

**Standards for Promotion and Tenure
Required by Section 7.12, Regents' Policy on *Faculty Tenure***

**Department of Cultural Studies and Comparative Literature
College of Liberal Arts**

*Approved by the Faculty of the Department of Cultural Studies and Comparative Literature
on 11 September 2009*

Approved by the Senior Vice President for Academic Affairs and Provost on October 28, 2009

I. Introductory Statement

This document is intended to specify the indices and standards to be used by the Department of Cultural Studies and Comparative Literature to determine whether candidates meet the University of Minnesota's general criteria for indefinite tenure as they are set out in section 7.11 of the University of Minnesota Regents Policy on *Faculty Tenure*, as well as the indices and standards for promotion to the rank of professor as they are set out in section 9.2 of the same Regents policy. For a complete overview, the reader is advised to review sections 7 and 9.2 in their entirety. This document is also consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

The document contains indices and standards for the following personnel evaluations:

- annual reviews of probationary faculty
- recommendation for awarding indefinite tenure
- recommendation for promotion
- annual performance appraisal for post tenure review according to Section 7a.2 of the Regents Policy – *Faculty Tenure*

II. Departmental Mission Statement

Cultural Studies and Comparative Literature honors its interdisciplinary and cross-cultural mission by the (1) pursuit of knowledge, understanding, and methods of inquiry through original scholarship and/or artistic production; (2) education of students at all levels through effective teaching; and (3) advancement of this mission through service to the department, the University, the individual's own discipline, and the greater community.

III. Annual Reviews of Probationary Faculty

The tenured faculty of the Department of Cultural Studies and Comparative Literature annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure as provided by the Regents Policy on *Faculty Tenure* and in accordance with the University's *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track*

and Tenured Faculty. The chair of the department prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate. This written summary is provided on President's Form 12 and is signed by the candidate, the chair of the department, the Dean of CLA, and the Senior Vice President for Academic Affairs and Provost.

In accordance with Section 5.5 of *Faculty Tenure* the probationary period may be extended by one year at a time at the request of the faculty member for childbirth/adoption, caregiver responsibilities, or medical reasons. The criteria for evaluation of faculty who have had their probationary period extended are no different than the criteria for faculty who do not have an extension of the probationary period. Extension of the probationary period in accordance with Section 5.5 may not be a factor in the evaluation. See Appendix A for Section 5.5 of the Regents Policy on *Faculty Tenure*.

IV. University Standard – General Criteria for Tenure

Regents Policy on *Faculty Tenure*, Section 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 [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. 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.

Regents Policy on *Faculty Tenure*, Footnotes to Section 7.11

[3] "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.

[4] 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.

[5] 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.

V. Departmental Criteria for Tenure

The two primary criteria for a recommendation for tenure are distinction in scholarly research and/or artistic production, and effectiveness in teaching and advising. Service contributions to the Department, College, University, professional organizations, or the greater community will also be considered, but in themselves are insufficient as a basis to award tenure. Candidates must also show evidence of continued academic distinction. Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, although tenure may be conferred on an associate professor with a probationary appointment.

Scholarly Research and Artistic Production

A "distinguished" record is prominent and conspicuous by its excellence. To achieve this, a candidate must have produced a body of scholarly research or artistic production that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within his or her domain of research or artistic practice.

This record is assessed both internally, by the Department and the College, and externally, by a panel of at least five recognized experts from outside the University, to determine whether it is scholarly, creative, and of high quality and significance. At least half and no fewer than four of the external reviewers must have no direct interest in the tenure/promotion of the candidate. In view of the Department's interdisciplinary mission, the selection of external reviewers shall be appropriate to the candidate's own disciplinary and interdisciplinary areas. (See Section 12 of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.)

Relevant Forms of Evidence

The assessment of the candidate's record may be informed by, but is not limited to, the following points.

(A) Assessment of scholarly research and/or artistic production, shall be based on, but not limited to:

1. Scholarly publications, which can take many forms, including books, book chapters, and articles, particularly those that are peer reviewed; and/or artistic productions, particularly those that are juried. Contributions to prestigious but non-peer-reviewed journals, monographs, and so on will be taken into consideration but cannot be the primary basis for a decision. Solicited contributions to scholarly anthologies or compilations also will be considered. Evidence will be sought from all publications/productions that the work is scholarly, creative, and of high quality and significance. While quality is more important than quantity, the candidate must present a substantial body of achievement. In most cases this would mean a book, but a comparable body of significant published work, such as journal articles and book chapters, would also qualify.
2. Independence of accomplishments. In multi-authored projects, the contribution of the individual under review should be specifically described and evaluated.
3. Grants and fellowships from sources outside the University.
4. Participation in symposia, meetings, lectures, juried exhibitions, and equivalent venues.
5. Publicly engaged scholarship, including lectures, exhibits, and Web materials for the general public.

