

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

**Department of Writing Studies
College of Liberal Arts**

*Approved by the Faculty of the Department of Writing Studies on
September 9, 2009*

Approved by the Senior Vice President for Academic Affairs and Provost on June 6, 2010

I. Introductory Statement

This document specifies the indices and standards to be used by the Department of Writing Studies in determining 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 to full Professor
- annual performance appraisal for post tenure review according to Section 7a.b of the Regents Policy on *Faculty Tenure*

II. Departmental Mission Statement

The Department of Writing Studies seeks to understand the social, disciplinary, and rhetorical functions of written, visual, digital, scientific, and technical communication practices. Through our broad-ranging research, degree programs, courses, and public engagement, we investigate the intersections of communication with culture, politics, science, technology, and ethics. In all our educational programs, we strive to foster our students' critical-thinking skills as well as their sense of personal, professional, and civic responsibility.

Faculty, staff, and students in the department examine how knowledge is created, understood, disseminated, and debated by experts and the public in historical and contemporary contexts. - We develop new knowledge about the links among writing, critical reading, critical thinking, and audience awareness. We examine the history of writing from its origins and explore the possibilities of written communication in traditional and emerging media. We study writers and teachers with an eye toward understanding how writing is taught and learned and toward encouraging effective and responsible communication. We also analyze persuasive

techniques and the social, linguistic, and cognitive processes that make communication a dynamic, exciting, and often unsettling activity.

As a department, we value a multidisciplinary approach to research, teaching, and service; we uphold the principles of academic freedom and integrity; we respect and foster diversity in all its forms; and we strive to provide a collegial and supportive environment for our faculty, staff, and students.

III. Annual Reviews of Probationary Faculty

The tenured faculty of the Department of Writing Studies 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

Board of Regents Policy – *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.

Board of Regents Policy – *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 – Research

To receive indefinite tenure, a candidate must have a distinguished record as a scholar, a teacher, and as a contributing member of the University community. The candidate's record must also include evidence indicating a future of continuing excellence in these areas. (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.)

A candidate for promotion to associate professor with indefinite tenure must present a distinguished record of research. A "distinguished" record is prominent and conspicuous by its excellence. To achieve this standard, a candidate must have produced a body of research 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. Research is not limited to work that leads to traditional publication but also encompasses other activities that lead to the public

availability of products, practices, technologies, or ideas that have significance to society. Both the quality and quantity of a candidate's work are important but quality is more important than quantity.

Relevant Forms of Evidence:

The candidate must establish quality, productivity, visibility, and promise.

(A) Evidence of excellence in research is provided by the candidate's research, and/or publication record. This record is assessed both internally, by the department and the college, and externally, by letters from recognized experts from outside the University, to determine whether it is openly available, scholarly, creative, and of high quality and significance. (See Section 12 of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* for details about reviewers.) The following points guide the assessment of the candidate's record:

1. Scholarly publication can take many forms; among these are original research in articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, integrative text books that advance the discipline, and published lectures.
2. Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.
3. "Openly available" research implies distribution, which includes traditional and electronic publication as well as the distribution of other media such as audio and video recording.
4. A written work is considered to be published when it satisfies two standards: it is under contract, and in production. The candidate is asked to produce the actual contract or another form of evidence showing the work has been accepted for publication. A book, journal article, or book chapter will be considered in production when a letter from the director or editor is sent and states that the work: a) has gone through all rounds of reviews; b) all corrections/revisions have been completed; c) the fully completed/revised manuscript is in the hands of the press or journal; d) the press or journal has put it on a production schedule.
5. Peer-reviewed publications generally will receive greater weight than publications that are not peer-reviewed. Publications by eminent presses and those appearing in journals, series, or volumes that have stringent peer review and major disciplinary significance generally will receive the most weight.
6. Work under review may be considered; this category receives less weight than published or completed work.
7. For all multi-authored or collaborative works, the file must specifically describe the candidate's contribution.
8. While quality is more important than quantity, the candidate must present a substantial body of achievement.

(B) The list below, which is not hierarchically ordered, provides examples of the types of recognition that might constitute a record of “professional visibility”:

1. National or international awards and honors
2. Presentations at scholarly conferences (especially refereed or invited presentations)
3. Service as editor of national or international professional journal
4. Organization of scholarly conferences
5. Active participation on editorial boards
6. External and internal funding for research
7. Invited scholarly presentations

(C) Indication 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
3. Scope or reach of current achievements.

VI. Departmental Criteria for Tenure – Teaching

A candidate for promotion to associate professor with indefinite tenure must be an effective teacher. A teacher is effective when students learn as a result of his or her teaching as demonstrated by any applicable relevant forms of evidence discussed below. A candidate’s teaching should be informed by continuing research and scholarship. The instructional materials the candidate develops should be professionally done; the presentation of material through lecture, discussion, or other means should command attention; assessments of student work, including grading practices, should be fair and reliable.

