

UMD Department of Women's 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 6, 2010
Approved by Dean on June 23, 2010
Reviewed by VCAA on June 24, 2010
Reviewed by Sr VP on December 8, 2011
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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 Women's Studies is to engage in teaching, research, and service activities devoted to examining the cultural, historical, and social experiences and contributions of women of different races, ethnicities, nationalities, religions, classes, abilities, and sexual orientations in a global context; the many ways in which gender distinctions have affected human lives, as well as the construction and intersection of gender, race, and class; feminist scholarship; and critical and theoretical analyses and reflection upon these topics. A wide variety of feminist perspectives and feminist criticisms are employed as methodologies in this interdisciplinary field. Academically, we seek to provide our students with a solid background in knowledge about gender, race, class, and sexual orientation issues; feminist analysis; critical thinking; and oral and written communication, and actively engage students in the generation of new knowledge and areas of inquiry. We aim to prepare students for meaningful participation and contribution in a diverse society, to be both local, national and global citizens, and participate effectively and contribute meaningfully in a diverse workplace. Finally, we intend to provide a nurturing environment for the whole person -- to help each student find her or his own strengths, gifts, and path, as well as to raise awareness about the way that path concerns and connects with others in local and global contexts.

III. Criteria for Tenure

General Criteria: An individual who has demonstrated the potential to continue to contribute significantly to the mission of the University and the Women's Studies Department in teaching, research, and service shall be awarded indefinite tenure. To be awarded indefinite tenure, a faculty member will be expected to have demonstrated effectiveness in teaching and 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. A candidate should demonstrate distinction in all three areas which are stressed in this statement - teaching, scholarship and service - but the greatest importance is placed on the first two.

A. Teaching

Evidence of teaching effectiveness includes:

1. Workload with regard to numbers of courses, students, advisees.
2. Difficulty, beyond numbers, of the individual's teaching load.
3. Level of teaching ability and knowledge as indicated by student and peer evaluations on standard evaluation forms and on women's studies evaluation forms.
4. Activity improving the quality of teaching in the department or on campus, such as attending IDS seminars.
5. Research or professional activity that demonstrates commitment to high quality teaching such as involvement with IDS.
6. Teaching awards won by the faculty member.

Qualities of teaching effectiveness include:

1. Instruction that incorporates relevant scholarship.
2. Teaching that furthers the mission of the department.
3. Thorough knowledge of the subject areas usually assigned.
4. Ability to convey the materials and to respond to students' comments and questions.
5. Intellectual challenge which exacts from students the high scholastic performance appropriate to a university.

6. Conscientious course conducting as exhibited in syllabi, methodology, assignments and mid-term evaluations.
7. Feminist learning processes such as participatory learning.
8. Concern for students from underrepresented populations, particularly as demonstrated in an inclusive curriculum, integration and validation of various learning styles following Kolb's model: 1) Concrete Experience; 2) Reflective Observation; 3) Abstract Conceptualization; 4) Active Experimentation
9. Determination of grades through competent and fair measurements of students' achievements.
10. Demonstration of willingness to communicate to students their degree of progress.
11. 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.
12. Assignment of papers and other work appropriate to the level of the course.
13. Promoting, supervising, facilitating service learning/civic engagement projects.
14. Innovative use of new technology
15. Meeting regularly with students and advisees, listening well to their needs and interests, and helping to guide them in fulfilling their academic program and graduation requirements in a way that is most meaningful and beneficial for them; as well as informing and guiding them in the choice of possible opportunities for vocations and graduate study.

B. Research

Admission to the department faculty and advancement within its ranks depends on serious commitment to and participation in the scholarly enterprise. i.e., seeking depth of knowledge in one's field and sharing one's knowledge with other members of the academic community as well as artistic and creative productions constitute the essence of scholarly work. We consider scholarly work to include all four categories of scholarship as defined by Boyer (1997): 1) the scholarship of discovery; 2) the scholarship of integration; 3) the scholarship of application; 4) the scholarship of teaching. Evidence of such work can be various. For all forms of scholarship, most helpful evidence would be a scholarly book, well reviewed and published by a reputable press; articles in both print and online refereed scholarly journals in Women's Studies and related disciplines; video documentaries well reviewed; juried artistic exhibitions; and funded grants.

- Evidence of scholarship of integration would also include: annotated bibliographies; interpretation of scholarly work for the wider public; and development of integrative software.

- Evidence of scholarship of application would also include: shaping public policy; consultation, evaluation, and work with community agencies which involve application of scholarly knowledge; creating data sets; databases.
- Evidence of scholarship of teaching would include: publishing articles on pedagogy, developing new techniques to engage learners and extending them through the academy; writing professionally published textbooks; developing programs or curricula that extend to other academic institutions, including public school systems.

Other research activities that will strengthen the candidate's case include: scholarly encyclopedia articles, book reviews; manuscript reviews for established journals and presses that require scholarly research; participation as a speaker or discussant in the programs of professional organizations; participation on an editorial board of a peer reviewed journal in Women's Studies or related disciplines; grant applications. Reviews, books, articles, and scholarly citations that discuss a candidate's work are important indications of quality and will be used when available. Unpublished manuscripts, reports, blogs, websites, software, and/or artistic productions, accompanied by competent evaluation can also be measures of scholarly work.

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.

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. Participation in department meetings, on some departmental committees, and as a departmental representative on some university committees is expected.

2. Professional Service:

Participation in the on-going professional activities of one's discipline and/or related disciplines is evidence of professional commitment and often of one's 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 is encouraged. A faculty member's contribution as a consultant to a press, journal, institution, or government because of one's expertise is important service.

3. Community Service:

Community service that is meaningfully related to the professional role of a faculty member or to the cultural outreach of the university is an important aspect of faculty service in Women's Studies.

IV. Promotion

A. To Associate Professor

Promotion to Associate Professor with tenure is based on the determination that the achievements of an individual demonstrate her/his 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. 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 can a faculty member be tenured and not promoted to Associate Professor.

B. To Professor

Promotion to Professor is based on the determination that the achievements of the individual demonstrate a level of distinction in teaching, research, and service which shows: consistent excellence in teaching effectiveness; an ongoing and distinguished record of scholarly research; as well as ongoing achievement in interdisciplinary work, attention to issues of diversity, and public engagement. This determination is based on a qualitative evaluation of the candidate's record in these areas. While the indices and types of evidence used for such determination remain the same as those for tenure and promotion to Associate Professor, the standard used to evaluate these for promotion to Professor is one of distinction.

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

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
4. Boyer, E. L. (1997). /Scholarship reconsidered: Priorities of the professoriate. /San Francisco: Jossey-Bass.