

UMD Department of Writing Studies
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 18, 2010
Approved by Dean on May 20, 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 Writing Studies faculty engage in research, teaching, and service related to writing, linguistics, journalism, and information design. Faculty produce scholarship across a variety of media, reflecting a rich diversity of theoretical methods and approaches and providing the foundation for our commitment to improving students' participation in and practice of writing, reading, and critical thinking. In developing such competence the Department recognizes a broader concern for literacy it shares with other UMD academic units. In addition, faculty provide dedicated service to the University, the profession, and the community.

III. Criteria for Tenure

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 research, teaching, and service missions of the Department and the University over the course of the faculty member's career. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching and service (see also Appendix 1 for a listing of general criteria for tenure as specified in Section 7.11).

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 distinction in all areas--research, teaching, and service. A candidate lacking a threshold level of quality and quantity of effort in teaching and research would not be considered a prospect for tenure. Service alone cannot qualify the candidate for tenure.

A. Teaching

Effectiveness in teaching is determined by consideration of items including but not limited to the following:

- Teaching performance as measured by peer evaluations
- The improvement of existing courses or development of new courses
- The individual's activity in improving the quality of teaching in the Department or across the campus
- Teaching performance as measured by student evaluations
- Teaching performance as evidence by the subsequent performance of students or by the comments of graduates
- Professional activity that demonstrates commitment to high quality teaching
- The numbers of courses and students taught
- The difficulty beyond numbers, of the individual's teaching load
- Teaching and/or advising awards won

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. Research: Scholarship/Creative Work

Admission to the faculty and advancement within its ranks depend on the development and dissemination of knowledge. Serious commitment to and participation in the scholarly activity is expected. While there will be variation in the specific forms individuals choose to express such commitment, no faculty member will be tenured without providing evidence of scholarship in the form of research and/or creative work.

Seeking mastery of one's field and sharing one's knowledge with other members of the academic community – colleagues and students – constitute the essence of scholarly work. Original contributions to the knowledge in and interpretation of one's own field are the most significant and enduring products of one's scholarship, most clearly demonstrated by published writing. 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 on the level of an editorial board and by external peer review
- Scholarly journal articles or book chapters that are peer reviewed and make an original contribution to research. This includes print journals as well as online publications

Supplemental evidence of scholarship accompanied by competent outside evaluation may occur in many forms, including but not limited to the following:

- Production in non-print or new media
- Editing or reviewing manuscripts for established journals and presses
- Translating/interpreting scholarly or creative work for publication
- Participation as speaker or discussant in the programs of professional organization
- Corporate or government manuscripts and reports.

It is important that the documentation of scholarship in a faculty member's file be explicit.

C. Service

The Department recognizes that successful functioning of the University depends on faculty participation and leadership. Service of unusual distinction should receive appropriate emphasis in evaluating applications for promotion and tenure. It is important that the documentation of service in a faculty member's file be explicit. To assess the quality of service, the Department will seek information 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 committees and similar agencies and in the management functions of the Department, CLA, and UMD. Committee chairpersons are expected to provide a specific account of especially valuable service by committee members.

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 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 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 academic career as outlined in the Criteria for Tenure above. Except on rare cases, promotion to the associate professor rank is associated with a positive decision concerning tenure, and only under the most unusual situations can a faculty member be tenured and not promoted to Associate 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.

B. To Professor

1. Promotion to Professor with tenure 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. The forms of evidence used to justify promotion to professor are the same as those used to award tenure and promotion to associate professor. (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

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

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