

UMD Department of Sociology-Anthropology
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 September 1, 2010
Approved by Dean on September 8, 2010
Reviewed by VCAA on September 10, 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 which 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 Sociology-Anthropology includes teaching, scholarship, and service. The primary mission of the disciplines represented in the department (i.e., Sociology, Anthropology, Criminology, and Cultural Studies) is liberal arts education. The disciplines in the department 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, scholarly productivity, 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. Qualitative evaluation of the candidate’s record will determine whether the conferring of tenure will be recommended. Service alone cannot qualify the candidate 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, scholarship, 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

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 as 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 and/or advising 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.
- k. Ability and aptitude in advising students.

B. Scholarship

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, Anthropology, Criminology, and/or Cultural Studies are required for tenure. Evidence of such work can take various forms, the most obvious of which are the following: scholarly books published by reputable presses that referee submissions (especially prestigious presses), articles in scholarly journals, professionally-published textbooks, and obtaining grants to support research. Supplemental evidence of scholarship accompanied by competent outside evaluation may occur in many forms, including but not limited to: reviewing manuscripts for established journals and presses, writing articles for scholarly encyclopedias, participating as speaker or discussant in the programs of professional organizations, and 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.

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 as 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 to effectively describe and document their work, in whatever form(s) it represents.

The entire scholarly package of the candidate will be considered and will be subject to external peer review.

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. Attendance at professional meetings and holding an official position (such as an officer or program or section chairperson) are recognized as significant service. Additionally, a faculty member's contribution as a consultant to a 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 scholarly productivity. A strong record of service will strengthen a promotion request. While promotion to the Associate Professor rank is commonly accompanied by the department's decision to grant tenure, this determination is a concomitant but separate decision.

2. Letters from authorities in the candidate's field assessing the candidate's contributions to scholarship will be used in conjunction with the Departmental recommendations to assess the candidate's achievements.

B. To Professor

1. 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. Service alone cannot qualify the candidate for promotion (see also Appendix 2, Section 9.2 Criteria for Promotion to Professor).

2. Letters from authorities in the candidate's field assessing the candidate's contributions to scholarship will be used in conjunction with the Departmental recommendations to assess the candidate's achievements.

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

University of Minnesota Board of Regents Policy on Faculty Tenure

7.11 General Criteria. 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.

Appendix 2

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.

Footnotes alluded to in the Appendix (found in the Tenure Code)

[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] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

“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.

[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*
4. Boyer, Ernest. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: The Carnegie Foundation for the Advancement of Teaching.
5. Findings and Recommendations regarding Faculty Scholarship at UMD are at <http://www.d.umn.edu/faculty/fsc/report.html>