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Department of Sociology-Anthropology
College of Liberal Arts
University of Minnesota, Duluth

STATEMENT CONCERNING CRITERIA FOR PROMOTION AND 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 Sociology-Anthropology includes teaching, research and service. The primary mission of the Sociology and Anthropology (SA) disciplines is liberal arts education. The disciplines in SAG make major contributions to Liberal Education as well as providing programs of study in which students may major and minor.

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 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 this statement – teaching, scholarship, and service.

Generally, a candidate lacking a threshold level of quality and quantity of effort in teaching and research would not be considered a strong prospect 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 to its programs of teaching, research, and service over the course of the faculty member's career.

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. The level of teaching ability is evidenced by the subsequent performance of graduates or by the comments of graduates.
5. Significant improvement of existing courses or the development of valuable new ones.
6. Activity in the improvement of the quality of teaching in the department or campus.
7. Research or professional activity that demonstrates commitment to high quality teaching.
8. Teaching awards won by the faculty member.
9. Instruction that reflects scholarly activity.
10. Significant individual contribution to a graduate program where the opportunity existed.

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 Sociology and Anthropology 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 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, 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 depends on faculty participation and leadership. Service therefore is considered in evaluating applications for tenure. It is important that the documentation of service in the 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

1. Promotion to Associate Professor with tenure is based on effectiveness in teaching and demonstrated productivity in research. A strong record of service will strengthen a promotion request.
2. Letters from authorities in the candidate's field should assess the candidate's scholarly contributions and standing in his/her field.

B. To Professor

1. Promotion to Professor is based on effectiveness in teaching and professional distinction in research. A strong record of service will strengthen a promotion request.
2. Letters from authorities in the candidate's field should assess the candidate's scholarly contributions and standing in his/her field.

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. In addition, those eligible to vote shall not vote until after they have reviewed the complete file of the candidate.