

DEPARTMENT OF ENGLISH  
PROMOTION AND TENURE GUIDELINES

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 its entirety.

II. Departmental Mission Statement

The English Department is a four-pronged department with a primary focus on the critical analysis of significant British and American literary works, and the teaching thereof; and with secondary foci on linguistics and creative writing. These four areas--British and American literature, English education, linguistics, and creative writing--complement each other in ways that make a stronger program and better use of faculty time and resources than if they were in separate programs or departments. The central mission of the department to engage students in the critical analysis of texts and to aid in the understanding of our culture as it is depicted in literature is enhanced through the study of the English language as a medium in which these works are written, is better appreciated from guided attempts to create literature, and is complemented by preparation to teach literature. 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 the statement--teaching, scholarship and service. A candidate lacking distinction in teaching and scholarship would not be considered a strong prospect for tenure.

III. Criteria 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 its programs of teaching, research, and service over the course of the faculty member's academic career.

## A. Teaching

Effectiveness in teaching is determined by consideration of items such as the following:

1. the work load with regard to numbers of courses, students, advisees.
2. the difficulty, beyond numbers, of the individual's teaching load.
3. the level of teaching ability as indicated by student and peer evaluations.
4. the level of teaching ability as evidenced by the subsequent performance of graduates or by the comments of graduates.
5. the improvement of existing courses or development of valuable new ones.
6. the individual's activity in improving the quality of teaching of the department or campus.
7. the research or professional activity that demonstrates commitment to high quality teaching.
8. the awards won.
9. the individual's contribution to a graduate program where the opportunity exists.

## B. Research

### Scholarship and Artistic Production

Admission to the faculty and advancement within its ranks ordinarily depend on serious commitment to and contribution to the scholarly enterprise. However, some allowance must be made for variation in expectations of scholarship and artistic production within the College.

Seeking mastery of one's field and sharing one's knowledge with other members of the academic community - colleagues and students - constitute the essence of scholarly and creative work. Original contributions to the knowledge and interpretation of one's own field are the most focused and enduring products of one's scholarship and artistic achievement. However, evidence of such work can be various. Scholarly books and articles and diverse types of artistic writing published by reputable presses and journals and professionally evaluated production in the non-print media provide primary evidence. Supporting evidence may be found in activities such as editing, reviewing manuscripts for established journals and presses, translating scholarly or artistic work for publication.

Other scholarly activities include: 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. Book reviews, books and articles, and scholarly citations that discuss an individual's work are important indications of quality as is success in obtaining grants to support research.

### C. Service

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

Recognition of service is based on accomplishments in three areas:

#### A. University Service:

Faculty members are expected to participate in the work of committees and similar agencies and in the management functions of their departments. Committee chairpersons are expected to provide a specific account of especially valuable service by committee members.

#### B. 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.

#### C. 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

Promotion to Associate Professor 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."

##### B. To Professor

1. Promotion to Professor is based on the determination that the individual's continuing contribution to the mission of the University and to its programs of teaching, research, and service has demonstrated the individual's "effectiveness in teaching and professional distinction in research" and that the individual's service record constitutes significant contribution to the mission of the University 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 required.

#### 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.

9/15/87