

UMD Department of Geological Sciences

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 Faculty of Geological Sciences on April 8, 2010

Approved by Dean on April 12, 2010

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

Reviewed by Senior Vice President for Academic Affairs and Provost on August 11, 2011

Approved by Chancellor on December 15, 2011

I. Introductory Statement

This document describes 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 Geological Sciences is to a) educate students and professionals at all levels through dedication to effective teaching, b) pursue and disseminate new knowledge through original and creative research, and c) advance and apply scientific and technical knowledge and expertise through professional service and outreach. Overall the Department of Geological Sciences strives to be recognized nationally for quality of undergraduate and graduate education and research.

III. Criteria for Tenure

The Department endorses the following standards and indices that will be used to determine whether candidates meet the threshold criteria of section 7.11 (“General Criteria,” Appendix I) for the awarding of indefinite 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. The distribution of teaching, research, and service may vary based on the nature of a faculty member’s appointment (e.g. joint appointments with other departments, centers, or administrative units).

A. Teaching

The Department considers a wide range of criteria to be part of effective teaching. Consideration for awarding indefinite tenure requires documentation of effective teaching by the candidate. The Department considers effective teaching to be not only course development and delivery but also fair and objective assessment of student academic progress.

Criteria for effective teaching include mastery of the subject areas being taught; individual and cooperative effort in developing new courses or improving existing courses; and providing an intellectually-challenging environment, in which student performance is at an appropriate college level. In addition, an effective teacher facilitates individual and group learning strategies, exhibits empathy and understanding of student's scholastic needs, demonstrates an ability to fairly, and objectively communicate with students their academic progress, and is an informed advisor.

Documentation of a candidate's teaching record should include information on curriculum development, mentoring, workload, and assessment:

1. Curriculum development:

- Individual's efforts to significantly improve existing courses or develop valuable new ones
- Additional efforts to improve the quality of teaching of the Department, campus, or the greater professional community apart from his/her own teaching.

2. Mentoring:

- Instruction reflects scholarly activity.
- The individual has contributed to a graduate program through the advisement of graduate students, supervision of their research and critical reading of their theses.
- The individual mentors graduate students towards completion of their degrees in a timely manner.
- The individual has made research opportunities available to undergraduates.
- The individual has provided opportunities outside the scheduled lecture/laboratory times to expand students' knowledge through field trips, term papers, research projects, etc.

3. Workload:

- Numbers of courses, students, advisees, and difficulty of the individual's teaching load.

4. Assessment of teaching ability:

- Student evaluations, interviews, and surveys. Student evaluations can vary based on class size and type and should be evaluated accordingly.
- Peer evaluations including review of syllabi, text, material covered, assignments, and examinations.
- Recognition through awards.

B. Research

The department recognizes the importance of excellence in scholarly research. Criteria for successful research shall include, but not be limited to, seeking and securing the necessary funding to conduct research and disseminating research results. Emphasis will also be placed on recognition

of scholarly achievements by a broader scientific community. The quality of a candidate's original research and the impact of the work within the candidate's professional discipline are the primary criteria by which professional distinction in research is established.

There are many factors that can be used to evaluate a successful research program. These factors will vary based on the specifics of the candidate's research focus and may include, but are not limited to, the following:

1. Seeking and obtaining adequate funding to support a research program.
2. Publications of peer-reviewed journals articles, books, and maps.
3. Integration of graduate students and, where possible, undergraduate students into a research program.
4. Presentations at professional meetings, especially by invitation.
5. Technical reports, conference proceedings, abstracts, and other written reports that involve substantial scholarly research.
6. Peer-reviewed scholarship.
7. Recognition through awards or honors for research granted by academic institutions, professional societies, government agencies, or industry.

C. Service

The Department will strive to keep service requirements for probationary faculty at a minimum level, allowing faculty to concentrate on achieving excellence in their research and teaching. Service includes service to the profession, University, College, Department, and greater community. Probationary faculty are particularly encouraged to focus their service efforts towards opportunities that further develop their research and teaching as service alone is not a sufficient criterion for tenure. Examples of service include, but are not limited to, reviewing technical and scientific papers for peer-reviewed journals; reviewing proposals for funding agencies; organizing symposium or conferences; participating as a member of a national or international scientific or technical committee; and engaging in public outreach and education.

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. 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.

C. To Professor

Promotion to professor is the highest position generally conferred upon faculty. The Department expects the candidate for promotion to professor to have expanded their body of scholarly work through sustained research and teaching efforts. In addition to the criteria used for promotion to

associate professor, the department considers whether the body of scholarly work of a candidate has achieved a national or international reputation within or across disciplines. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research, teaching, and service. The relative importance of these criteria may vary, but each of the criteria must be considered in every decision.

The candidate for promotion to professor should have taken on an advanced role in service to the Department, College, University, or broader community. This includes taking on an active role in Department, College, and University committees as well as an increased level of service to the profession. Service alone, however, is not a sufficient criterion for promotion to professor.

The methods of assessment of the performance of a candidate being considered for promotion to the rank of professor are the same as those employed in the granting of tenure as outlined above and in section 9.2 of the Board of Regents Policy on Faculty Tenure (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 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