

UMD Department of Education  
 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)  
 Indices and Standards for Promotion to Associate Professor  
 Approved by Faculty on June 1, 2010  
 Approved by Dean June 23, 2010  
 Reviewed by VCAA on July 1, 2010  
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## I. Introduction

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. Department Mission

The mission of the Department of Education is to prepare learner sensitive educators with the knowledge, skills and dispositions to contribute to a better society. The Learner Sensitive Educator Conceptual Framework is the shared foundation for all education programs at the University of Minnesota Duluth (UMD). The framework is built on a foundation of professional standards and emphasizes five themes: reflection, collaboration, empowerment, social justice and technology.

In addition to preparing teachers for licensure in Pre-Primary to Grade 12 (P-12) settings, the department provides a wide range of in-service and graduate programs for professionals in school and non-school settings. Department faculty are engaged in teaching, research/creative activities and service related to teaching, learning and research. As educators engaged in professional programs, our work necessarily involves us with schools, communities, state and federal agencies, and national and international institutions. The various roles we serve in these diverse settings are critical to the well being of our programs and our profession. While we value the traditional framework of teaching, research, and service, we adopt the more encompassing framework of scholarship put forward by

Boyer (1990) in *Scholarship reconsidered: Priorities for the professoriate* and more recently, the Carnegie Foundation for the Advancement of Teaching (2006).

### III. 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 tenure is the determination that each candidate 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. The candidate is expected to provide evidence of effective teaching, productivity in research/creative activities, and distinguished achievement in service to teachers, schools, professional organizations and the University of Minnesota (Appendix 1: Section 7.11).

#### A. Teaching

Faculty members in the Department of Education are involved in multiple activities in varying contexts. Supervising, mentoring and advising are included as attributes of teaching. The following list of activities provides criteria of effective teaching. The list is not exhaustive, and items are not listed in order of priority.

- Quality and breadth of the teaching effort
- Development of new techniques to engage learners
- Regular and consistent reflection on practice
- Effectiveness of classroom instruction
- Follow the principles of good advising as outlined in the CEHSP Student Affairs advisor roles guidelines.

The determination of whether a candidate for tenure has met the criteria above will be made on the basis of the following evidence. This list is not exhaustive and items are not listed in priority.

- Regular and consistent reflection on practice
- Student course evaluations.
- Peer observations and conferences
- Written statements from persons in the field documenting effectiveness of supervision of practicum students and /or student teachers
- Creation of new online courses or adaptation of existing classes from traditional face-to-face course to a blended, hybrid or fully online format, this includes development of online teaching materials
- Development of educational software
- Creation of pedagogical web sites available to the wider community
- Development and participation in programs or curricula in schools

- Descriptions of students' independent study projects and/or UROP projects supervised by faculty member
- Courses developed, taught, and/or directed at the undergraduate and graduate levels.
- The extension/presentation of new pedagogical techniques through the department, college, and or university.

#### B. Research/Creative Activities

Faculty members in Education are involved in multiple research/creative activities. For an activity to be considered research/creative activity, at least three characteristics must be evident: it must be public, be held to critical review and evaluations and be accessible for exchange and use by others in the scholarly community (Shulman & Hutchings, 1998; Deneen, Angelos, Hamlin, Jenson & Mongan-Rallis, 2008). Emerging types of scholarship will be considered (Boyer, 1990; Braxton, Luckey, & Helland, 2002; Diamond, 2002; Fiddler & McGury, 1996; Glassick, Huber, and Maeroff, 1997; Herteis, 2002; Rice, 2002). Demonstrated research/scholarly activities will be peer reviewed for research quality or distinction.

The following list of activities provides the tenure candidate with criteria of research/creative activities. The list is not exhaustive, and items are not listed in order of priority.

- Quality and breadth of research effort
- Development of innovative technology that benefits education or the community
- Development and publication of peer-reviewed, research-based reports for state, regional, and/or national organizations and agencies
- Development and/or implementation of curriculum or teaching materials for pre K-12 schools, colleges, or universities which culminate in written documents that are critiqued and disseminated

The determination of whether a candidate for tenure has met the criteria above will be made on the basis of the following evidence. This list is not exhaustive and items are not listed in priority.

- Publications in refereed journals or other publications where there is a peer reviewed process appropriate to the academic areas in the field
- Professionals works such as textbooks, educational software, videos, films, or other materials for dissemination of knowledge
- Proposal for research for which there is a peer review process
- Review of proposals for funding of research and development

- Publication of books and book chapters describing a new theory or practice, reporting the findings of research designed to extend, expand, and create knowledge
- Papers and presentations at state, regional, national and international peer-reviewed and/or invited
- Publication of reviews in refereed journals
- State level policy development
- Funded external grants
- Editing scholarly journal or book

### C. Service

Candidates for tenure are expected to engage in service activities in the University, profession and community. The following list of activities provides criteria of service. Service may be defined in the following categories: institutional, internal, professional and/or community. This list is not exhaustive and items are not listed in prioritized order.

- Quantity and quality of service to professional organizations, learned societies, state and federal agencies, and to the community, when it is within the faculty member's academic expertise

The determination of whether a candidate for tenure has met the criteria above will be made on the basis of the following evidence. This list is not exhaustive and items are not listed in priority.

- Participation by holding an office(s) in professional organizations
- Participation on boards of directors, task forces and other special purpose bodies in professional organizations
- Election or invitation to service, local, state, regional, national, or international organization advisory boards
- Conducting an assessment for local, state, or national agencies
- Collaboration with other departments, P-12 schools, and or community agencies on projects that benefit education and the community
- Use of results of research/ creative activities when consulting with teachers, administrators, school districts or governmental agencies
- Institutional service may be committees at the department, college, campus or university level
  - Service on committees engaged in preparation for accreditation reviews
  - Assisting with formulation of departmental or institutional policies

## IV. **Criteria for Promotion** (University of Minnesota Board of Regents. *Faculty Tenure*, June 10, 2011)

- a. Promotion to Associate Professor

The criteria used in the promotion to associate professor evaluation are identical to the criteria used in the tenure evaluation. Only in the most unusual situations can a faculty member be tenured and not promoted to Associate Professor.

b. Promotion to Professor (Appendix 2: Section 9.2)

The criteria used in the promotion to rank of professor are:

- Demonstrated intellectual distinction and academic integrity
- Substantial addition to already distinguished record of academic achievement
- Established national and/or international reputation

The determination of whether a candidate for promotion to professor has met the criteria above will be made on the basis of the following evidence. This list is not exhaustive and items are not listed in priority.

- Interdisciplinary work
- Public engagement
- International activities and initiatives
- Attention to questions of diversity
- Technology transfer
- Special kinds of professional activity
- Publications in refereed journals or other publications where there is a peer reviewed process appropriate to the academic areas in the field
- Professionals works such as textbooks, educational software, videos, films, or other materials for dissemination of knowledge
- Proposal for research for which there is a peer review process
- Review of proposals for funding of research and development
- Publication of books and book chapters describing a new theory or practice, reporting the findings of research designed to extend, expand, and create knowledge
- Papers and presentations at state, regional, national and international peer-reviewed and/or invited
- Publication of reviews in refereed journals
- State level policy development
- Funded external grants
- Editing scholarly journal or book

## V. Procedures

The Department of Education 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* 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.

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