

UMD Department of American Indian Studies
Indices and Standards for Tenure and Promotion to Professor as Required by Section 7.12 of the
Board of Regents Policy on Faculty Tenure (June 10, 2011) and
Indices and Standards for Promotion to Associate Professor
Approved by the Faculty on: May 25, 2010
Approved by Dean on: May 26, 2010
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I. Introductory Statement

This document describes with more specificity the indices and standards that will be used to evaluate whether candidates meet

- the general criteria for tenure as described in Section 7.11 (Appendix 1) of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) with revisions noted in the *Tenure Code Application to the UEA Contracts*
- the general criteria for promotion to associate professor and
- the general criteria for promotion to professor as described in Section 9.2 (Appendix 2) of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) with revisions noted in the *Tenure Code Application to the UEA (University Education Association) Contracts*.

II. Departmental Mission Statement:

American Indian Studies is an interdisciplinary academic department committed to broadening the knowledge of the histories, languages, literatures, cultures, arts and contemporary experiences of American Indian nations and peoples. As American Indian nations maintain a distinct, political relationship with the federal government rooted in historical treaties, congressional laws, and executive orders, AIS promotes an awareness for and understanding of tribal sovereignty and self-determination. AIS strives to protect the integrity and identity of the indigenous populations of North America and to create an intellectual learning environment conducive to critical and creative thought.

Founded during a period of social activism in the 1960s and 1970s, AIS has long been committed to the development of theories and methodologies that reflect American Indian perspectives and embrace Indigenous ways of knowing. AIS encourages the continued effort of the University to form strong partnerships with American Indian nations at the local, state, regional, national and international levels and supports cooperative research and service with American Indian governments and organizations.

III. Criteria for Tenure:

The basis for awarding indefinite tenure is the determination of effectiveness in teaching, research/creative activity, and service resulting in national or international recognition, and the demonstration that an individual has the potential for continuing contributions to the mission of the University, college, and department in all three areas stressed in this statement. Scholarly/creative achievement and teaching effectiveness will be given the highest priority in the decision to recommend tenure and/or promotion; service alone cannot qualify the candidate

for tenure. The candidate's record should show promise of her/his ability to achieve promotion to professor.

A candidate lacking a threshold level of quality and quantity of effort in teaching and research/creative activity would not be considered a prospect for tenure. The basis for awarding indefinite tenure is the determination that the achievements of an individual have demonstrated the individual's potential to continue to contribute significantly to the mission of the University and to its programs of teaching, research/creative activity, and service over the course of the faculty member's career. See also Appendix 1 for a listing of general criteria for tenure as specified in Section 7.11.

A. Teaching:

Faculty are responsible for teaching lower division breadth and upper division depth courses offered by AIS, as well as for providing academic advising for individual students. Evidence of teaching effectiveness is determined by considering the following indices and standards:

- Consistently strong and/or improving student course evaluations;
- Research or professional activities that demonstrate commitment to high quality teaching.

Additionally, teaching-related questions about tenure and/or promotion may be influenced by evidence such as the following:

- Mastery of subject areas assigned
- Working knowledge of specific American Indian cultures
- Respect for indigenous peoples and nations
- Ability to structure intellectually challenging class environments
- Ability to develop and introduce new courses
- Ability to write clear, comprehensive syllabi
- Determination of grades through competent and fair measures of student achievement
- Ability to assess and advise students on progress toward degrees
- Ability to assume diverse teaching tasks
- Work load with regard to number of courses and advisees
- Superior ability to communicate coursework effectively and to understand, respect, and respond to student questions.
- Difficulty of courses included in one's teaching load
- Teaching ability reflected by peer evaluations
- Teaching ability reflected by testimonies of graduates
- Improvement to courses taught on a normal basis
- Development of new courses and revision of old courses as needed
- Teaching awards received
- Successful integration of research or creative work into courses
- Contributions to interdisciplinary education

AIS assumes that teaching does not stand apart from other related activities. It expects that teaching curricula will be strengthened through faculty research, scientific inquiry, and creative work as well as through service to local, national, and international communities. Finally, AIS takes its student advising responsibilities very seriously and considers advisement to be an integral part of faculty teaching responsibilities. All faculty are expected to share equally in advising loads, stay current in the uses of advising technologies (e.g., e-Portfolio, Graduation Planner, APAS), post and be present at a reasonable number of office hours per week, create a welcoming environment for all students (majors and non-majors alike), and treat all students with professionalism and respect.

