

UMD Department of Civil Engineering

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 April 5, 2010

Approved by the Dean on April 8, 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 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

The Department of Civil Engineering at the University of Minnesota Duluth prepares graduates for professional practice and graduate study through a program firmly based in strong technical skills, fundamentals, hands-on learning, and professionalism.

The Department addresses this mission through effective and innovative teaching; research at the forefront of the Civil Engineering discipline; and service to the university, community, and profession. The long-term goal of the Department is to promote faculty to the rank of professor through evidence of their contributions to teaching, research, and service.

III. Criteria for Tenure

The basis for awarding indefinite tenure is the determination that the candidate has established and is likely to continue to develop a distinguished record of academic achievement and that this is the foundation for a national or international reputation (or both).

The Department of Civil Engineering endorses the following standards and indices as classification of the qualities that the Department deems prerequisite for tenure. Because effective teaching, research, and in service is the major goal in the Department, this document concentrates on these three areas. Each of the three areas is a key component for tenure and the candidate should have a strong record in all

three. However, the candidate's contributions in each of these areas are evaluated on an individual basis to determine the level of excellence of the full tenure package. Additional details about the expectations in each of the three areas are given below.

A. Teaching

Criteria for effective teaching involves a demonstrated in-depth knowledge of course material, an ability to convey the subject matter while stimulating student interest, an openness to trying new teaching methods for continual improvement (particularly in response to assessment), and effective student advising. Examples include the following:

- Mastery of the subject area of primary teaching responsibility
- Clear and organized presentation
- Understanding of questions posed by students and appropriate response
- Conscientious course planning
- Facilitation of incorporation of key contemporary issues and communication into courses as applicable
- Facilitation of group learning as applicable
- Development of a fair grading process
- Development of courses and teaching methods
- Demonstrated ability and aptitude to undertake diverse teaching tasks
- Understanding and participation in the ABET process including assessment and response to assessment
- Empathy with students and understanding of their scholastic needs including progression through their degree at both undergraduate and graduate levels (as appropriate)
- Knowledge of the university, college, and department curriculum to provide advice and planning assistance to student advisees

Evidence of effective teaching includes the following examples:

- Work load (number of courses, students, advisees)
- Difficulty level of the individual's courses/subjects
- Level of teaching ability as evaluated by students (interviews, surveys) and peers (classroom visits, review of teaching materials)
- Advising of undergraduate and graduate students (as applicable)
- Performance of the program graduates
- Contribution to the development of new courses and improvement of existing ones
- Contribution to general improvement of teaching on campus (committees, seminars, workshops)
- Contribution to improvements in teaching to the Civil Engineering community as a whole (related presentations, papers)
- Contributions to professional organizations in the area of teaching (ASEE, educational committees with a technical/professional organization)
- Teaching or advising awards

- Contribution to research opportunities for students (undergraduate research or graduate research as applicable)
- Effectiveness in teaching laboratories (including training of teaching assistants and laboratory preparation)

B. Research

Criteria for distinction in research include mastery of a specific research area and sharing of knowledge to colleagues, students, and those outside academia as appropriate. The start of an international presence is important in today's global society and forms the basis for future recognition as a top researcher in a faculty's field of expertise. Examples include the following:

- Development of a strong, well-recognized research program incorporating funded student researchers (both undergraduate and graduate, as appropriate)
- Development of a national reputation in a specific research area, including publishing in top research journals
- Development of a reputation as a competent researcher (and/or consultant) that produces quality work within the established contract deadlines
- Facilitation of interdisciplinary research, including leadership roles

Evidence of distinction in research includes the following examples:

- Scholarly books or technical articles in respected publications
 - Peer reviewed journal articles in recognized print journals in the field are a key component
 - Peer reviewed work in other types of media (electronic journals, electronic proceedings, etc) are also valued
 - As a general rule, the higher the level of peer review and the more applicable to the author's field of study, the more valued the work is in representing a scholarly contribution
- Presentations
 - Presentations reviewed by abstract
 - Invited special presentations
 - Workshops or training courses for the good of the profession
- Funded research
 - Externally funded research with a strong scholarly component (from any funding source external to the University)
 - Evidence of an active role (including as Principal Investigator) in funded research
 - Internal funding, particularly in support of new initiatives
 - Interdisciplinary work (any work done in collaboration with faculty, students, or practitioners outside of the Civil Engineering Department)
 - Consulting work that leads to advancement in the field, patents, future funded research through UMD, and/or publications

C. Service

Criteria for achievement in service include active involvement within the academic community at UMD as well as in the profession, including the following examples:

- Development of a reputation as a significant contributor to the Department through committee work, contributions to preparation for ABET accreditation, and/or leadership roles for student groups
- Development of a service presence at the college and/or campus level
- Development of a local and/or national presence in professional organizations related to a specific research area
- Development of programs or activities that serve the community through the candidate's training and experience as a Civil Engineer.

Evidence of achievement in service includes the following examples:

- UMD service and leadership
 - Department (CE) and College (SCSE) committee membership at UMD; leadership roles are of particular significance
 - University level committee work as appropriate (UM wide and/or UMD)
 - Faculty advisor for student groups and activities
- Professional service
 - Active committee membership, particularly in leadership roles
 - Participation in development of specifications, codes, reports as service to the discipline
 - Peer review for journals
 - Chairing and/or organizing conference sessions
 - Chairing and/or organizing conferences or workshops
 - Active involvement in local/regional chapters of professional organizations or discipline specific clubs that include technical education
- Community service
 - Any service provided to the community that is within the candidate's role as a faculty member and/or within the engineering profession

IV. Promotion

Promotion is a separate decision from tenure. The three ranks for consideration in promotion are Assistant Professor, Associate Professor, and Full Professor. Each rank includes the same basic areas of teaching, research, and service, but at increasing levels of internal and external prominence.

A. To Assistant Professor

If a faculty member is hired without the terminal degree (PhD), they will initially be appointed at the rank of Instructor. After completing their PhD, the rank of Assistant Professor can be conferred based on their record to date.

B. To Associate Professor

An Assistant Professor is promoted to Associate Professor at the time of receiving tenure. The information in Section III, *Criteria for Tenure*, is used to evaluate a candidate for promotion to Associate Professor rank.

C. To Full Professor

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* specifies the criteria for promotion to full professor.

Promotion to Full Professor is considered for candidates who have reached an outstanding level in the three areas under *Section III, Criteria for Tenure*: research, teaching, and service. In addition to a full and accomplished record in the types of activities listed in *Section III*, the following criteria are strong considerations for promotion to Full Professor:

- Well-known as an expert in the candidate's chosen field, both Nationally and Internationally
- Significant contributions to the literature in the candidate's chosen field
- Leadership roles and expanded responsibilities in University and Professional committees
- Evidence of innovative teaching and/or participation in projects to enhance student education
- Mentoring of Assistant and Associate Professors
- Involvement in fostering diversity and encouraging K-12 students to explore Civil Engineering

Evidence of the achievement of these criteria is documented through similar means as the examples given for tenure.

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