

UMD Department of Biology

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 of Department on April 9, 2010

Approved by Dean on April 12, 2010

Reviewed by Vice Chancellor for Academic Administration on May 6, 2010

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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 (University Education Association) 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 Contracts*.

II. Departmental Mission Statement

The mission of the Department of Biology, University of Minnesota Duluth, is to provide: instruction, advisement, and research experience for undergraduate and graduate students; carry out scholarly activity in the biological sciences; extend biological expertise to society at large; and encourage participation in the activities of professional societies. This work is expected to be done while maintaining academic integrity.

III. Criteria for Tenure

The Department of Biology endorses the following standards and indices as clarification of the qualities that the Department deems prerequisite to tenure. Because excellence in teaching, in research, and in service is the major goal in the Department, the following document concentrates on these three areas.

The Department recognizes effective teaching and distinction in research as the primary criteria for awarding indefinite tenure. In addition, a strong record of service to the profession, the University and the community will strengthen the recommendation. In all of these areas the candidate's record must be one of 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. The awarding of

indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to Professor.

A. Teaching

CRITERIA

With regard to the criteria of teaching, an individual's teaching effectiveness justifies tenure when it exhibits such qualities as these:

- a. Mastery of the subject areas usually assigned.
- b. Adequately clear speaking and listening to students and advisees.
- 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. Empathy with students and understanding of their scholastic needs.
- g. Determination of grades through competent and fair measurements of students' achievement.
- h. Demonstrated communication of the course expectations to students and 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. Promotion of a non-discriminatory and respectful educational climate.

EVIDENCE

A department head assembling materials defining a candidate's teaching ability should answer relevant questions listed below. Documentation of teaching effectiveness requires diligence because evidence used to support claims of teaching performance can be interpreted variously.

1. What has been the workload with regard to numbers of courses, students, advisees?
2. Beyond the evidence of numbers, how difficult was the individual's teaching load?

With respect to points 1 and 2 above, laboratory and field courses require extensive preparation. Thus, in many cases, the use of contact hours or credit hours will not be used as the only measure of teaching activity. In some cases, the type of course taught rather than contact hours will be a major factor.

3. What level of teaching effectiveness is indicated by student (interviews, surveys) and peer evaluations (classroom visitations; review of syllabi, including text, material covered, assignments, examinations)? Is there evidence that improvements to course instruction were made as the result of suggestions made during peer evaluations?
4. What level of teaching effectiveness is evidenced by the subsequent performance of graduates or by the comments of graduates?
5. Did the individual significantly improve existing courses or develop valuable new ones?
6. Was the individual assigned to teach a course outside their area of expertise?
7. Apart from his/her own teaching, has the individual been active in improving the quality of teaching of the department or campus?
8. Does any research or professional activity by the candidate demonstrate commitment to high quality teaching?
9. Has the individual won any awards for teaching or advising?
10. Does the instruction reflect scholarly activity?
11. Where the opportunity exists, has the individual contributed significantly to a graduate program?
12. Has the individual made research opportunities available to undergraduates?
13. Has the individual been effective in laboratory courses, including the efficient supervision of teaching assistants?
14. Has the individual upheld the University's policy of equal opportunity?
15. Has the individual listened respectfully to students and advisees?

B. Research

Admission to the College faculty and advancement within its ranks depend on serious commitment to and participation in the scholarly enterprise. However, some allowance must be made for variation in expectations of scholarship and creative production within the College.

CRITERIA

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 and creative work. Judgment of strength and excellence in research is based on a balance of qualitative and quantitative factors, as detailed below. Performance in research is evaluated by comparison with international and national standards. The pattern of performance should indicate by its consistency that the faculty member will continue to make significant contributions in research for the remainder of their tenured career. Original contributions to the knowledge and interpretation of one's own field are the most focused and enduring products of one's scholarship and creative achievement. Evaluations should include review of not only quantity but also quality of achievements.

