

UNIVERSITY EVALUATION STANDARDS

(Revised April 2022)

The mission of the University of Puget Sound is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others, an appreciation of commonality and difference, the full, open, and civil discussion of ideas, thoughtful moral discourse, and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

The university has articulated and published the following statement expressing its educational goals.

A student completing the undergraduate curriculum will be able to

1. think critically and creatively;
2. communicate clearly and effectively, both orally and in writing;
3. develop and apply knowledge both independently and collaboratively

and will have developed

1. familiarity with diverse fields of knowledge and the ability to draw connections among them;
2. solid grounding in the field of the student's choosing;
3. understanding of self, others, and influence in the world; and
4. an informed and thoughtful sense of justice and a commitment to ethical action

The university, as a community of learning, maintains a strong commitment to teaching excellence, scholarly engagement, and fruitful student-faculty interaction. These values are reflected in the expectations that the university holds for its faculty in all aspects of their work.

I. TEACHING

The University of Puget Sound is committed to offering a high-quality liberal arts education that cultivates critical thinking skills and inspires intellectual excitement, encouraging students toward a lifetime of learning. This commitment is the hallmark of the university and influences the entire range of formal and informal activities within the institution. Thus, the identity and purpose of the University of Puget Sound are closely tied to the quality of its faculty, their passion for teaching, and their interactions with students.

The university has identified goals for students that concentrate not simply on the accumulation of information, but also on the ability to speak and to write, to think critically and

creatively, and to learn both independently and collaboratively. These goals can only be met with teaching that opens the minds of students so that they see the world in a deeper and more complex way.

Proven excellence in teaching is a criterion for tenure. The ongoing pursuit of teaching excellence is also a process that continues over the entire career of a faculty member. Teachers may use a variety of methods and approaches to achieve this objective; departmental evaluation standards will reflect the variety that exists across the university and provide specific guidelines for assessing success in teaching. The goal, as called for in the mission of the university, is to develop our students' "capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression." Thus, the challenge of teaching rests with flexibility in approach and with sensitivity and concern for effectiveness.

When teachers are enthusiastic about teaching, learning, and their discipline, students become engaged in learning. Excellent teachers challenge students intellectually and equip them to meet those challenges. Excellent teaching typically involves creating effective course structure, selecting appropriate material, planning meaningful assignments, providing full and fair evaluation of students' work, and developing effective techniques for classroom presentation and management. The manner in which this is done will vary with the nature of the course (for example, lecture, discussion, or lab), as well as the level of the course (for example, introductory or advanced). Teachers seek to remain current and active in their fields to infuse intellectual energy into their teaching and to enhance the quality and integrity of the curriculum.

Students come to us from a variety of backgrounds and bring with them an array of experiences and abilities. Students' needs also vary as they progress through their university education. Excellent teachers should recognize this diverse range of students. This recognition of differences should lead to flexibility in teaching strategy and tactics to ensure the continued development of students' knowledge.

Because learning occurs in informal as well as formal settings, activities beyond the classroom are recognized as modes of teaching. Informal settings include, but are not limited to, mentoring, summer research advising, and overseeing experiential learning opportunities.

II. PROFESSIONAL GROWTH

The mission of our university is to foster a lifetime of intellectual curiosity, and therefore the professional growth of faculty members is a matter of vital interest to the University of Puget Sound. Professional activities should reflect sustained growth across an academic career.

The university seeks to evoke in students a recognition of learning as an ongoing process that will extend far beyond their years of formal education. Faculty members serve as models of a continuing engagement with the life of the mind. Faculty members should strive to embrace the worth and dignity of the advancement of knowledge and be actively engaged in research, writing, creating, exhibiting, or performing since such a teacher is better able to convey to students the importance of these activities to intellectual development.

An important function of a university is to encourage the pursuit of knowledge and the advancement of understanding in many fields. Individual faculty members demonstrate their own intellectual vitality, contribute to the larger purposes of scholarship, and positively represent the university as a place of learning when they share their ideas in a public form.

Faculty members should seek opportunities for public sharing of their work.

An important element of professional growth involves engagement with the larger professional community where ideas are debated and modified. There are many ways that a faculty member can be involved in the larger professional community including (but not limited to) peer-reviewed publication, making presentations at meetings, reviewing books or scholarly manuscripts, organizing meetings or forums, or taking leadership positions in professional societies. Faculty members must strive to be actively engaged with professional peers within an area of expertise.

III. ACADEMIC & CAREER ADVISING

Academic advising is a significant faculty responsibility. Faculty members should be conversant with the learning community of which they are a part so that they can assist students in understanding that community and the language of university regulations and curricula. To advise students well, faculty members in all departments will need a clear understanding of university curricula, rules, regulations, and policies; an in-depth knowledge of their own departmental curriculum; knowledge of the requirements of external agencies as appropriate; sufficient knowledge of university support offices to make appropriate referrals; and familiarity with advising resources provided to them. Faculty members must show a readiness to advise, to make themselves available to students at reasonable times, to welcome students' questions and concerns, and to make appropriate referrals. Advising can be formal or informal, and faculty should be willing to share their expertise with students who are not their advisees as well as with those who are. In addition to participating in first-year advising or advising students who have chosen a major, advising can include activities such as, for example, serving as the advisor for a student club or guiding a cohort of graduate students through their program. Faculty should also be knowledgeable regarding career opportunities for students in their discipline and able to refer students to university and off-campus resources related to work experience.

IV. UNIVERSITY SERVICE

Tenure-track faculty must be actively engaged in university and departmental service. University service refers to faculty activities that are not part of the teaching, professional growth, and advising functions, but that advance the mission of the university. Activities under this rubric include (but are not limited to): contributing to university governance, serving the school, department, or academic program, contributing to co-curricular programs, promoting intellectual and cultural vitality on campus, and helping convey the nature and purpose of this institution to its constituencies. Individual faculty members need not participate in all areas.

In the long-term functioning of the university, the competent performance of a reasonable share of university governance and departmental service by each faculty member is indispensable. Participation in university governance, including formal standing committees, ad hoc committees and Faculty Senate, is a valuable contribution to the effective operation of the institution and ensures that faculty will, in general, have opportunities to help shape university policies. Substantial departmental service is also a necessary component of service to the university as a whole, and includes regular participation in departmental meetings and other ongoing or occasional tasks, such as searches, curriculum planning, and budget preparation.

A faculty member's contributions to informal and co-curricular activities help to create a stimulating atmosphere that enriches the intellectual and cultural life of the campus. Such involvement is an extension of the faculty's central teaching role. Activities that help convey the nature and purpose of the institution may be a part of a faculty member's service to the university. Faculty involvement in Admission programs designed to acquaint prospective students and their parents with the character of the institution or to enhance student recruiting provides one example of such activity.

V. COMMUNITY SERVICE

Community service related to professional interests and expertise is required for promotion. All faculty should consider engaging in service outside the university that enhances a person's value to the university or enriches teaching. For example, faculty engagement in regional and national professional organizations increases the visibility and reputation of the university and strengthens the faculty member's connection to their broader disciplinary community. Faculty may also choose to engage in the local community through activities that showcase their professional expertise or create new educational or experiential opportunities for students.