Though no set number of books, articles, or productions is mandated, the clear expectation is that faculty show evidence of continuing active research or production. Optimally, for indefinite tenure one of the candidate's works will be a book; substantial articles or productions demonstrating highly developed expertise in at least one area of specialization can be considered the equivalent. For a book to be considered, it must satisfy two standards: it is (1) under contract, and (2) in production. The publisher's contract will be proof that the book is (1) under contract. A statement from the director, managing director, or other official of the publisher to the effect that the book is "in production" will be proof that the book is (2) in production. Generally "in production" means that all rounds of review have been completed, all corrections/revisions have been completed, the fully completed/revised MS is in the hands of the publisher, and the publisher has put it on a production schedule.

(B) Evidence of visibility is chiefly provided through the following (unordered):

1. National or international awards and honors.
2. Election to prestigious organizations that recognize excellence in a discipline.
3. Presentations at scholarly conferences or juried exhibitions.
4. Service as editor of national or international professional journal.
5. Organization of scholarly conferences.
6. Active participation on editorial boards.

7. The individual's success in attracting external and internal research grants and fellowships and her/his ability to complete the project.
8. Invited scholarly presentations or exhibitions.
9. Requests to review articles, book manuscripts, and grant proposals.

(C) Evidence of promise of a strong future record is shown through the following:

1. Development of an independent body of significant work beyond the final degree.
2. Sustained and continuous growth in significant research/artistic practice and creative work.

VI. Criteria for Tenure – Teaching

Candidates for indefinite tenure must be effective teachers.

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise and an ability to transmit such knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

“Teaching” is not limited to classroom instruction. It includes other forms of communicating knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring or advising graduate or undergraduate students whether individually or in groups.

Relevant Forms of Evidence

Documentation of effective teaching and advising shall include, but is not limited to:

1. student ratings of courses taught;
2. evaluations of teaching by faculty colleagues who have observed the candidate in teaching contexts and have reviewed course syllabi, examinations, assignments or other course-related materials;
3. development of new courses, substantial revision of existing courses, and generation of new or revised instructional material.
4. evidence of effective advising and mentoring of undergraduate and graduate students, especially at the Masters and Doctoral levels;
5. service to the Department as an officer charged with advising responsibilities (e.g., director of graduate studies, director of undergraduate studies, etc.);
6. receipt of instructional grants, teaching awards and other formal recognition of teaching excellence;
7. publication of textbooks/instructional materials.

N.B. Prior Service. Candidates who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and in whose case such service has reduced the maximum period of probationary service at Minnesota, should provide as much documentation from those previous institutions as possible, including any and all of the above listed forms of evidence.

VII. Departmental Criteria for Tenure – Service

Service means that faculty as University citizens actively participate in advancing the interests of the department, college and University for the benefit of the institution, the profession and the community.

Service to the department, the college, the University and the profession is an integral component of a faculty member's professional obligation. A faculty member's participation in the governance of the department, service to the college and University, and service to professional organizations and communities related to the candidate's research enhance the faculty member's professional standing, and brings recognition to the department, the college, and the University. Service is recognized as a significant contribution by faculty and is considered during tenure deliberations.

Relevant Forms of Evidence

A) Examples of service to the institution include but are not limited to:

1. Participation in the administration and governance of the institution.
2. Participation in department, college, and university committees.
3. Administrative appointments in the department, college, and University.
4. Active participation in university conferences or symposia.

B) Examples of service to the profession include but are not limited to:

1. Officer in a state, national or international professional society.
2. Election to prestigious state and national organizations that recognize excellence within the discipline.
3. Consultant or referee for professional publications
4. Reviewer for grant or fellowship applications
5. Consulting services to professional organizations and government agencies

C) Examples of service to the community include but are not limited to:

1. Outreach to K-12 schools and consultancies with non-profit organizations
2. Providing expert testimony and other forms of public engagement

VIII. University Standard – Criteria for Promotion to Professor

Regents Policy on *Faculty Tenure*, 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 [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. 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.

Regents Policy – *Faculty Tenure*, Footnotes to Section 9.2

[8] "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.

[9] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

IX. Departmental Criteria for Promotion to Professor

Promotion to Professor indicates the attainment of distinction within one's field and the highest academic achievement. Promotion to this rank is based on attaining a national or international scholarly reputation through significant publication and/or creative achievements in the individual's area of specialization, continued effective teaching and contributions to instruction, and continued effective service to the Department, University, and the profession. All associate professors are strongly encouraged to work toward promotion to the rank of professor (See Section 7.11 of the Regents Policy on *Faculty Tenure*.)

