

UMD Department of Chemistry and Biochemistry

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

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Approved by 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 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 Chemistry and Biochemistry is: to assist undergraduate and graduate students in developing a foundation for a career by learning the substance and methods of the discipline; to provide an environment in which undergraduate and graduate students develop an understanding of the role that is played by chemistry and biochemistry/molecular biology in their lives and to develop the ability to think critically; to foster significant scholarly research by faculty and students; and to serve the well being of the community, state, and region.

III. Criteria for Tenure

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

The College recognizes effective teaching and distinction in research as the primary criteria for awarding indefinite tenure. Additionally, a strong record of service to the profession, the

Department, College, university system or the community will strengthen the recommendation. (See also Section 7.11 in the *Board of Regents Policy on Faculty Tenure* provided as Appendix 1)

A. Teaching

A department head or convener assembling materials defining a candidate's teaching performance should consider relevant questions listed below. Documentation of teaching ability and collection of evidence to support excellence in teaching requires due diligence. The department recognizes the emergence and applicability of new media and technical development methods (web based instruction, blogs, computer programs/simulations, etc.) to the candidate's teaching effectiveness and the benefit of these to the education of students where appropriate. The department also recognizes the importance of advising in the success of undergraduate and graduate students.

The department values the following criteria of evaluating an individual's teaching performance:

- Mastery of material in the area of specialty.
- The ability to communicate the material to students in an appropriate way.
- Empathic communication with students, which demonstrates an understanding of their scholastic needs.
- Conscientious course planning and adroit facilitation of the learning process.
- Fair and competent grading of the students' achievements including clear communication to students as to their degree of progress in a course or related activity.

Additionally, individual and cooperative efforts in the development of new courses or the redesign of existing courses (including laboratory courses) within the context of instructional programs of the Department, and, as appropriate, in programs outside the Department, as defined by formal teaching assignments to other programs or informal contributions to multi- or cross-disciplinary activities, are valued. These ongoing curricular revisions should be in response to the changing knowledge base in the disciplines of chemistry, biochemistry and molecular biology, as well as to changing student needs in terms their ability, aptitude and experience.

The Department values competent advising of undergraduate and graduate students in accordance with the advisement process of the college and university.

The following questions can be used to document the teaching record of an individual:

1. What has been the workload with regard to numbers of courses, undergraduate and graduate students, and advisement of undergraduate and graduate students regarding academic program, courses, career and research?
2. Beyond the evidence of contact hours and student contact hours, how challenging was the individual's teaching load based on the complexity of the material taught in the courses and the level of the course (introductory, undergraduate major vs. graduate) in the respective curricula? Are there unusual circumstances with respect to the

- delivery of the course taught by the individual such as large class size or more intensive participation by the instructor (such as that required in advanced laboratory or capstone courses in the majors)? Have there been additional responsibilities with regard to course management, such as the supervision of teaching assistants involved in the delivery of a laboratory course?
3. How effective has the candidate been in his or her teaching as reflected by student (interviews, surveys, unsolicited comments) and peer evaluations (classroom visitations, review of syllabi, text material covered, appropriateness of assignments and examinations)?
 4. In instances where the courses taught are prerequisites for more advanced courses in the curricula, how effective has the faculty member been in preparing his or her students for more advanced work?
 5. Did the individual significantly improve existing lecture and laboratory courses, develop valuable new ones, or develop course materials (electronic and other)?
 6. Has the candidate demonstrated commitment to high quality teaching by participation in research, professional activities or workshops/training sessions that contribute to improvements in the courses taught?
 7. Has the individual been nominated for or won any awards related to teaching or advisement?
 8. Where the opportunity exists, has the individual contributed significantly to a graduate program, for example through teaching graduate classes, advisement of students, working with graduate students on research, or serving on examining committees?

B. Research

Admission to the College faculty and advancement within its ranks depend on serious commitment to and participation in the scholarly enterprise. The primary evidence of scholarship and creative achievement in Chemistry and Biochemistry is the publication of original research in peer-reviewed journals and books. However, some allowance must be made for variation in expectations of scholarship and creative production within the College as represented below.

In the area of research the Department values the following as criteria for excellence in research:

- Competence in the area of specialty
- Activity in research as demonstrated by various measures commonly used
- Ability to obtain the necessary resources to perform the research
- Dissemination of the research to peers
- Mentoring of students

The following points of evidence can be used to document excellence in research by the faculty:

1. Participation in professional meetings, workshops and seminars as presenter.
2. Consulting work for private industry or a government entity is recognized as equivalent to research work when it leads to innovative solutions.
3. Manuscripts or reports, accompanied by competent evaluation, may also be considered.
4. Research funding from sources within and outside the University. Efforts to obtain extramural grant support will be given important consideration in tenure decisions. It is understood that different research topics require different levels of funding and different resources.
5. Mentoring undergraduate and graduate students in independent studies, UROP projects, and scholarly research.
6. Scholarly web sites, blogs, software tools, electronic portfolios, video documentaries, and other research activities may be considered as evidence of scholarly work, however it is essential that these activities include some form of documentable quality. It is recognized that the evaluations and review processes of newer media of scholarly activity are in the process of development and change.

C. Service

Service of unusual distinction should receive emphasis in evaluating applications for tenure. It is important that the documentation of service in a faculty member's file be explicit, and departments should regularly make an effort to secure information about the quality of service outside the department.

The Department believes that service includes activities that foster a sense of community between all members of the Department, which includes staff, faculty, graduate and undergraduate students. Examples of service related to the discipline and service to the scientific community include: participation in professional activities of one's discipline, attendance at professional meetings, and participation in such meetings. 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 media, journals, institutions, industry, or government because of one's expertise may be regarded as important service.

The College recognizes that successful functioning of the University depends on faculty participation and leadership. Faculty members are expected to participate in the work of committees and similar agencies and in the management functions of their departments, college, campus, and university system. In addition, community service that is reasonably related to the professional role of a faculty member or to the scientific, cultural, and other outreach of the University can be an aspect of faculty activity, e.g., activities such as editing, reviewing manuscripts for established journals and publishers, translating scholarly or creative work for publication.

IV. Promotion

A. To Assistant Professor

A faculty member lacking the terminal degree initially will be appointed at the instructors rank. However, upon completion of the Ph.D. the rank of assistant professor can be conferred. 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. The tenure criteria as discussed earlier in this document are used to demonstrate the establishment of a foundation of a candidate's regional, national and international scholarly reputation, quality of instructional program, and service to the community.

C. To Professor

Advancement to the rank of professor, the highest attainable position within a department, should be based on particularly outstanding accomplishments since the quality of a department is to a major extent a reflection of the quality of its professors. Candidates eligible for advancement to professor must have made contributions as scholars and teachers, and in service which are qualitatively and quantitatively superior to those required for promotion to associate professor. For promotion to professor evidence is sought for a high level of distinction in teaching, research and service as described in III. Criteria for Tenure, and in Appendix 2. In addition, the candidate must demonstrate that significant progress has been made to the growth of his/her regional, national and international scholarly reputation, quality of instructional program, and service to the community. (See also Section 9.2 in the *Board of Regents Policy on Faculty Tenure* provided as Appendix 2)

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