

UMD Department of Philosophy
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 17, 2010
Approved by Dean on May 19, 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 Department of Philosophy is dedicated to scholarship, teaching, and service. The Department contributes to the scholarly examination of philosophical questions and texts. The Department also helps UMD students to learn the art of critical thinking, to develop their understanding of the philosophies which shape our world, to appreciate the expression of philosophical ideas in the arts and sciences, literature and historical documents, and to prepare for a lifetime of intellectual flourishing.

III. Criteria for Tenure

General Criteria. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor. The primary criteria for demonstrating this potential are effectiveness in teaching and professional distinction in research, outstanding discipline related service contributions will also be taken into account. See Appendix 1 for a listing of general criteria for tenure as specified in Section 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.
9. Conscientious student advising.

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

- a. Mastery of the subject areas usually assigned.
- b. Superior ability to articulate philosophical problems 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 measures 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.

- k. Assigning papers and other projects appropriate to the level of the course.
- l. Letters of support from advisees.

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 philosophy 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 refereed scholarly journals (especially prestigious journals) are most helpful. Tenure will not be granted in the absence of such publication, nor without evidence of the candidate's continuing commitment to publishing research results in professional journals and books.

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, 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.

C. Service

The department recognizes that successful functioning of the University and its various academic components depends on faculty participation and service. Service, therefore, is considered in evaluating applications for tenure, and contribution to the dialogic activity of the department will be viewed as especially significant in this regard. It is important that the documentation of service in a faculty member's file be very explicit. 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. At the departmental level, participation in department meetings and departmental colloquia is expected. Faculty are expected in addition to participate fully in the evening discussion groups and in similar forums in which the department endeavors to promote philosophical discussion.

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 work organizing a conference or editing a collection or 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 and public engagement 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 on the determination that the achievements of the 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, 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 should a faculty member be tenured and not promoted to Associate Professor.

B. To Professor

Promotion to Professor is based on the determination that the individual has demonstrated significant contribution to the mission of the University and to its programs of teaching, research and service. This determination is in accordance with Appendix 2: Section 9.2.

V.

I. 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