

UMD Department of World Languages and Cultures
(name changed from Department of Foreign Languages and Literatures, Sept 2017)
Indices and Standards for Tenure
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 and Professor
as Required by Sections 7.12 and 9.2 of the
Board of Regents Policy on Faculty Tenure (June 10, 2011)
Approved by the Faculty on May 12, 2010
Approved by the Dean on May 21, 2010
Reviewed by VCAA on May 24, 2010
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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 (University Education Association) 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. Department Mission Statement

Our mission and goal is to serve the university and its students. We do so through coursework; through advisement; through intellectual activities which foster an understanding of, and the ability to use and operate within, languages and cultures from around the world. To that end, we offer coursework which facilitates our majors' and minors' graduation with a liberal arts degree in four years. We offer also coursework which serves the general student body for the liberal education program and students in other programs across the campus.

More recently developed campus learning objectives also are supported within our department. Our majors are expected to "demonstrate competence in a major field," to "communicate effectively through writing, speaking, and group interactions," to "think critically and creatively," and to "apply understanding of cultural differences." We

contribute as well to implicit and explicit goals of the University of Minnesota and UMD, in particular, those of internationalization and study abroad.

Generalists in our teaching, we specialize in different scholarly or creative areas which contribute to our teaching and our profession. While we are literature faculty for the most part, our incorporation of film and cultural studies relative to our language areas has resulted in a broadened content in our courses. Ultimately, we seek to enable our students to become bilingual and bicultural, and to see the world through the eyes of native speakers in the multitude of nations where our languages are spoken.

III. Criteria for Tenure

Evidence of strong teaching and demonstrated scholarly and/or creative work is essential for being recommended for tenure in this department. It is essential that any candidate for tenure demonstrate a capacity to teach effectively at the lower and upper division levels, an ability to do scholarly and/or creative work in his/her area(s) of specialization, and potential for continued scholarly and/or creative work. The service component will be weighted considerably less than teaching and scholarship at the time of tenure. (See **Appendix 1, Section 7.11.**)

A. Teaching

While it is assumed that each member will have a scholarly specialty, it is also self-evident that a small department operating with minimal numbers of faculty in each language must expect each of its members to be capable of teaching a variety of courses. Strong/effective teaching implies that the candidate has a thorough understanding of the subject matter and is able to communicate it successfully, creates an environment where students can learn the subject matter, and contributes to overall student learning within the program.

Evidence of strong teaching may include (but is not limited to) the following (this list is not complete, nor is it intended that every item mentioned must be presented by those seeking tenure):

1. Awards

- Teaching
- Advising

2. Positive evaluations

- Student evaluations, through standard teaching evaluation forms
- Peer evaluations, through detailed critiques following class visitations
- Other

3. Student letters

- Solicited letters
- Unsolicited letters

4. Curriculum development

- Program
- Courses

5. Innovation in teaching and/or advisement

- Lectures/papers/publications by the candidate demonstrating innovations
- Seminars led by the candidate detailing innovations
- Grants received by the candidate to develop and/or implement innovations

6. Improvement in teaching and/or advisement

- Attendance and use of information from teaching/advisement seminars, conferences
- Use of technology in delivery of courses
- Grants received and implemented for improved teaching/advisement

7. Course preparation

- Consistently varied preparation
- Large class sizes
- UROPs
- Independent studies
- Advisees
- Significant numbers of any of the above

8. Self evaluation

- Philosophy of teaching
- Goals of candidate
- Syllabi, handouts
- Analysis of results

9. Advising and/or service to students

- Letters of recommendation for significant programs (scholarships, graduate school)
- Extracurricular activities
- Advising activities

10. Other

B. Scholarly and/or Creative Work

While it is assumed that each member will have a scholarly specialty, it is also self-evident that a small department operating with minimal numbers of faculty in each language, who teach a wide variety of courses, may have its members publishing in a variety of areas related to the languages and cultures they teach.

A candidate must show that s/he has established him/herself as a scholar who contributes to the field/s in question. The department is receptive to evidence of scholarly and/or creative work that attests to erudition, artistry, interdisciplinarity, public/civic engagement, international activities, “scholarship of teaching” and/or technological innovation. (See **Bibliography** for definition of “Scholarship of Teaching.”) The candidate’s scholarly/creative agenda should show consistency, quality and expectation of future productivity. The candidate’s creative work should be relevant to the foreign languages and cultures s/he teaches.

