

Academic Promotion Standards

Faculty members are encouraged to consult NDSU Policy Section 352, Promotion, Tenure, and Evaluation

The College of Arts, Humanities and Social Sciences recognizes that the awarding of tenure is essential to the free and effective functioning of the University. It represents a commitment on the part of the University to valued faculty members, whose past contributions are appreciated and whose future contributions are anticipated. For the faculty member, tenure provides a degree of financial security and an underpinning for academic freedom.

Promotion represents the recognition by the College and the University of the quality of achievement in teaching, scholarship, and service of faculty members. Promotion is further based on the expectation that faculty will grow as they proceed through their careers, taking on greater responsibilities and demonstrating ever-higher levels of achievement. The College has traditionally delineated its expectations of performance by faculty in the various academic ranks in the following manner:

The assistant professor, at the time of appointment

1. has a terminal degree or is completing one (exceptions may occur in the various areas of applied arts based on applied experience and/or ability),
2. is prepared to teach introductory and, when appropriate, advanced courses,
3. has made substantial progress toward the development of a scholarly/creative view, as demonstrated by appropriate scholarship/creative activity,
4. is expected to make contributions to department policy and university governance, and
5. is capable of sponsoring graduate students.

In addition to the appropriate characteristics of an assistant professor, the associate professor, at the time of appointment or promotion

1. demonstrates substantial competence in teaching at the introductory and, when appropriate, the advanced level,
2. continues to make substantial contributions to scholarship/creative activity, and
3. plays a major consultative role in formulating departmental policy, contributes to the advancement of his or her profession, assumes greater responsibilities in university governance, and shares academic and professional expertise with the public.

In addition to the appropriate characteristics of an associate professor, the professor, at the time of appointment or promotion

1. demonstrates exemplary teaching,

2. is an academically mature scholar/creator who continues to make marked contributions to his or her discipline and has acquired national or international recognition in that discipline, and
3. assumes major consultative and leadership roles in formulating departmental and university policy, in advancing his or her profession, and in contributing to the public in areas of his or her academic expertise.

The College of Arts, Humanities and Social Sciences upholds the land-grant mission of teaching, scholarship, and service, and affirms that these are complementary, not contradictory, activities. The College recognizes that not all faculty will be equally accomplished in all of these areas of activity, and that different departments will not necessarily accord each activity equal weight. However, all faculty are expected to demonstrate accomplishment as teachers, scholars/creative artists, and servants if they are to be awarded tenure and promoted.

The faculty of each department or academic unit shall develop a written statement with specific promotion, tenure, post-tenure, and evaluation criteria and designations of the types of evidence to be used for evaluation of progress toward tenure, for renewal, promotion, and tenure decisions, and for post-tenure review. The departmental statements must be consistent with the policies and procedures of the University and the College of Arts, Humanities and Social Sciences.

A. STANDARD I: TEACHING

A good teacher is knowledgeable. That knowledge should be current and include knowledge both of the discipline and pedagogy of that field. A good teacher is effective. Methods used should be designed to engage students in active learning and encourage critical thinking. A good teacher is a good learner. This means going beyond keeping up to date in the field and pedagogy to learning more about student characteristics and the processes whereby students acquire knowledge. A good teacher respects students, and is receptive to their questions and concerns. Good teachers recognize that learning is a mutual enterprise, and that they learn from students even as students learn from them. Program advising is a part of the teaching process for most faculty and should be effective and responsive to student needs.

Information for evaluating teaching (encompassing both instruction and advising) must be sought from the following three sources: students, colleagues, and the department chair/head.

1. Students. To assess the effectiveness of course materials and the ability to communicate knowledge, evaluating committees will consider a variety of evidence, including written, formal evaluations by current and former students and advisees. A cross-section of the candidate's students and advisees may also be interviewed.
2. Colleagues. Tenured colleagues, who should come primarily from within the department and have attained the rank of associate professor or above, will be requested to provide written assessments. Colleagues are to consider specifically the courses taught, as well as the candidate's contribution to improvement of the department's overall curriculum and instructional program. Many diverse factors influence teaching, and should enter into this evaluation, including class sizes, conceptual levels, course content and design, and efforts to introduce innovative teaching methods. The receipt of special awards and recognition will be considered

meritorious. Colleagues are generally the most knowledgeable on these points because of their relatively close association within the particular discipline and familiarity with the faculty member's expertise and competence in stimulating creative learning in students.

3. Department chair/head. The chair/head will supply a written evaluation of the faculty member's qualifications for promotion. The chair/head generally has an overview of the qualifications of the members of a department and the related conditions that have a bearing on teaching in the discipline at this University.

