

Criteria for Appointment to Tenure and Promotion in Rank

Academic rank and tenure are distinctive attributes of the teaching profession. For advancement in rank and appointment to tenure, the University expects full professional preparation (completion of the doctorate or the appropriate terminal degree). Only in demonstrably exceptional circumstances will an individual be considered for appointment to tenure without the doctorate or the terminal degree in his or her field. The appropriate terminal degree, when other than the doctorate, will be determined at the time of appointment by the Dean in consultation with the individual's department or program and the PSC. The University also expects a high quality of performance under each of the following criteria. While uniformity in all areas is not expected, strength throughout the criteria is. The principal criterion for evaluation of faculty performance is the quality of teaching. The standards set forth herein are measures used to evaluate the quality of the total contribution of the faculty member to St. Lawrence University.

Throughout the evaluation of a candidate for tenure or promotion, the burden of proof rests with the candidate to give evidence for why tenure or promotion should be granted.

a) Effectiveness in Teaching

The primary standard for evaluation of faculty performance is excellence in teaching. In the application of this standard to individual cases, however, the Committee recognizes that within the University, and under the ideal of liberal education, there is great variety: in the goals for particular disciplines or courses, in class size and structure, in pedagogical technique, etc. When the Committee reviews a case, it seeks evidence of both a faculty member's aspirations as a teacher and his or her success in realizing those aspirations.

Specific evidence of effectiveness in teaching might include: thorough class preparation; effective presentation; communication of respect for knowledge; continuing application of new knowledge to teaching; development of the ability to use knowledge creatively; contribution to the design and pedagogy of team-taught courses; a constructively critical attitude toward the work of colleagues in team-teaching; ability to formulate intellectual contexts beyond the limits of a single discipline; skill in articulating fundamental, enduring questions relevant to a liberal education; ability to challenge students to think clearly; encouragement of students to develop open yet disciplined minds; stimulation of students to do independent work; adherence to high standards for student performance; a constructively critical attitude toward the work of the student; care and thoroughness in the evaluation of student work; interest in students and contribution to their welfare through conference and informal advising; development of improved methods of teaching; and such other evidence as the candidate may wish to present.

Additionally, at St. Lawrence teaching includes formal academic advising.

b) Achievement in Scholarship and the Arts

Concrete evidence is sought of a growing, outreaching mind that is not content with merely passing on received knowledge but demonstrates eagerness and ability to develop itself and to make important contributions to scholarship and the arts. Faculty members are expected to demonstrate a continuing concern for improving their talents and skills, for increasing their

knowledge, and for contributing to the general body of knowledge or the enhancement of the arts. Evidence of achievement in scholarship and the arts includes:

- writing of books, monographs, articles, and reviews; creative work in literature, music, drama, or the fine arts; presenting a paper; organizing or chairing or participating as a member of a panel, discussion, or meeting;
- participation in local, regional, or national professional organizations as an active member, a committee member, or an officer; participation on an academic accreditation team; receipt of a scholarship or fellowship award; acting as a consultant or serving as an editor; research; formal advanced study; recognition of one's work by peers, or any kind of recognition related to one's scholarly work or reputation as an authority within or without one's discipline; serving as a judge of an art exhibit or on a foundation panel to evaluate proposals;
- articulation of a specific position on education, the liberal arts, or academic policies and procedures; innovations in educational materials and methods; writing of grant proposals;
- other evidence as the candidate may wish to present.

c) Contribution as a Member of the Academic Community

Faculty are expected to demonstrate acceptance of their responsibilities as members of the academic community at St. Lawrence University. Evidence of contribution to the academic community might include: participation in the scholarly or professional dialogue within the University; service to a department or program; participation in the paracurricular life of the University; enhancing the learning environment of the University; committee and University governance service; a constructively critical attitude toward the work of the University; devotion to intellectual freedom and the ethics of the profession; recognition as a valued member of the University; and other evidence as the candidate may wish to present.

d) Institutional Considerations as a Factor in Tenure Review

The tenure decision will be based on a candidate's merit as defined by the above criteria. Institutional considerations other than merit should not be a factor in the denial of tenure. Denial of tenure is here distinguished from termination of an appointment for reasons of financial exigency or changing program needs. Changing needs shall not disqualify a tenure-track faculty member for reappointment less than 18 months prior to October 15 of the year of scheduled tenure review or after the midprobationary review has begun.

Excerpt from the [St. Lawrence University Faculty Handbook](#).