

***Proposed revision to the Faculty Handbook, Section IIID
“Appointments, Rank, and Tenure,” section 2. The proposal,
approved by the Senate on May 14, 2008, is to replace the struck
out paragraphs below with the redlined paragraphs that follow.***

2. Norms for Appointment, Retention and Advancement

Those appointed to the faculty are expected to observe the professional standards and procedures set forth in this Faculty Handbook. Included within these standards is the expectation that all those appointed to the faculty will provide the University with full and accurate information about their credentials.

~~It is to be expected that all members of the faculty will perform satisfactorily their teaching and other duties. Satisfactory performance does not of itself constitute grounds for advancement in academic rank however. With advancing levels of academic experience, it is expected that faculty members will demonstrate an increasing level of teaching ability, scholarship and service.~~

~~It is difficult to define the qualities which constitute evidence of teaching ability. Certainly the ability to communicate to students the fruits of his or her scholarship and professional experience to encourage, to stimulate and obtain from students the fullest expression of their abilities is included in the characteristics of a good teacher.~~

~~While there is no concise definition of what may constitute evidence of scholarship, it is generally recognized that a scholar has a wide and critical command of the field of his or her study as well as broad cultural interests. The highest indication of scholarship is the ability to make original contributions in one's field of knowledge. Scholarship is generally evidenced by scholarly publications of high quality, but also may be evidenced in certain areas by creativity and professional contributions demonstrated through the medium of communication customary in that discipline. Consideration will be given to such subsidiary evidence as direction of or significant participation in research projects, particularly in the scholarly activities of learned societies and professional consultative service.~~

~~Duties of the faculty will also encompass service to the University and to the community at large and, for clinical faculty, contribution to patient care. Service includes effective performance of activities within the University, such as serving on University committees, and activities outside the University which enhance its reputation.~~

Tenure is an institution that provides the guarantee of academic freedom. In granting tenure the University makes a commitment of lifetime employment to a faculty member. This decision is the most important one the University makes regarding a faculty member. Tenure decisions determine the University's contributions to knowledge and quality of its faculty's teaching.

Faculty and administrators alike should understand that the granting of tenure confers both the right to intellectual freedom and the responsibility to continue to excel.

The criteria governing tenure and promotion must be aligned with the University's goals of excellence in scholarship, teaching, and service. No university can be first-class unless it maintains an outstanding permanent faculty. Academic units and disciplines differ, but there are essential elements of excellence that are held in common. These may evolve as the University's aspirations and stature grow.

To be granted tenure at the rank of Associate Professor, a candidate must have produced a substantial body of scholarship that impartial experts in the candidate's area of study and senior faculty at Georgetown consider to be outstanding. The quality of a candidate's scholarly work is crucial. Quality is judged by the contribution that the work makes to a specific body of knowledge and is usually indicated by its scholarly impact or recognition (nationally and often internationally). The candidate's corpus of scholarly work, including collaborative activities, must demonstrate independence of thought and originality.

The granting of tenure at the rank of Associate Professor also requires excellence in teaching. Quality of teaching is assessed in terms of a thorough knowledge of the subject(s) being taught, a demonstrated ability to communicate that knowledge to students, and the skill to stimulate students to reach their potential.

While there is no substitute for outstanding scholarship and teaching, professional or institutional service is also required for the granting of tenure at the rank of Associate Professor. Service is judged by its contribution to the candidate's field, to the missions of his or her unit, and to the University as a whole. Service includes activities within the University, such as serving on committees, as well as professional activities outside the University. Nonetheless, given that junior faculty need to establish a record in teaching and scholarship, service is decidedly less important for the granting of tenure at the rank of Associate Professor than either scholarship or teaching. An exceptional service record cannot substitute for outstanding scholarship and excellent teaching.

The basis for the awarding of tenure extends beyond a distinguished scholarly record achieved during the probationary period. The award is also contingent upon a strongly favorable judgment of the faculty member's prospects for continued accomplishment in research, teaching, and service throughout his or her University career. Tenure is warranted only if there is a clear expectation that the candidate's continuing professional record will justify eventual promotion to Full Professor at Georgetown University.

Appointment at or promotion to the rank of Full Professor (or granting tenure at the rank of Full Professor) requires a sustained level of achievement according to the same indicators of scholarly excellence as those required for tenure at the rank of Associate Professor. This rank is awarded on the basis of an additional body of substantial achievement and in the expectation that the faculty member's entire professional career will live up to this standard. Accomplishments since the previous promotion should be clearly demonstrated. Promotion to Professor is therefore recognition of scholarly achievement, at a level that meets or exceeds what is generally expected for full professors at peer research universities a commitment to excellence in teaching, and substantial service and leadership with every expectation of continuing contributions to the University.