

Statement Required by Section 7.12 of the Regulations Concerning Faculty Tenure

DEPARTMENT OF EDUCATION

COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS
University of Minnesota, Duluth

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 Concerning Faculty Tenure. For a complete perspective, the reader is advised to review Section 7.11 and 7.12 in their entirety.

II. Department Mission Statement

The Department for Education includes programs in Early Childhood Studies, Elementary Education, Secondary Education and Special Education. The areas of scholarship, teaching, and professional service are wide and diverse, meeting the preparation needs of persons for a variety of human service professions. The department has the responsibility for supervision of field practica which provide professional preparation for students in their chosen fields. It also is involved with teaching classes for, and providing services to, in-service teachers. Faculty in the Department of Education engage in collaborative research.

The mission of the Department of Education includes teaching, research, and professional service as defined in Section 7.11 of the Regulations Concerning Faculty Tenure. To be awarded indefinite tenure, a faculty member will be expected to have demonstrated effectiveness in teaching, productivity in research, and achievement in service.

III. Criteria for Indefinite Tenure

The section that specifies the criteria in the Regulations is as follows:

Section 7.11. General Criteria. The basis for awarding indefinite tenure is the determination that the achievements of an individual have demonstrated the individual's potential 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.

To be awarded indefinite tenure, a faculty member will be expected to have demonstrated effectiveness in teaching, productivity in research and distinguished achievement in service to teachers, schools, and professional organizations. Because there is diversity within the

department in the distribution of responsibilities in teaching, supervision of field experiences, research and service to general professional organizations, emphasis on each kind of effort may vary. Some members teach general courses in the licensure program and supervise field experiences, or are active in general teacher education organizations. Others teach special methods courses in academic areas and are active in such special interest professional organizations. Others have specialized functions such as supervision of field experiences, or teaching a variety of courses. Hence, the relative weighting of teaching effort, research effort, and service will vary from individual to individual. However, some significant effort in all three areas is required for each individual faculty member.

The Department of Education uses the College of Education and Human Service Professions' guidelines for evaluating faculty for promotion and tenure. These standards include evidence of high-quality performance in scholarly activity, teaching, and service. Teaching and research are of primary importance, while service is of secondary importance.

A. TEACHING

Teaching is defined in the University of Minnesota Regulations Concerning Faculty Tenure:

“Teaching’ is not limited to credit-producing classroom instruction. It encompasses other forms of communication of knowledge (both to students registered in the University and to other persons in the community) as well as the supervision of advising of individual graduate or undergraduate students” (p. 6)

Effectiveness in teaching is based on evaluation of the following

1. Quantity and breadth of the teaching effort.
2. Courses taught, directed, or developed by the candidate at both the undergraduate and graduate levels.
3. Advisement offered degree candidates at both the undergraduate and graduate levels.
4. Effectiveness of classroom instruction as rated by students and peers.
5. Degree of professional growth related to areas of teaching.
6. Review of course materials, including syllabi, texts, assignments, appropriateness of methodology and of evaluation procedures, including examinations.
7. Written statements from persons in the field of effectiveness of supervision of field experience.
8. Descriptions of independent study projects conducted by students.
9. Pre-post test of assessment of student achievement.
10. Instructional material accepted for use in University classes.

One or more of the options listed in the CEHSP collegiate guidelines related to the above statements would be appropriate evidence.

B. RESEARCH

The Regulations Concerning Faculty Tenure document defines research as follows:

“Research’ is not limited to the publication of scholarly works. It includes activities which lead to the public availability of products or practices which have significance to society, such as artistic production or the development of a new technology or scientific procedures.” (p.6)

Both independent and multi-authored works may be included. The contribution each faculty member makes to each work will be reviewed; Research productivity and scholarly activity include the following:

1. Publications in referred journals appropriate to the academic areas in the department. Publications in professional journals are reviewed for both quantity and quality. Other faculty publications are evaluated through external peer review to assure that the work is scholarly, creative, and of high quality.
2. Professional works such as textbooks, computer programs, videodiscs, films and other materials for dissemination of knowledge.
3. Review of proposals for funding of research and development from University sources or outside agencies.
4. Proposals funded to do research or conduct teacher education or school improvement activities.
5. Publications of books or chapters in books.
6. Publication of articles in non-referred journals subject to a peer review process.
7. Presentations of papers selected for delivery at national or international meetings of professional organizations, or other conferences which require a referred or invitational selection process.
8. Participation as a presenter or conductor of instructional session at national and state meetings of professional organizations.
9. Instructional materials accepted for use in K-12 schools or universities.
10. Reviews written for referred journals.
11. Articles in non-referred journals and other publications that use a peer review process.

One or more of the options listed in the CEHSP collegiate guidelines related to the above statements would be appropriate evidence.

C. SERVICE

The role of service is delineated in the Regulations Concerning Faculty Tenure:

“Service’ means performance within the faculty member’s academic expertise and the mission of the academic unit. It does not include performance of quasi-administrative functions such as membership on faculty or Senate committees or other similar activities; those activities are relevant only to the limited extent set forth in the following paragraph:

Where service is not an integral part of the mission of the academic unit, a faculty member’s service may be considered, but it is not a prerequisite to the awarding of tenure” (p.6)

Distinguished professional service is evaluated on the following activities:

1. Election to prestigious state, regional, national, and international organizational advisory boards which recognize excellence in a discipline.
2. 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.
3. Holding of offices in professional organizations.
4. Participation on boards of directors, task forces and other special purpose bodies.

One or more of the options listed in the CEHSP collegiate guidelines related to the above statements would be appropriate evidence.

IV. Promotion

A. To Assistant Professor

It is the policy of this department to recruit only those faculty who can be hired at the rank of assistant professor.

B. To Associate Professor

Promotion to Associate Professor with tenure is based on effectiveness in teaching, research and development, and service to the education community.

Effectiveness in teaching must be demonstrated by a record of not only high quality teaching in assigned classes, but also a record of ability to create courses and modify courses to meet rapidly changing conditions in education. For promotion and tenure purposes, faculty are expected to participate in, on the average, the equivalent of one significant professional research work each year. Scholarly works are on part of this activity.

Some specific examples of products related to participation in research efforts might include 1) contribution to literature in education by the publication of articles in referred journals, 2) contribution to the knowledge base in education by major presentations at regional or national meetings of professional organizations and 3) evidence of continuing involvement with educators K-12 in the improvement of instruction and administration of schools.

C. To Professor

For promotion to Professor, in addition to criteria used for Associate Professor appointments, evidence is sought for:

1. A national and/or international reputation as shown by invitations to present at national or international symposia, election to prestigious professional organizations, and/or holding of offices in national and international societies, providing central system financial support is available.
2. National leadership in one's professional field as shown by letters from authorities in the individual's field.

3. In addition to continuing excellence in effectiveness in teaching, research and development, and service, the faculty member should be recognized by a broadened educational community. This requires evidence of invited presentations to national and international professional organizations, further publications of articles in referred journals and/or contributions to books and anthologies, national professional organizations or editorships of national journals or features in them, participation on referee panels for journal articles or proposals for funding by national agencies for research development or training programs and written evaluations from authorities in the faculty member's major field of effort of the professional contributions to that field. These should attest to the faculty member's recognition as a leader in that field.

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.