

Department of Communication

College of Liberal Arts

University of Minnesota, Duluth

STATEMENT CONCERNING CRITERIA FOR TENURE
Required by Section 7.12
Of the
Regulations Concerning Faculty Tenure

I. Introductory Statement

This document describes with more specificity the indices and standards which will be used to evaluate whether candidates meet the general criteria in Section 7.11 of the Regulations. For a complete perspective, the reader is advised to review Section 7.11 and 7.12 in their entirety.

II. Departmental Mission Statement

The Department of Communication at UMD is concerned with the understanding and uses of verbal and nonverbal communicative behaviors in a variety of contexts. The aim of the Department, in the undergraduate environment of UMD, is to assist students in becoming effective and ethically responsible communicators who can understand the communicative choices available to them and who can design, send, interpret and evaluate messages. The Department of Communication has as its mission the continued development and support of a top quality faculty committed to the University of Minnesota missions of teaching, research and service.

III. Criteria for Tenure

As the mission of the Department of Communication includes teaching, research and service, to be awarded indefinite tenure, a faculty member will be expected to have demonstrated effectiveness in teaching, productivity in research and achievement in service. The department does not arbitrarily define the degree of importance which should be attached to each of the different criteria for promotion and tenure. Ideally, a candidate should demonstrate some distinction in all three areas which are stressed in this statement—teaching, scholarship and service. Generally, a candidate lacking distinction in two of these areas would not be considered a strong prospect for tenure.

General Criteria. 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 and service over the course of the faculty member's career.

A. Teaching

Teaching effectiveness is determined by the following:

1. The level of teaching ability as indicated by student and peer evaluations.
2. Significant improvement of existing courses or the development of valuable new ones.

3. Activity in the improvement of the quality of teaching in the department and/or campus.
4. The work load with regard to numbers of courses, students and advisees.
5. Teaching awards won by the faculty member.
6. Instruction that reflects scholarly activity.
7. The difficulty, beyond numbers, of the individual's teaching.

With regard to the criterion of teaching, an individual's teaching ability justifies tenure and/or promotion when it exhibits such qualities as these:

- a. Mastery of the subject areas usually assigned.
- b. Superior ability to speak clearly and to understand students' comments and questions.
- c. Intellectual challenge which exacts from students the high scholastic performance appropriate to a University.
- d. Conscientious course planning.
- e. Careful and conscientious advisement of student advisees.
- f. Concern for students and understanding of their scholastic needs.
- g. Determination of grades through competent and fair measurements of students' achievement.
- h. Demonstrated willingness to communicate to students their degree of progress.
- i. Individual and cooperative effort in the development of new courses or the redesign of existing courses to respond to changing knowledge and changing student needs.
- j. Ability and aptitude to undertake diverse teaching tasks.

B. Research

Admission to the department faculty and advancement within its ranks depends on serious commitment to and participation in the scholarly enterprise. Seeking mastery of one's field and sharing one's knowledge with other members of the academic community constitute the essence of scholarly work. Original contributions to the academic discipline of communication are required for tenure. However, evidence of such work can be various: scholarly books published by reputable presses that referee submissions, and articles in scholarly journals are most helpful. Other scholarly activities include: book reviewing, reviewing manuscripts for established journals and presses, participating as speaker or discussant in the programs of professional organizations; those kinds of consulting and evaluation which involve substantial scholarly research, especially if expressed in evaluated publications or research grants.

C. Service

The department recognizes that successful functioning of the University depends on faculty participation and leadership. Service therefore is considered in evaluating applications for tenure. It is important that the documentation of service in a faculty member's file be very explicit, and the promotion and tenure committee should make an effort to secure information about the quality of the candidate's service outside the department.

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. Membership in professional societies, attendance at professional meetings and participation in such meetings are expected. Holding an official position such as an officer or program or section chairperson is recognized as significant service and should be encouraged. A faculty member's contribution as a consultant to press, journal, institution or government because of one's expertise may be regarded as important service.

3. Community Service:

Community service that is reasonably related to the professional role of a faculty member or to the cultural outreach of the University can be an important aspect of faculty service.

IV. Promotion

A. To Associate Professor

1. Promotion to Associate Professor with tenure is based on 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 and service over the course of the faculty member's academic career.
2. Letters from authorities in the candidate's field assessing the candidate's contributions to scholarship are essential.

B. To Professor

1. Promotion to Professor is based on the determination that the individual's achievements since promotion to Associate Professor have demonstrated even greater levels of distinction in teaching, research and service than those required for promotion to Associate.
2. Letters from authorities in the candidate's field assessing the candidate's contributions to scholarship are essential.

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.

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