EVIDENCE

Evidence of such work may include in order of priority:

1. Peer-reviewed scholarly books and articles published by reputable presses and national journals. This also includes items that have received final acceptance for publication.
2. Research funding from sources outside the University obtained through competition at a regional or national level. Efforts to obtain extramural grant support will be given important consideration in tenure decisions when they are accompanied by professional evaluations.
3. Reviewed and edited professional reports published by agencies or societies.
4. Activities such as editing or reviewing manuscripts for established journals and presses, and reviewing proposals or serving on review panels.
5. Unpublished manuscripts submitted, but not yet accepted, for publication; reviews of such work must be included as supportive information.
6. Participating as speaker or discussant in the programs of professional organizations.
7. Those kinds of consulting that involve substantial scholarly research, especially if expressed in evaluated publication.
8. Other evidence that does not take the form of writing or speaking by the candidate. This might include software, citations of the candidate's work by others, inventions, or awards conferred by professional societies in recognition of outstanding scholarly accomplishment.

In multi-authored articles, books, or book chapters, the contribution of the individual under review will be considered, and should be specifically described.

C. Service

Service, including service outside of the department, will be considered in evaluating applications for tenure. It is important that the documentation of service in a faculty member's file is very explicit.

CRITERIA

The College recognizes that successful functioning of the University depends on faculty participation and leadership. Criteria include the expectation that faculty members participate in the work of committees and similar agencies and in the management functions of their departments. In addition, public engagement that is reasonably related to the professional role of a faculty member or to the cultural outreach of the University can be an aspect of faculty activity.

EVIDENCE

Evidence of service to the profession includes: participation in the ongoing professional activities of one's discipline. This is perceived as evidence of professional commitment and often of standing

within the profession. 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, industry, or government because of one's expertise may be regarded as important service.

IV. Promotion

A. To Assistant Professor

A faculty member lacking the terminal degree initially will be appointed at the Instructor rank. However, upon completion of the Ph.D. the rank of Assistant Professor can be conferred. A public seminar will be required for faculty seeking promotion to Assistant Professor. The seminar will be given during the semester that the faculty member initiates the process for consideration of promotion. Except in rare cases, this promotion does not involve tenure.

B. To Associate Professor

Except in rare cases promotion to the Associate Professor rank is associated with a decision concerning tenure. If the tenure criteria as discussed earlier in this document are met, promotion to Associate Professor is recommended. A public seminar will be required for faculty seeking promotion to Associate Professor. The seminar will be given during the semester that the faculty member initiates the process for consideration of promotion.

C. To Professor

Because the quality of a department is to a major extent a reflection of the quality of its Professors – who hold the highest attainable position within a department – advancement to the rank of Professor should be based on nationally and internationally recognized accomplishments. Candidates eligible for advancement to Professor must have made contributions that are qualitatively and quantitatively superior and incremental to those required for promotion to Associate Professor. A public seminar will be required for faculty seeking promotion to Professor. The seminar will be given during the semester that the faculty member initiates the process for consideration of promotion. The candidate must have an outstanding record of accomplishments in research and teaching. A record of achievement in service is also necessary, but an outstanding record in service alone is not sufficient to achieve promotion.

1. If the candidate is to be judged with research as the major emphasis, the individual must be a nationally or internationally recognized authority in a particular research specialty as indicated by the high quality and impact of the individual's published work. High quality is assessed on the basis of the recognized stature of the journals in which the candidate publishes. High impact can be judged on the basis of citation indices and by letters of recommendation from established scientists in the field of specialization. Collegial esteem can also be established by invitations to lecture at prestigious venues, chairing national and international meetings, election to Fellowship in learned societies and by the success of the candidate in attracting external grant support. While a significant scholarly output is naturally expected, quantity is less important than the total scientific impact of the candidate's publications and related research activities.
2. Continued evidence of high quality teaching is a valid criterion on which to base promotion to Professor. Evidence for excellence in teaching must be documented, for

example, by national or local awards and citations, authorship of widely adopted texts and monographs, authorship of influential articles pertaining to education, nationally recognized contributions to curriculum development, lecture invitations, invitations to visit major universities as a visiting professor, and selection for editorship of recognized educational journals or text series. This must be in addition to the more usual type of evidence provided for demonstrable strong teaching effectiveness that is expected of all candidates for promotion to Professor.

3. Accomplishment in service activities should be based on the same high level of performance and effectiveness as is implied in the above criteria for teaching and research. However, high performance in service alone is not sufficient for promotion to Professor. In the area of service, election to substantial office in professional societies, participation in professional review groups such as national or international grant review panels, participation on editorial boards of respected journals, outstanding leadership within the University, e.g. as departmental chair or center director, and recognized professional service to the regional community are all to be considered.

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