

August 27, 1987

Department of History
College of Liberal Arts
University of Minnesota, Duluth

STATEMENT CONCERNING CRITERIA FOR PROMOTION & TENURE

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 their entirety.

II. Departmental Mission Statement

The mission of the Department of History, fulfilled through its course offerings, scholarly research, and service, is to serve as the College's primary provider of the historical dimension, the long and varied legacy of past traditions and experiences cumulatively responsible for shaping the ideas and institutions of our modern world.

III. Criteria for Tenure

General Criteria. The basis for awarding indefinite tenure is the determination that the achievements of an individual in the areas of teaching, scholarly research, and professional service have demonstrated beyond reasonable doubt the individual's potential to contribute significantly to the mission of the University during the duration of his/her career. To be awarded indefinite tenure, a faculty member will be expected to have demonstrated effectiveness in teaching, productivity and future potential in research, and achievement in service. The department does not arbitrarily define the degree of importance which should be attached to each of the different criteria for promotion and tenure, except to note that in our decisions teaching and research will be assigned a greater degree of significance than will service. Ideally, a candidate should demonstrate some distinction in all three areas.

Generally, a candidate lacking distinction in two of these areas or exhibiting serious deficiencies in teaching or research would not be considered a strong prospect for continuous tenure.

A. Teaching

Teaching effectiveness is determined by 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. Significant improvement of existing courses or the development of valuable new ones.
5. Activity in the improvement of the quality of teaching in the department or campus.
6. Research or professional activity that demonstrates commitment to high quality teaching.
7. Teaching awards won by the faculty member.
8. Instruction that reflects scholarly activity.

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. Adroit facilitation of group learning processes.
- f. Concern for students and understanding of their scholastic needs.
- g. Determination of grades through competent and fair measurements of students' achievement.

- h. Demonstrated willingness to communicate to students their degree of progress.
- i. 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.
- j. Ability and aptitude to undertake diverse teaching tasks.

B. Research

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 knowledge and interpretation of history are required for tenure. However, evidence of such work can be various: scholarly books published by reputable presses that referee submissions (especially prestigious presses) and articles in scholarly journals (especially prestigious presses) and articles in scholarly journals (especially prestigious journals) are most helpful. Other scholarly activities include: editing, writing articles for scholarly encyclopedias, book reviewing, reviewing manuscripts for established journals and presses, 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, historiographical books and articles, and scholarly citations that discuss a candidate's work are important indications of quality and will be used when available. Another indication of the quality of a candidate's work is his/her success in obtaining grants to support research. The number of awards and the amounts received will be considered in the tenure process.

C. Service

The department recognizes the 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 explicit, and the department head or committee chair must 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, 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.

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 upon convincing evidence that the achievements of the individual have demonstrated the individual's potential to contribute significantly to the mission of the University through effective teaching and service and through significant contributions to historical scholarship documented by letters from acknowledged authorities in the candidate's field.

B. To Professor

Promotion to Professor is based upon convincing evidence of a sustained record of effectiveness in teaching, significant contributions to historical scholarship documented by letters from acknowledged authorities in the candidate's field, and a sustained record of achievement in service to the institution and profession.

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.