Documentation

Promotion to Professor is based upon continued distinction and productivity in research and/or

artistic production, as well as effectiveness in teaching, and contributions to service, in addition to that which justified the awarding of tenure and promotion to Associate Professor. Typically the completion of a scholarly book (beyond that which justified awarding of tenure and promotion to Associate Professor), such that it is at least “in production” [see V.(A) above], would satisfy the standard for productivity in research. Regular, high-quality teaching and advising of M.A. and Ph.D. students, in addition to undergraduate instruction and advising, is expected, and service contributions to the department, college, University, and profession should be substantial and significant.

X. Review of Tenured Faculty Performance

A. Introductory Statement

Section X of this document, Review of Tenured Faculty Performance, is an implementation of the University of Minnesota Regents’ Policy on *Faculty Tenure* (Section 7a), as described in detail in the *Rules and Procedures for Annual and Special Post-tenure Review* approved by the Tenure Subcommittee of the Senate Committee on Faculty Affairs January 5, 1998; and revised by the Tenure Subcommittee March 5, 1998.

B. Goals and Expectations for Tenured Faculty

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the Department of Cultural Studies and Comparative Literature has established the following goals and expectations for tenured faculty. The goals and expectations for tenured faculty in the Department are similar to the criteria for tenure and promotion to associate professor, and for promotion to professor.

Expectations Regarding Research and Artistic Production

Research and publication are vital components of the responsibilities of tenured faculty. It is expected that tenured faculty will become and remain leading and influential scholars in their fields of specialization. Satisfactory scholarship is understood as involvement in an explicit research program, and continued production of a body of scholarly or artistic work that is openly available, creative, and of high quality and significance.

Expectations Regarding Teaching

Tenured faculty will offer courses at both the undergraduate and graduate levels at workload levels established by the College. At the undergraduate level, the faculty member will offer well-constructed and clearly presented courses. Faculty members will also be accessible to students in their courses for consultation at regularly scheduled office hours. At the graduate level, faculty will guide students and impart knowledge in their fields of specialization. Faculty members will normally mentor and advise Ph.D. students and direct Ph.D. students in dissertation research. Documentation of effectiveness in teaching and advising will be based on the criteria stated above under criteria for tenure.

Expectations Regarding Service

Tenured faculty will remain actively involved in the profession. They will be expected to participate in scholarly meetings with reasonable frequency and engage in such activities as editorial service for professional journals, conference planning, and service in professional associations. Professional service also will include the evaluation of manuscripts submitted to scholarly journals and presses; assessment of applications to national grants agencies; and involvement in the evaluation of scholarship and standing of individuals for tenure and promotion considerations at other institutions.

Tenured faculty are also expected to contribute regularly to the governance and administration of the department, college, and University. They are expected to attend and participate in regular and special department faculty meetings and especially those dealing with tenure, promotion, and the appointment and retention of faculty; serve effectively on various committees as elected or appointed; and perform according to established workload principles. In all of these endeavors the quality of involvement is paramount.

C. Merit Review Committee

The Merit Review Committee of the Department of Cultural Studies and Comparative Literature conducts annual reviews of faculty performance in accordance with the procedures defined in the *Merit Evaluation Policy* of the department, and thus serves as the peer merit review committee required by 7a.2 of the Regents Policy on *Faculty Tenure*.

D. Annual Review

The Merit Review Committee and the chair annually review the performance of each faculty member in light of the department's goals and expectations for purposes of salary adjustment and faculty development. If the committee and the chair both find the performance of a faculty member substantially below the goals and expectations of the department, they shall advise the faculty member in writing. In making this determination, the committee and the chair must give weight to the department's commitment to flexibility and its commitment to academic freedom. The letter by which the faculty member is notified, to be signed by the department chair and the chair of the committee, must contain a description of the respects in which performance is substandard, a time period of no less than a year from the date of the letter to the faculty member within which satisfactory performance should be demonstrated, steps that should be taken to meet the department's goals and expectations, and an offer of assistance in the improvement process. The faculty member may communicate to the chair in writing relevant information to dispute the findings of the department chair and the Merit Review Committee. The department chair will meet individually with the faculty member in order to discuss means for improving the faculty member's performance to acceptable levels.

E. Special Review (as required by section 7.a.3 of the Regents Policy on *Faculty Tenure*)

If, after the period of time established for improvement, the Merit Review Committee and the department chair find that the performance of the affected faculty member continues to be substantially below the goals and expectations of the department, they shall report their findings to the tenured members of the department. After receiving the report, the tenured members of the department shall meet to discuss the case and consider a motion to request the Dean of the College of Liberal Arts to initiate a special review of the faculty member. Such a motion requires a two-thirds majority of the tenured members for action. If the motion is approved, the request to the Dean shall be in the form of a written letter or memorandum sent to the Dean and the faculty member, setting out the faculty's findings and including copies of documents they have reviewed.

5.5 Exception For New Parent Or Caregiver, Or for Personal Medical Reasons. The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

1. On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. When the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or
3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

Appendix B – Section 7.12 of the Regents Policy on *Faculty Tenure*

7.12 Departmental Statement. [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.