

UMD Department of Geography
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) and
Indices and Standards for Promotion to Associate Professor
Approved by the Faculty on May 5, 2010
Approved by Dean on May 13, 2010
Reviewed by VCAA on May 24, 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 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 mission of the Department of Geography is the preparation of future professional geographers and academics, as well as the generation of locally, regionally and nationally relevant geographical and interdisciplinary spatial research. The department strives to provide high-quality teaching, ambitious, research, and dedicated service. In order to assist students with professional training in our discipline, the department offers both a major and a minor in geography. As an academic field built on the integration of interdisciplinary thought, the geography program also makes significant contributions to liberal arts education. In particular our program provides a vital international perspective on many cultural, environmental, political and social issues of the day, and trains students in the reflective evaluation of globalization processes.

III. Criteria for 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. The department does not arbitrarily define the degree of importance that should be attached to each of the different criteria for promotion and tenure. Scholarly or other creative achievement and teaching effectiveness will be given the highest priority in the decision to recommend tenure and/or promotion; service alone cannot qualify the candidate for tenure. Ideally, a candidate should demonstrate distinction in all three areas that are

stressed in this statement, and the candidate's record should show strong promise of his/her ability to achieve promotion to professor. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer will be considered in the evaluation of the candidate's teaching, scholarship, and service.

A candidate lacking a threshold level of quality and quantity of effort in teaching and research would not be considered a prospect for tenure. 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 (see also Appendix 1 for a listing of general criteria for tenure as specified in Section 7.11).

A. Teaching

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

- Mastery of the subject areas usually assigned
- Superior ability to speak clearly and understand students' comments and questions
- Adroit facilitation of group learning processes
- Concern for students and understanding of their scholastic needs
- Determination of grades through competent and fair measurements of students' achievement
- Demonstrated willingness to communicate to students their degree of progress.

Evidence of teaching effectiveness is determined by considering the following:

- Consistently strong and/or improving student and peer evaluations
- Research or professional activity that demonstrates commitment to high quality teaching

The following teaching-related activities will also be considered as strengthening the candidate's file, but are not required:

- Teaching awards won or nominations for teaching awards received by the faculty member.
- Instruction of graduate courses or supervision and examination of students in graduate programs at the University of Minnesota – Duluth or on other University of Minnesota campuses.

Consideration is also given to the workload with regard to numbers of courses, students, and the difficulty, beyond numbers, of the individual's teaching load; and to the subsequent performance of graduates or by the comments of graduates.

Consideration will also be given to 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 and the ability and aptitude to undertake diverse teaching tasks.

Finally, consideration in the evaluation of teaching is given to the advising activities of faculty. The advising of students is an integral part of the teaching duties of faculty, and evidence of engaged and

effective advising can include, but is not limited to letters of support from students, with clear reference to the quality of advising provided by the faculty member. It is expected that probationary faculty members should have lower advising load than tenured faculty.

B. Research

Admission to the department faculty and advancement within its ranks depends on serious commitment to and participation in the scholarly enterprise. Mastery of the field and sharing knowledge with other members of the academic community constitute the essence of scholarly work. The department expects candidates to have produced original contributions to the knowledge and interpretation of geography and requires such for tenure. Furthermore, the candidate shall have shown a consistent and continued contribution to research, producing measurable work on an annual basis. However, evidence of such work can be various, but must include a selection of documents from the following types of contributions:

- Single-authored, co-authored, and edited scholarly books, making an original contribution to research, published by reputable presses that referee submissions on the level of an editorial board and by external peer-review
- Single-authored or co-authored articles, making an original contribution to research, published in scholarly journals or that are peer-reviewed. This includes print journals as well as online publications

Additional contributions that will strengthen the candidate's file may also include

- Single-authored or co-authored articles in scholarly journals that are not peer-reviewed (review articles). This includes print journals as well as online publications
- Editing or guest-editing academic journal publications, and the editing of journal articles
- Editing and writing articles for scholarly encyclopedias
- Book reviewing for established journals and presses
- Manuscript and textbook reviewing for established journals and presses
- Participation as speaker or discussant in the programs and conferences of professional organizations
- Organizing and chairing sessions in the programs and conferences of professional organizations
- The generation of external and internal research grants
- Technical reports for granting institutions or government agencies
- Scholarly textbooks that involve the evaluation and summation of current geographical knowledge.

Interdisciplinary, extradisciplinary, cooperative and international scholarly contributions in all the above categories will also strengthen the candidate's file. The department further recognizes that research directed towards questions of diversity, or efforts to integrate research with public engagement and technology transfer are particularly valuable.

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 Department Head should secure information about the quality of the faculty member'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 a 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

Promotion to Associate Professor with tenure is based demonstrated, consistent productivity in research, effectiveness in teaching, and a strong record of service as outlined in the *Criteria for Tenure* above. Except in rare cases, promotion to the associate professor rank is associated with a positive decision concerning tenure, and only under the most unusual situations can a faculty member be tenured and not promoted to Associate Professor.

B. To Professor

1. Promotion to Professor indicates the attainment of distinction within one's field and is the highest academic achievement. Thus, promotion to Professor is based on the determination that the candidate has

- a. demonstrated intellectual distinction and academic integrity expected of all faculty members,
- b. added consistently and substantially to an already distinguished record of academic achievement,
- c. established the national or international reputation (or both) typically resulting from such distinction and achievement.

This determination is reached through a qualitative evaluation of the candidate's record of scholarly research, teaching and service. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity and technology transfer, and other special kinds of scholarly work will strengthen a candidate's file that is already distinguished. Consistent commitment to high quality teaching and continued teaching effectiveness must also be demonstrated for promotion to professor, service alone cannot qualify the candidate for promotion (See also Appendix 2, Section 9.2 Criteria for Promotion to Professor).

2. The forms of evidence used to justify promotion to professor are the same as those used to award tenure and promotion to associate professor.

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.

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