

STATEMENT 12

March 30, 2005

The general criteria for the award of tenure and promotion are well known and have not changed since the publication of Statement #1 (1970, revised 1989; see excerpts below). Nevertheless the Tenure and Promotion Committee has found it useful to issue occasional clarifications. This is such a statement. It does not represent any change in policy.

The Committee reiterates that recommendations for tenure and promotion are based on an overall evaluation of the candidate's scholarship, teaching and service, with the long-term goal of steadily improving the quality of the faculty. We emphasize that there is no objective minimum standard of scholarly productivity that entitles a candidate to a positive recommendation, and that teaching and service are given serious consideration, as reaffirmed in Statement #8 (1981; see excerpt below).

In evaluating teaching, the Committee welcomes evidence beyond the results of student evaluations, including examples of creative pedagogy, supervision of students in individual research, evidence of dedication to and enthusiasm for teaching, and comments from fellow faculty who are familiar with the candidate's teaching.

In evaluating scholarship, the Committee looks for evidence of a history and promise of consistent, independent and significant scholarly accomplishment. It is helpful if the candidate's application and the Department's subsequent statement provide explicit evidence of such accomplishment, with attention to such issues as:

- *Scholarly works in relation to time.* While the totality of the candidate's scholarly works will be considered, the period of primary interest will usually be the time since appointment to Tufts University or last promotion at Tufts University. For lateral hires or promotion cases soon after tenure, consideration of works over a longer period may be more appropriate. Periods during which the tenure clock is stopped will not be included.
- *Forms of scholarship.* Disciplines vary in their expectations regarding forms of scholarly output (e.g. books, journal articles, translations, artistic works). In all cases the Department's statement should clarify those expectations.
- *Evidence of scholarly contributions distinct from those of mentors and collaborators.* In many fields collaboration is highly valued and frequently indispensable, and the ability to establish fruitful collaborations with excellent colleagues is viewed positively. In such cases, however, it is important that the individual contributions of the candidate be clearly explained and demonstrated.
- *Significant contributions to the candidate's field of study.* The letters solicited from outside referees provide an indispensable measure of the candidate's scholarly impact. It is therefore of the greatest importance that letters be obtained from a cross section of distinguished colleagues in the candidate's field. It is equally important that the letters provide as informed and independent an evaluation of the candidate as possible.

George Norman, Economics *Chair*
Madeline H. Caviness, Art and Art History
Klaus A. Miczek, Psychology

Susan A. Ostrander, Sociology
Roger G. Tobin, Physics
Richard Vogel, Civil and Environmental
Engineering

Excerpts from Statement #1 (Issued 1970, revised 1989)

The criteria for awards of tenure and/or promotion are in general terms familiar to all: quality of mind, creativity, scholarship, teaching effectiveness, and contributions to the university and the profession. The Committee looks for evidence of excellence in all of these areas in every candidate, but does not apply a rigid formula.

Innovative teaching in all areas is valued. We hold that research is directly and indirectly related to quality and substance of teaching and believe that creative engagement in new developments is essential Unless a teacher is renewed intellectually, a high quality of teaching cannot be maintained.

Excerpt from Statement #8 (Issued 1981)

Another rumor which we would like to put to rest is that teaching and service do not, in fact, count. One may argue in some cases that they do not count for much, but the fact is that they do, in some cases, count for a great deal. Service is, perhaps, seldom decisive and scholarship is, clearly, often decisive, but we feel you do your younger colleagues a disservice if you oversimplify our criteria ...