candidates for promotion.

## **Promotion to Professor**

Candidates for promotion to Professor shall demonstrate superior achievement in all three Faculty Handbook criteria beyond what they had attained when last promoted. It is expected that they will have distinguished themselves in teaching, in scholarship or artistic creativity, or preferably in both; and that they will have served the University or the academic profession in proportion to their experience, their competencies, and their seniority. This standard applies to all candidates for promotion to Professor irrespective of School, College, or Division. Within these stipulations, candidates must also meet the special standards of their School, College, or Division. They shall otherwise be evaluated for promotion by the same procedures as govern evaluation for tenure and for promotion to Associate Professor.