Evidence of strong scholarly and/or creative work may include (but is not limited to) the following (this list is not complete, nor is it intended that every item mentioned must be presented by those seeking tenure; while in general Sections III.B.1.-3. are in ranked order, we leave open the possibility that evidence from 2 or 3 might be of special importance for an individual candidate, in conjunction with portions of 1):

1. Publications

- a. Books/Creative Works (including but not limited to):
 - Single-authored book (published or contractually accepted for publication)
 - Co-authored book (published or contractually accepted for publication)
 - Edited anthology (published or contractually accepted for publication)
 - Lengthy creative work in media other than print (for example: a film)
- b. Book Chapters and Scholarly Articles and/or Creative Works (including but not limited to):
 - Chapter in an edited anthology (published or contractually accepted for publication)
 - Article in a refereed print journal
 - Article in a refereed electronic journal
 - Article in collected, edited conference proceedings
 - Creative work included in a compendium

2. Presentations

- c. Papers/Talks/Creative Works Delivered (including but not limited to):
 - Invited keynote or plenary address
 - Invited lecture, or invited presentation by the candidate of his/her scholarly and/or creative work
 - Presentation by the candidate of his/her scholarly and/or creative work, delivered at a national or international conference
 - Presentation by the candidate of his/her scholarly and/or creative work, delivered at a regional conference or at another university
 - Presentation by the candidate of his/her scholarly and/or creative work, delivered to campus or community
 - Presentation by the candidate of his/her scholarly and/or creative work, delivered as grant requirement
- d. Grants (including but not limited to):
 - International grants
 - National grants
 - University grants
 - Campus grants
 - Collegiate grants

3. Other

- e. Reviews by the candidate
- f. Other evidence by the candidate of scholarly and/or creative work that attests to erudition, artistry, interdisciplinarity, public/civic engagement, international activities, “scholarship of teaching” (See **Bibliography.**) and/or technological innovation
- g. Reviews or letters evaluating the candidate’s work (including new modes of

assessment [See **Bibliography.**])

C. Service

A candidate may show evidence of professional service related to the area of one's scholarship, service to the university, and/or public/civic engagement with the community at large. Service activities may include (but are not limited to) the following (this list is not complete, nor is it intended that every item mentioned must be presented by those seeking promotion):

1. Professional service related to one's area of scholarly and/or creative work

- Service on editorial board of a scholarly journal
- Organization of a professional conference
- Chairing of a section at a professional conference
- Holding of an elected position within a professional organization

2. Service to the university

- Service on committees at the departmental, collegiate, campus, and/or system-wide level
- Work toward achieving departmental, collegiate, campus, or system-wide goals

3. Public/civic engagement with the community at large

- Service on community committees, using one's professional expertise
- Service to educational systems within the community, using one's professional expertise
- Volunteer work for community organizations (including work conducted as a paid elected official)
- Organization of forums, panels, etc. to educate or inform the public at large

4. Other

IV. Promotion

A. To Associate Professor

Evidence of strong teaching is essential for being recommended for promotion to Associate Professor in this department. Evidence may include (but is not limited to) the list in Section III. A. above (this list is not complete, nor is it intended that every item mentioned must be presented by those seeking promotion).

Evidence of demonstrated scholarly and/or creative work is essential for being recommended for promotion to Associate Professor in this department. Evidence may include (but is not limited to) the list in Section III. B. above (this list is not complete, nor is it intended that every item mentioned must be presented by those seeking promotion).

The service component will be weighted considerably less than teaching and scholarship for being recommended for promotion to Associate Professor. It may receive greater weight at the time of promotion to Professor. Evidence may include (but is not limited to)

the list in Section III. C. above (this list is not complete, nor is it intended that every item mentioned must be presented by those seeking promotion).

Generally, promotion to Associate Professor is associated with a positive decision concerning tenure, but in individual cases a faculty member might be recommended for tenure but not for promotion to Associate Professor.

B. To Professor

Continued strong teaching and further demonstrated scholarly and/or creative work are essential for promotion to Professor. Service may receive greater weight for the recommendation for promotion to Professor than in the case of the recommendation for promotion to Associate Professor. (See **Appendix 2, Section 9.2 Criteria for Promotion to Professor.**)

In addition to the possible activities suggested in III. A.-C., the following types of activities are offered as examples of work which might create the necessary national or international reputation (this list is not complete, nor is it intended that every item mentioned must be presented by those seeking promotion):

1. Work recognized by peers for its quality and/or contribution to the field
 - Such recognition might take the form of letters from outside evaluators, or it might assume new modes of assessment
 - Such work might take the form of traditional scholarly and/or creative work (i.e., “Scholarship of Discovery”), but we also accept for consideration the scholarship noted in the “Faculty Scholarship at UMD: Findings, Recommendations, Forms, and Samples” (Sept. 15, 2008). (See **Bibliography.**)
2. Invitations to international, national, and/or regional symposia
3. Election to prestigious organizations
4. Service as officer in international, national, and/or regional societies
5. Other

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.

[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

University of Minnesota Board of Regents Policy on Faculty Tenure

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 (2008)
(http://www.d.umn.edu/vcaa/faculty_resources.html ; ACCESSED MAY 5, 2010).
3. Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association (2009-12).
4. Angelos, Peter, Linda Deneen, John Hamlin, Jill Jenson, and Helen Mongan-Rallis. "Faculty Scholarship at UMD: Findings, Recommendations, Forms, and Samples – Draft." September 15, 2008. University of Minnesota Duluth. January 27, 2010.
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