

Rank & Tenure Committee's Explication of the Faculty Manual Regarding Tenure & Promotion of Tenure-Track Faculty

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Preface

The Rank and Tenure committee reviews candidates' portfolios for tenure and promotion holistically. Recognizing and celebrating the diversity of faculty roles and responsibilities on our campus and in its surrounding communities, we seek evidence of candidates' success across the broad range of activities they undertake. Successful teaching occurs not only in classrooms but also in laboratories, clinics, studios, advisement sessions, and more. Successful departmental, divisional, and college service may be similarly diverse, with emphasis on quality over quantity. A single task force or committee in which a candidate finds opportunity for substantial engagement may be more impressive than a half dozen such roles without evidence of meaningful contributions in those settings. Finally, we construe scholarly and creative productivity broadly, valuing equally what Ernest Boyer in *Scholarship Reconsidered* calls the Scholarship of Discovery, Integration, Application, and Teaching,¹ and his later expansion of these categories to include the Scholarship of Engagement.²

Instructor

The Instructor is expected to focus on excellence in teaching, working towards a terminal degree in his or her field (if not already held), meeting departmental responsibilities such as advisement and assigned work within the department, and participating in the life of the college. These areas will be assessed in consideration for promotion to Assistant Professor (See Faculty Manual Part III for procedures and minimum requirements to be considered for promotion).

Assistant Professor

The Assistant Professor is expected to focus primarily on developing excellence in teaching. Involvement with departmental work may include advising and other departmental responsibilities. Contributions to the larger college community should include participation in division and college-wide meetings of the faculty as well as the daily life of the college. He/she should be initiating a plan for scholarly work and should be working closely with the department chair and other senior faculty in setting short and long-term goals.

During the years as Assistant Professor, a faculty member should be achieving mastery in one's teaching and therefore will be able to increase his/her involvement in other areas of faculty responsibilities:

- a) excellence in teaching,
- b) scholarly, professional and/or creative work,
- c) service to the department and the college, and
- d) service to the profession and/or community (as it relates to the candidate's field of expertise)

¹ Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. New York: Jossey-Bass, 1991.

² Boyer, Ernest L. "The Scholarship of Engagement." *Bulletin of the American Academy of Arts and Sciences*, 49.7 (1996), 18-33.

Before applying for Associate Professor, the faculty member should have established a plan for scholarly work and be in the early stages of executing this plan. He/she should also demonstrate increasing contributions to the department, school, and college, including committee work, faculty governance, involvement in task forces, etc. Likewise, the faculty member should also demonstrate increasing contributions to the profession and/or the community.

Associate Professor

The Associate Professor is expected to have achieved a reputation for excellence in teaching as this is the primary responsibility of a faculty member at Nazareth College. Faculty in this rank should be focusing on establishing their reputation in scholarly endeavors, greater involvement (including leadership positions) in departmental and college-wide activities and demonstrated service to the college, profession and/or the community at large. Involvement in departmental work should include advising and an increasing responsibility in other activities. Contributions to the larger college community should include continued participation in division and college-wide meetings of the faculty as well as an increased active participation in other aspects of college life.

Before a faculty member applies for the Full Professor rank, there should be clear evidence of an increasing record of leadership and achievement that has been evolving over the years. This record should include demonstration of:

- a) excellence in teaching,
- b) scholarly, professional and/or creative work,
- c) service to the department and the college, and
- d) service to the profession and/or community (as it relates to the candidate's field of expertise)

In a review for promotion to Professor, the quality and consistency with which the faculty member has performed in these areas over the years of academic involvement are considered.

Full Professor

The (Full) Professor is expected to continue to be a leader within the department, division, college, and profession and/or to the community. Continued demonstration in the areas of innovation and mastery in teaching, a growing record of scholarly contributions, and ongoing participation in college-wide activities are expected of faculty in this rank. The (Full) Professor is expected to be a mentor to pre-tenure faculty in all areas of college life. He/she is expected to participate in shaping policy in matters of curriculum and faculty governance consistent with the mission and vision of the college.