“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

Candidates for the conferral of tenure must have evaluated their teaching using many (not necessarily all) of the following methods:

1. Faculty peer review. Methods of evaluation include direct classroom observation, review of syllabi, statements of goals and objectives, methods employed, assignments, exercises, and examinations prepared for courses. The evaluation should be written in a formal letter of evaluation for the candidate’s file. Review of more than one course is expected.
2. Review of contributions made to the curriculum of the unit, such as development of courses, new areas of instruction, sequences in the undergraduate major or minor or graduate program, substantive refinements of courses, and uses of new technology. Such

contributions may be made individually by the candidate or result from participation in committees or workshops devoted to curriculum development and assessment

3. Development of instructional material, including but not limited to computer software, compilations of readings, course guides for Independent Study courses, and publication of textbooks
4. Evidence of effective advising and mentoring degree candidates at the graduate level; for example, evidence concerning advising at the Master's and Ph.D. level, thesis and dissertation supervision, Ph.D. oral and written preliminary exam participation, and professional development and job-placement activities
5. Evidence of effective advising and mentoring degree candidates at the undergraduate level; for example, evidence concerning Honors theses, Directed Study, Independent Study, Bachelor of Independent Studies, Individually Designed Interdepartmental Major, and Program for Individualized Learning mentorship, and Senior Projects
6. Student ratings of teaching: One possible method of documenting student learning is through course rating forms. Additionally, evaluations may be obtained from students once they have graduated.
7. Teaching awards and other formal recognitions of teaching excellence
8. Grants for curricular development or for the preparation of instructional materials
9. Noteworthy contributions to the teaching and advising mission of the unit, such as service as Director of Undergraduate Studies or Director of Graduate Studies

N.B. Prior Service. Candidates who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and for which 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 department, the 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 to communities related to the candidate's research enhances 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 departmental, college, and University committees
3. Administrative appointments in the school, college, and the University
4. Active participation in University conferences or symposia

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

1. Officer or board member in a state, national, or international professional society
2. Election to state and national organizations of recognized excellence within the field
3. Consultant or referee for professional publications
4. Reviewer for grant or fellowship applications
5. External referee for promotion and tenure cases
6. Panel reviewer or juror for exhibitions or performances
7. 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 civic engagement and public involvement based on scholarly expertise.

VIII. University Standard – Criteria for Promotion to Professor

Board of Regents Policy – *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.

Board of 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 in the candidate's area(s) of specialization, continued effective teaching and contributions to instruction, and continued effective service to the department, the college, the 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*).

Relevant Forms of Evidence

The forms of evidence used to justify promotion to professor are the same as those used to justify promotion to associate professor in the areas of research, teaching, and service. A higher level of achievement in all three domains, as measured by the distinction, significance, and impact of the research, teaching, and service, is required. Regular, high-quality teaching and advising of M.A. and Ph.D. students, in addition to undergraduate instruction and advising, are expected, and service contributions to the department, college, University, and profession should be substantial and significant.

X. Review of Tenured Faculty Performance in the Department of Writing Studies

Introductory Statement

This section implements the University of Minnesota Regents Policy on *Faculty Tenure*, Section 7a, as is called for by the document titled *Rules and Procedures for Annual and Special Post-tenure Review*, which was approved by the Tenure Subcommittee of the Senate Committee on Faculty Affairs, January 5, 1998, and revised by the Tenure Subcommittee, March 5, 1998.

Goals and Expectations for Tenured Faculty

In accordance with Section 7a.1 of the *Regents Policy on Faculty Tenure*, the department has established the following goals and expectations for tenured faculty. The indices and standards for tenured faculty are similar to the criteria for tenure and promotion to associate professor, and promotion to professor.

The distribution of effort among the three spheres of professional activity may vary by individual and over time in the course of a faculty member's career. The department should nurture and

benefit from the special strengths of each member of the faculty, while not losing sight of the overall responsibilities and obligations that tenure confers.

Expectations Regarding Research and Publication

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, periodic publication of peer-reviewed works, and presentations at scholarly conferences.

Expectations Regarding Teaching

Tenured faculty are expected to remain effective teachers and to be actively engaged in communicating knowledge, and in supervising, mentoring, or advising students, in compliance with the college's workload policy. Satisfactory teaching *includes the following*:

- teaching courses in the areas of training and research specialization as assigned by the department chair in light of the department's curricular needs;
- maintaining effectiveness in teaching and advising as described in "relevant forms of evidence" in section VI, above;
- being available to students outside of class (e.g., during office hours or via email)

Expectations Regarding Service

Tenured faculty are expected to perform service within the institution, their scholarly profession, and, when feasible, the community, although the extent and types of service performed may vary over the course of a career. Satisfactory service *includes the following*:

- in the department, attending and participating in regular and special meetings, serving effectively on committees, and accepting elected or appointed administrative positions
- in the college and university, participating in governance, serving on committees, and taking on administrative and leadership roles
- in the profession, having a significant elected or volunteer role in a professional society, reviewing publications, grants, and promotion and tenure cases, consulting with professional and governmental agencies
- in the community, performing outreach activities related to the faculty member's professional expertise.

Annual Post-Tenure Review Process

The department expects that its tenured faculty will be regularly active in all three domains, research or creative activity, teaching, and service. Through its merit review process, the department annually reviews with each faculty member the performance of that faculty member. This review is used for salary adjustment and faculty development. Each faculty member will be advised of the evaluation and, if appropriate, of any steps that should be taken to improve performance and will be provided assistance in that effort. If the chair of the department and a peer merit review committee of tenured faculty elected for annual merit review within the

department both find a faculty member's performance to be substantially below the expectations of the department for two consecutive years, they shall advise the faculty member in writing, including suggestions for improving performance, and establish a time period, at least one year from the date of the letter to the faculty member, within which improvement should be demonstrated.

In accordance with Section 7a.3 of the Regents Policy *Faculty Tenure*, if, at the end of the time period described in the previous paragraph, a tenured faculty member in the department continues to be substantially below the indices and standards of the department, and there has not been a sufficient improvement of performance, the chair of the department and the elected peer merit review committee of tenured faculty may jointly request the dean to initiate a special peer review of that faculty member.

Special Post-Tenure Peer Review Process

The special peer review of a tenured faculty member at the dean's level follows the process outlined in Section 7a.3.

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

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.