B. Research/Creative Activity

The department expects faculty to demonstrate a serious commitment to and participation in the scholarly/creative enterprise, while recognizing that those contributions may take various forms. Original contributions that are relevant to the field of American Indian Studies and are shared successfully through established venues are required for tenure. Furthermore, candidates are expected to show consistent and continued contributions to research, producing measurable work on an annual basis, reviewed and published by reputable presses and journals. Evidence of such work can be various, but must include a selection of documents from the following types of peer-reviewed contributions (the following are not rank-ordered):

- Single/co-authored scholarly books.
- Single/co-authored edited scholarly books.
- Single/co-authored articles.
- Single/co-authored chapters.
- Single/co-authored textbooks in the area of American Indian Studies.
- Significant and relevant creative activities including but not limited to poetry, novels, and short stories.

Additional contributions that will strengthen the candidate's file may also include (the following are not rank-ordered):

- Single/co-authored non-peer-reviewed articles in scholarly journals.
- Editing or guest-editing academic journal publications and the editing of journal articles.
- Invited keynote or plenary address.
- Invited lecture, or invited presentation by the candidate of his/her scholarly and/or creative work.
- Editing and writing articles for scholarly encyclopedias.
- Book reviewing for established journals and presses.
- Manuscript and textbook reviewing for established journals and presses.
- Participation as speaker or discussant in the programs and conferences of professional organizations.
- Papers presented at scholarly conferences, especially those that were full manuscripts peer-reviewed for acceptance.

- Organizing and chairing sessions in the programs and conferences of professional organizations.
- The generation of external and internal research grants.
- Technical reports for granting institutions or government agencies.

Interdisciplinary, extradisciplinary, cooperative and international scholarly contributions in all the above categories will also strengthen the candidate's file. The department further recognizes that research directed towards questions of diversity, or efforts to integrate research with public engagement and technology transfer are particularly valuable.

C. Service

The department expects faculty to effectively engage in university and/or professional and/or community service. Service is also encouraged to reach out to local and/or national and/or international indigenous communities. Service, therefore, is considered in evaluating applications for tenure and promotion. It is important that the documentation of service in a faculty member's file be very explicit. Recognition of service is based on accomplishments in three areas:

1. University Service

Faculty members are expected to participate in the work of the University. This service may occur at any of the following levels: all University, campus, college, and/or department.

2. Professional Service

Participation in the ongoing professional activities of one's discipline is evidence of professional commitment and often of standing within the profession. As such, faculty are encouraged to seek out and hold official positions, such as an officer, or program or section chair, in their state, regional, and/or national professional associations.

3. Community Service

Community service that is related to a faculty member's professional role or to the cultural outreach of the University is encouraged.

IV. Promotion

A. To Associate Professor

1. Promotion to Associate Professor is based on demonstrated, consistent productivity in research/creative activity, effectiveness in teaching, and a strong record of service as outlined in Section III: *Criteria for Tenure* above. Except in rare cases, promotion to the associate professor rank is associated with a positive decision concerning tenure, and only under the most unusual situations can a faculty member be tenured and not promoted to Associate Professor or promoted to Associate Professor and not tenured.

B. To Professor

1. Promotion to Professor indicates the attainment of distinction within one's field and is the highest academic achievement. Thus, promotion to Professor is based on the determination that the candidate has
 - a. demonstrated intellectual distinction and academic integrity expected of all faculty members,
 - b. added consistently and substantially to an already distinguished record of academic achievement,
 - c. established the national or international reputation (or both) typically resulting from such distinction and achievement.

This determination is reached through an evaluation of the candidate's record of scholarly research/creative activity, teaching and service. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity and technology transfer, and other special kinds of scholarly work will strengthen a candidate's file that is already distinguished. Consistent commitment to high quality teaching and continued teaching effectiveness must also be demonstrated for promotion to professor, service alone cannot qualify the candidate for promotion (See also Appendix 2, Section 9.2 Criteria for Promotion to Professor).

2. The forms of evidence used to justify promotion to professor are the same as those used to award tenure and promotion to associate professor.

V. Procedures

The Department complies with the procedures for promotion and conferral of indefinite tenure set forth in Section 201.000 of the *Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association* that is in effect at the time of the promotion and tenure review and decision.

Appendix 1

Section 7.11 General Criteria (for tenure). What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [2]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [4]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

[2] "**Academic achievement**" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[3] "**Scholarly research**" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"**Other creative work**" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"**Teaching**" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"**Service**" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[4] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

Appendix 2

Section 9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

[7] "**Academic achievement**" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

References

1. Board of Regents Policy on Faculty Tenure (June 10, 2011)
2. Tenure Code Application to UEA Contracts
3. Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association