

UMD Department of Communication
Indices and Standards for Tenure and Promotion to Professor as Required by Section
7.12 of the
Board of Regents Policy of Faculty Tenure (June 10, 2011) and
Indices and Standards for Promotion to Associate Professor
Approved by the Faculty on May 10, 2010
Approved by the Dean on May 24, 2010
Reviewed by VCAA on May 27, 2010
Reviewed by Sr VP on December 8, 2011
Approved by Chancellor on December 15, 2011

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 (University Education Association) 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

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, scholarship, and service.

III. Criteria for Tenure

Consistent with the mission of the Department of Communication, a faculty member will be expected to have demonstrated effectiveness in teaching, productivity in scholarship and achievement in service in order to be awarded indefinite tenure. The department does not arbitrarily define the degree of importance which should be

attached to each of the different criteria for tenure. Ideally, a candidate should demonstrate some distinction in all three areas which are stressed in this statement—teaching, scholarship and service. Qualitative evaluation of the candidate’s record will determine whether the conferring of tenure will be recommended. A candidate lacking a threshold level of quality and quantity in teaching and scholarship would not be considered a 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, scholarship, 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

Evidence of teaching effectiveness is determined by the following indices and standards:

1. The level of teaching ability as indicated by student and peer evaluations;
2. The level of teaching ability as evidenced by the subsequent performance of graduates or by the comments of graduates;
3. Significant improvement of existing courses or the development of valuable new ones;
4. Activity in the improvement of the quality of teaching in the department and/or campus;
5. The work load with regard to numbers of courses, students and advisees;
6. Teaching and / or advising awards won by the faculty member;
7. Instruction that reflects scholarly activity;
8. The difficulty, beyond numbers, of the individual’s teaching;
9. Scholarship or professional activity that demonstrates commitment to high quality teaching;
10. Significant individual contribution to graduate studies where the opportunity exists;

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, conscientious, and accurate advisement of appropriate numbers of student advisees;
- f. Concern for students and understanding of their scholastic needs;
- g. Adroit facilitation of student learning processes, including active learning, group process etc.;
- h. Determination of grades through competent and fair measurements of students' achievement;
- i. Demonstrated willingness to communicate to students their degree of progress;
- j. 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;
- k. Ability and aptitude to undertake diverse teaching tasks.

B. Scholarship

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 or chapters in scholarly books, published by reputable presses that referee submissions, articles in scholarly journals, professionally-published textbooks, obtaining grants to support research, manuscripts for established journals and presses, writing articles for scholarly encyclopedias, participating as speaker or discussant in the programs of professional organizations and those kinds of consulting and evaluation which involve substantial scholarly research -- especially if expressed in evaluated publications or research grants. Book reviews, articles, and scholarly citations that discuss a candidate's work are important indications of quality and will be used when available.

It is acknowledged that work in the candidate's specialized field of knowledge may take a number of forms that differ from some of the above criteria; these forms include, but are not limited to: public engagement, program development, and technology transfer. The department recognizes the four types of scholarship described by Ernest Boyer (1990) – namely, the scholarship of application (in essence, building bridges between theory and practice), the scholarship of teaching (such as developing new methods of teaching), the scholarship of integration (as evidenced, for example, by work that synthesizes the results of original research or engages methods and topics across traditional disciplines), and the scholarship of discovery (that is, the generation of new knowledge). Candidates for promotion and tenure

should be able effectively to describe and document their work, in whatever form(s) it is presented.

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 and attendance at professional 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, scholarship and service over the course of the faculty member's academic career. Except in rare cases, promotion to the associate professor rank is associated with a positive decision concerning tenure, and only in the most unusual situations can a faculty member be tenured and not promoted to Associate Professor.

B. To Professor

1. Promotion to Professor is based both on continued evidence of strong teaching and evidence that the candidate has added to their previous record of scholarly productivity. A strong record of service will strengthen a promotion request. Measures and indices for these items are described in parts A, B, and C of the "Criteria for Tenure" portion of this document. (See also Appendix 2 for a listing of the general criteria for promotion as specified in Section 9.2.)

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. In addition, those eligible to vote shall not vote until after they have reviewed the complete file of the candidate.

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
4. Ernest Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*. Hoboken NJ: John Wiley and Sons, 1997.