The development of specific evaluative procedures and standards of judgment is left to individual departments. Questions involving such issues as teaching methods, syllabi, accessibility, and timely grading of student work should be the province of the department. But such identification is, indeed, the responsibility of every department in the college. Each department must have written procedures in place before any of its candidates for promotion and tenure will be evaluated. These procedures can vary from department to department, depending upon the field and the kinds of classes.

B. STANDARD II: SCHOLARSHIP/CREATIVE ACTIVITY

Performance in scholarship/creative activity is a significant standard in determining if a faculty member is worthy of promotion and tenure. Such performance is essential, and it should be refereed, juried or otherwise evaluated according to recognized professional standards and practices. Whether scholarship or creative activity will be the determining factor in such decisions will vary according to the particular discipline and departmental requirements.

Scholarship is the systematic study and investigation of a particular disciplinary or interdisciplinary area that makes a new and/or original contribution to that field. Scholarship might involve research into new or neglected topics, creative and innovative investigation of traditional topics, or development of syntheses that order and explain existing knowledge in new ways. Successful scholarship requires that faculty demonstrate a mastery of research and analytical materials, critical ability, thoroughness, and accuracy.

Creative activity is the on-going production of art forms, artistic performance, or other creative effort undertaken to explore the medium of such forms, performances, or efforts. Faculty must demonstrate a mastery of the creative activity and exhibit originality and breadth of vision.

The sources of information to be used for the evaluation of a faculty member's scholarship or creative activity are colleagues and the department chair/head.

1. Colleagues. Tenured colleagues, or professionally recognized experts, who are knowledgeable in the discipline or who have interdisciplinary expertise will provide written evaluations. Some of these evaluations must come from colleagues who are outside the Tri-College area. The department must attest to the objectivity and expertise of outside evaluators. Receipt of grants, special awards, and other recognition will be considered meritorious.

2. Department chair/head. The chair/head of the department will supply a written evaluation of the faculty member's qualifications for promotion. The chair/head generally has an overall view

of the qualifications of the members of a department and the measures for evaluating scholarly and creative activity. The chair/head should review works in progress as well as published, performed, or exhibited material.

The specific definition of scholarship or creative activity is left to individual departments. The College values scholarship presented in articles, books, chapters, monographs, and papers. Likewise, it values the typical expressions of creativity through creation, performance, directing, design, public engagement, and production of works in the fine arts and literary arts. New media may be an appropriate outlet or expression of such scholarship and creative activity. These examples are not meant to be prescriptive or limiting. The definition of scholarship and the anticipated levels of productivity are the province and the responsibility of every department in the College. Each department must have written definitions of scholarship or creative activity in place before any of its candidates for promotion and tenure will be evaluated. Likewise, written procedures for evaluating that scholarship or creative activity must be in place. Departments are expected to justify and support both these definitions and procedures on the basis of recognized professional standards and practices.

C. STANDARD III: SERVICE

Service includes service to the department, College, and University, to the candidate's profession, and to the public.

Service to the institution, such as faculty participation on department, college, and university committees, is a part of a faculty member's commitment to the University. University service is essential for effective participation by faculty in university governance. Extraordinary committee or administrative service that results in improvements in academic procedures or programs is especially meritorious.

Professional service consists of service, which is directly related to a faculty member's profession or is within the area of specialized knowledge, skill, and experience of the faculty member. Professional service activities further the development of faculty and enhance the academic reputation of the university. Faculty members are therefore encouraged to become actively involved in associations, which have as their objective the furtherance of scholarly or professional interests and participate in other activities of a professional nature.

Public service consists of contributions to the community directly related to the candidate's disciplinary specialty and area of academic expertise.

The sources of information for evaluation of service activities are colleagues, the department chair/head, and individuals outside the university who are knowledgeable of the candidate's work off campus.

1. Colleagues. Tenured and administrative colleagues will provide written assessments. On-campus committee work is a frequent responsibility, and fellow committee members are best able to evaluate this service contribution. Off-campus colleagues, usually professionals within the same discipline, are often best able to judge contributions made to professional organizations, and, thus, their opinions should be sought. As with outside experts in scholarship/creative

activity, objectivity should be assured. The receipt of special awards and recognition for service will be considered meritorious.

2. Department chair/head. The chair/head will supply a written evaluation of the faculty member's qualifications for promotion. The chair/head generally has an overview of the service activity in the department, and he or she is best able to comment upon the value of different kinds of service for his or her particular unit.

3. Other Individuals. Sometimes off-campus service will involve people who are not strictly academic colleagues. Indeed, that service may be directed or requested by such people. Their written evaluations should be included when acceptable community service is to be considered.

As with the other two major standards, procedures and measures for evaluating service should be the prerogative of the department. Likewise, the department has the responsibility to articulate its expectations and procedures. Each department must have written procedures in place before any of its candidates for promotion and tenure will be evaluated. As with the other standards, some variation within and among departments is to be expected.