

UMD Department of History
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 13, 2010
Approved by Dean on May 26, 2010
Reviewed by VCAA May 27, 2010
Reviewed by Sr. VP 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 Department of History at UMD is concerned with the understanding of the past in global perspective. The aim of the Department, in the undergraduate environment of UMD, is to assist students in becoming effective citizens of the global community, able to think critically and analytically, using the past as a model. The Department of History has as its mission the continued development and support of a top quality faculty committed to the University of Minnesota missions of teaching, scholarship, and service.

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 those areas or exhibiting serious deficiencies in teaching or research would not be considered a strong prospect for continuous tenure. (See Appendix I for a listing of general criteria for tenure, 7.11).

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. Also considered in the evaluation of teaching is the faculty's advising activities. The advising of students being an integral part of the faculty's teaching responsibilities,

evidence of effective advising will be used to determine an individual's ability to meet his or her responsibility. This 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.
- the number of student advises served by a faculty member, in comparison to departmental averages.

B. Research

Research is the foundation of historical scholarship and will therefore be evaluated before conferring indefinite tenure. 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 edited collections (especially with prestigious presses) and articles in scholarly journals (especially prestigious journals), including the electronic equivalents, 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 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.

It is acknowledged that work in the candidate's specialized field of knowledge may take a number of forms that differ from some of the above criteria; these forms include, but are not limited to: public engagement, program development, and technology transfer. The department recognizes the four types of scholarship described by Ernest Boyer (1990) – namely, the scholarship of application (in essence, building bridges between theory and practice), the scholarship of teaching (such as developing new methods of teaching), the scholarship of integration (as evidenced, for example, by work that synthesizes the results of original research or engages methods and topics across traditional disciplines), and the scholarship of discovery (that is, the generation of new knowledge). Candidates for promotion and tenure should be able effectively to describe and document their work, in whatever form(s) it is presented.

C. Service

The department recognizes the successful functioning of the University depends upon 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 inside and 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 academic 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 demonstrated by letters from acknowledged authorities in the candidate's field.

Except in rare cases promotion to Associate Professor rank is associated with a positive decision concerning tenure.

B. To Professor

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, and
- c) Established an academic reputation consistent with such distinction and achievement.

This determination is based on a qualitative evaluation of the candidate's record of scholarly research, teaching, and service documented by letters from acknowledged authorities in the candidate's field. (See also Appendix 2 for a listing of general criteria for promotion to Professor, Section 9.2.).

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.

Bibliography

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
4. Boyer, Ernest, Scholarship Reconsidered: Priorities of the Professoriate. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching. January 31, 1990.