The attached document is the *Proposed New APR Framework* being presented for discussion and then voting by Academic Assembly.

Frank Shih and Marc Cohen bring forward this Motion, on behalf of the team in the Provost's office—which has been working on this project, which is called for by the Seattle U. Reignition of Our Strategic Directions.

The Framework articulates Seattle University's philosophy with respect to faculty, in that it specifies the work faculty is expected to do—divided into three categories: teaching, scholarship, and service and institution-building.

For tenure-line faculty, these categories are weighted: 50% teaching, 25% scholarship, and 25% service and institution-building. These weightings create a baseline set of expectations for tenure-line faculty across the University.

In select cases, through a memorandum of understanding, adjustments will be made to baseline percentages to align faculty effort with specified responsibilities (e.g., Department Chairs, Program Directors). E.g., a tenure-line professor taking on the role of department chair might receive three course releases, and that professor's weightings would be adjusted to reflect the distribution of that professor's work—25% teaching (half removed, reflecting 3 of 6 classes), and then 50% service/institution-building (reallocating the 25% of the weighting from teaching).

Different activities are listed under the three categories in the table. Each school and college will develop a rubric for evaluating performance (work contribution) in each category, with guidance from the Provost's Office. The score for each category will then be averaged using the weightings above and can be accompanied by narrative reflection.

The distribution for full-time Term faculty will be subsequently developed by the schools and colleges in alignment with school and college promotion guidelines currently being developed.

The motivation for creating this sort of system is grounded in equity—to ensure that work is evenly distributed and to ensure that all contributions including historically undervalued contributions are recognized and rewarded. Seattle University's commitment is aligned with faculty-led priorities across higher education. Just this week the *Chronical of Higher Education* published an article entitled, "Faculty Workloads Are Unequal. That Must Change. If service isn't made more fair, people will stop doing it." https://www-chronicle-com.proxy.seattleu.edu/article/faculty-workloads-are-unequal-that-must-change .

This system is also tied to a compensation philosophy. As called for in the five-year budget plan, Seattle University will provide raises in three categories: pay equity adjustments tied to compensation studies; baseline salary increases; and performance-based pay. The last of these will be determined by scores on the new APR system.

The categories of work within this Framework and those in the Faculty Handbook guidelines for promotion from Associate to Full Professor (tied to the Advance Grant work) need to be aligned. So, once the APR system is fully developed, there will be further work to align the APR and those Faculty Handbook guidelines.

PROPOSED NEW APR FRAMEWORK

Workload Distribution	1. Teaching	2. Scholarship	3A. University Service	3B. Institution Building
% Effort	50%	25%	25%	

Workload Categories: *Note: Lists of items within categories are not exhaustive*

Teaching Effectiveness (50%)	Scholarship, Creative Works, and Professional Accomplishment (25%)	3A+3B (25%)	
		3A. University Service	**3B. Mission Integration/Institution Building (title is a placeholder)**

• Course Assignments
• Student Advising
• Direction of Student Research Projects
• Student Mentoring and Professional Development (including placement – letters of recommendation, etc.)
	• Scholarly Publications
	• Scholarly Grants and Professional Contracts
	• Community Engaged Scholarship
	• Applied Scholarship
	• Public Scholarship
	• Collaborative Scholarship with Students
	• Exhibitions of Creative Works
	• Leadership in Professional Academic Activities (e.g., journal editorship, professional association chair)
	• Professional Consulting
		• Department Standing Committees
		• College/School Standing Committees
		• University Standing Committees
		• Periodic Committees
		  o Hiring
		  o Program Review
		  o Curriculum Revision
		  o Division and University initiatives
			• Department Chair/Program Director
			• Chairing major university programs and initiatives
			• Contribution of *scholarly expertise to the development of* university programs and initiatives (e.g., curricula development, student recruitment and retention, diversity and inclusion, leadership formation, community outreach, etc.)
			• Developing and sustaining cohort-level internships and related student programs
			• Significant engagement in student or faculty mentoring at a programmatic level
			• Significant engagement in university marketing, fundraising, and/or reputation building
			• Significant engagement in supporting and developing initiatives related to Jesuit Catholic Education