

UMD Department of Communication Sciences & Disorders

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 (May 20, 2010)

Approved by Dean on June 23, 2010

Reviewed by VCAA on June 23, 2010

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Approved by Chancellor on December 15, 2011

I. Introduction

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 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 Communication Sciences & Disorders (CSD) strives to provide students a comprehensive education that combines theoretical knowledge with clinical application and research. We accomplish this mission through a combination of academic course work, clinical practicum, and research activities. The intent of this mission is to prepare students for graduate study and ensure their entry into the field of communication disorders as competent professionals upon completion of the graduate program. We recognize our responsibility to serve the regional community. In this regard, the department provides comprehensive speech, language, and hearing services to individuals and families in the region through a clinical atmosphere that fosters respect and support for diversity, as well as advocacy for the rights of individuals. The department also serves the regional community by acting as a continuing education resource for local professionals.

III. Criteria for Tenure

The criteria for tenure include effective performance in the areas of Teaching, Research/Creative Activities and Service (See 7.11.General Criteria (for tenure): “The basis for awarding indefinite tenure...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.” Effectiveness of performance is required in each of these three areas; the weighting of relative importance of the categories will be consistent with work assignments. Performance by the faculty member, which directly furthers the accomplishment of written departmental and collegiate missions, provides stronger evidence for tenure.

A. Teaching

As faculty members in the Department of Communication Sciences & Disorders, academic and clinical instruction is an essential part of their teaching due to the nature of the clinical education component of the curriculum (Appendix 1 Section 7.11).

Criteria for teaching. The criteria for effectiveness in teaching and advising include the following:

1. Quantity and breadth of the teaching effort.
2. Effectiveness of academic instruction.
3. Effectiveness of clinical instruction.
4. Degree of professional growth related to areas of teaching.
5. Effectiveness of advisement offered to degree candidates at both the undergraduate and graduate levels.

Evidence for teaching. The evidence for effectiveness in teaching and advising are based on review and evaluation of the following, but not limited to:

1. Courses taught, directed, or developed by the candidate at both the undergraduate and graduate levels.
2. Given the complexity of judging the quality of teaching and learning, a range of different types of evidence of effective teaching and significant student learning will be used to assess instructional effectiveness such as student survey data, peer evaluations, course syllabi, student work, etc.
3. Given the complexity of judging the quality of clinical instruction and learning, a range of different types of evidence of effective clinical instruction and significant student learning will be used to assess clinical instructional effectiveness such as student survey data, peer evaluations, student clinical work, etc.
4. Course materials
5. Teaching methodology
6. Evaluation of student performance
7. Design and development of new exemplary programs

8. Design and development of innovative instructional academic and clinical techniques, procedures, and technology.
9. 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.
10. Student advisement
 - Participate in first meetings with new students.
 - Assist students with ongoing program planning and course selection
 - Monitor students' progress and provide academic counseling when appropriate
 - Be available when advisee has concerns and/or problems
 - Serve an important professional mentoring role
 - Assist students with career development
 - Review and sign Degree Program Form

B. Research/Creative Activities

Criteria for research. Professional distinction in scholarship is an expectation of a candidate for tenure. Research includes the broader areas of scholarship (research and creative work) as defined by Boyer (1990): the scholarship of discovery, integration, application, and teaching. Emphasis is given to the production of materials that appear in refereed collections or are otherwise evaluated by peers or colleagues. Collaborative, co-authored, and multidisciplinary efforts in research and publication are encouraged, and evaluation of faculty members should not be lowered because collaboration with peers results in joint publication. However, some independent research and/or some lead authorship are also expected.

Evidence for research. Both independent and multi-authored works may be included. The contribution each faculty member makes to each work will be reviewed; research productivity and scholarly activity include, but not limited to, the following:

1. Scholarship of Discovery - Published materials
 - Single author books or other instructional materials
 - Publications in refereed journals
 - Articles in non-refereed journals, if evaluated through an alternative peer review process
 - Multi-author books (s), editor of book (s) or other instructional materials including authorship of individual chapter (s)
 - Published reviews or critiques
 - Articles in other media
 - Presentations selected by peer review for delivery at state, national or international professional meetings
 - Grant development, which results in written reports submitted to a peer review process

2. Scholarship of Integration
 - Multidisciplinary work
 - Annotated bibliography
 - Meta-analysis of the literature
 - Interpretation of scholarly work for the wider public
 - Development of integrative software
3. Scholarship of Application
 - Design and development of materials or innovative techniques and procedures
 - Design and development of programs
 - Develop applied software
4. Scholarship of Teaching
 - Published articles on pedagogy
 - Develop new techniques to engage learners
 - Professional works such as textbooks, computer programs, web based materials, video media and other materials for dissemination of knowledge.
 - Develop programs or curricula that improve courses.

C. Service

Criteria for service.

The Department values active participation in service activities. Service includes engagement with the community in activities related to the profession, leadership within professional organizations and service to the University. Primary emphasis is given to profession-related community and public service and service to the Department. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

Evidence for service. Service contributions include, but are not limited to, the following:

1. Institutional Service
 - Participation in administrative service to one's department, college, and/or the University.
 - Participation in committee service to one's department, college, and/or the University.
 - Participation in a related service to one's department, college, and/or the University, (e.g. leadership or advisory position for a campus service organization).
2. Professional Service
 - Professional practice (e.g., consulting, direct service to clients) when it is related to the mission of the academic unit.

- Professional service to the local, state, national, or international community and other forms of civic service and engagement, when it is within the faculty member's academic expertise and the mission of the academic unit.

IV. Criteria for Promotion

A. Promotion to Associate Professor

By meeting the qualifications for tenure (Section III), which are based primarily on effectiveness in teaching and professional distinction in research with a modest level of engagement in service activities, the candidate will also meet the qualifications for promotion to Associate Professor. When distinction in research is the primary basis for a decision, the candidate must show effectiveness in teaching. Conversely, when distinction in teaching is the primary basis for promotion, the candidate must present evidence of professional distinction in research.

B. Promotion to Professor

- Candidates seeking promotion to professor are expected to add substantially to their record of teaching, research and service as evaluated against the criteria presented in Section III. In addition, evidence will be sought for a strong professional reputation in the discipline as shown by invitations to present at national or international symposia, election to professional organizations, holding offices in national or international societies, funding of proposals submitted to outside agencies for research work, development of educational programs, and/or further publication of articles in referred journals or contributions to books or anthologies (Appendix 2 Section 9.2.)

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
4. Boyer, Ernest. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: The Carnegie Foundation for the Advancement of Teaching, 1990.