

UMD Department of Health, Physical Education and Recreation
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 June 22, 2010
Approved by Dean on June 23, 2010
Reviewed by VCAA on June 28, 2010
Reviewed by Sr VP on December 8, 2011
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. Department Mission

The mission of the department is to study human movement, health, and the natural environment as well as how these areas of study impact each other. We prepare students to succeed as professionals in our recognized major areas. These majors are content rich, laboratory supported and field based, resulting in high quality, professionally associated, accredited, and solution-focused curricula.

Faculty accomplish the mission of the department through effectiveness in teaching, productivity in research or other creative activity, and contributions in service.

III. Criteria for Tenure

The department adheres to the University of Minnesota Board of Regents Policy on Faculty Tenure (Appendix 1: Section 7.11). 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. To be awarded indefinite tenure a faculty member will be expected to have demonstrated effectiveness in teaching, productivity in research or other creative activities, and contributions in service.

A. Teaching

The department expects a faculty member to demonstrate effectiveness in teaching consistent with the faculty member's area of expertise and in accordance with its mission. Effectiveness in teaching can be demonstrated by:

1. Quantity and Breadth (in content and level) of the Teaching Effort

Examples of Evidence:

- Description of teaching assignments by course, including course number and title, description of course, level of course, intended audience, class size, semesters/years when you taught the course
- Summary of total number of different courses taught and number of course preparations per semester

2. Quality of Course Content

Examples of Evidence:

- Course syllabi that contains evidence of: a theoretical basis for the course; goals/objectives that are consistent with the course description and with the overall program curriculum; current topics, resources, and developments in the course area; course requirements, assignments, and assessment methods that are consistent with course goals/objectives and the level of the course; text/readings that support course goal, content, strategies of delivery, and developments in the field; alignment of course content, objectives, and assessment with disciplinary accreditations or standards in the field as appropriate, etc.
- Written evaluative statement by (two or more) external professional colleagues of course content, based on syllabus

3. Course Implementation and Instructional Effectiveness

Examples of Evidence:

- Student evaluation results from various courses and/or from the same course over time (data from a range of course content areas and/or levels)
- Written peer evaluations
- Pre-post assessment of student achievement
- Written reflective statement (self-evaluation)
- Feedback from current and or former students relative to their course experience and their personal growth or professional preparation or learning from the course
- Results from employer surveys (employer evaluation of students relative to preparedness for and success on the job)
- Written descriptions (and when appropriate examples) of course methods and materials demonstrating quality and appropriateness of handouts, learning aids, presentations, use of technology, strategies for accommodating learners, etc.

4. Student Advisement, Mentoring, and Consultation

Examples of Evidence:

- Written summary and/or description reporting number of undergraduate advisees
- Written summary and/or description reporting number of graduate advisees, including number of committees chaired and number of committees served as member
- Written philosophy including approach to advising, rationale for this approach, incorporation of advising tools used, awareness of degree requirements, policies and campus services, etc.
- Written summary of participation in registration, orientation, and welcoming events
- Written summary of letters of recommendation provided to students for internships, jobs, graduate school, etc.
- Written summary of UROP advisement
- Written summary of supervision of (and approach to) independent study projects, field experiences, internships, practicum experiences, student teaching, etc.
- Written comments from students regarding quality or amount of guidance
- Written statements or survey results from cooperating sites/placement sites regarding faculty member's supervision/mentoring of students prior to or during internship, practicum, student teaching etc.
- Summary of results of advisee ratings

5. Continued Study and Scholarship Toward Improving Academic and/or Professional Competence

Examples of Evidence:

- Written description (or documents/certificates as appropriate) of advanced formal study, personal systematic study, participation at workshops, participation in conferences or professional meetings, etc. relative to faculty's teaching activities
- Written description of single semester leave projects or sabbatical projects, as applicable
- Documents indicating maintenance and/or acquisition of appropriate certifications, licenses, etc.
- Documents and/or descriptions of training and/or awareness of disciplinary accreditations or standards

6. Development of New Courses

Examples of Evidence:

- Course proposal and supportive materials indicating rationale for and approach to course development
- Written evaluative comments from course participants and/or professional peer (based on participation or observation of course implementation) or summary of evaluation forms from participants

7. Outreach Teaching (including credit and non-credit offerings)

Examples of Evidence:

- Written description of outreach activities, including purpose, marketing materials, indication of participation, frequency, nature of, etc.
- Written evaluative comments or summary of evaluation forms from participants

B. Research or Other Creative Activities

The department expects a faculty member to demonstrate productivity in research or other creative activities within the faculty member's area of expertise and in accordance with the mission of the department. Research includes publication of scholarly works and activities that lead to the public availability of products or practices which have a significance to society or a profession, such as artistic production, application of technology in new ways, or the development of new technology or scientific procedure. Scholarly works are to be evaluated using criteria related to significance and relevance to the faculty member's discipline. All examples of scholarship should be available to the public, subject to critical review, and contribute to further scholarship. Creators of new forms of scholarly products should document ways in which the product achieved their goals, contributed to their discipline, and were positively critiqued by scholars in their discipline. Productivity in research or other creative activities can be demonstrated by:

1. Professional Publication

A. Single-Authored or Multi-Authored Publications in Refereed Journals

Examples of Evidence:

- Formal, complete citation of publication and a copy of each available for review
- If accepted but not yet published, provide a copy of the letter of acceptance and have the manuscript available for review
- If submitted but not yet accepted, provide a copy of the manuscript available for review and written evaluative critiques by two or more professional peers
- Documentation of the juried review process used in journals not well known in professional literature
- Published peer reviewed abstracts

B. Single-Author Books or Other Instructional Materials

Examples of Evidence:

- Formal, complete citation of publication and a copy of each available for review (if textbook or instructional materials, include data on number of adoptions or other information about acceptance and use)
- Written evaluative critiques by two or more professional peers

C. Articles in Non-Refereed Journals

Examples of Evidence:

- Formal, complete citation of publication and a copy of each available for review
- Written evaluative critiques by two or more professional peers who are experts in the field appropriate to the production

D. Multi-Author Books, Editor of Books Including Authorship of Individual Chapters

Examples of Evidence:

- Formal, complete citation of publication and a copy of each available for review (if textbook or instructional materials, include data on number of adoptions or other information about acceptance and use)
- Written evaluative critiques by two or more professional peers who are experts in the field appropriate to the production

E. Editor, Editorial Board Member, or Reviewer for a Professional Journal or Similar Publication

Examples of Evidence:

- If editor, copy of publication available for review
- If board member, a written statement from the editor evaluating contributions made to the journal or publication
- If reviewer, a written statement from the editor evaluating contributions made to the journal or publication

F. Published Reviews or Critiques

Examples of Evidence:

- Copy of the review or critique included or available for review
- Complete citation of reviews which are published

G. Juried Media Presentations

Examples of Evidence:

- Documentation of juried nature of review or other evaluation by peers
- Product available for review

H. Creative Inventions, Product Development, or Software Development

Examples of Evidence:

- Written evaluative critiques by two or more professional peers who are experts in the field appropriate to the artistic, media or technological productions
- Written description and documentation of activity (may include photographs or actual product available for review)
- Evaluative critiques by professional peers

I. Programmatic Development Resulting in Significant Impact

Examples of Evidence:

- Written description and documentation of activity and impact
- Evaluative critiques by professional peers
- Discipline specific self-study that is externally reviewed

2. Presentation of Formal Papers or Productions at Professional Meetings

Papers selected for presentation at national professional meetings. Invited and/or peer reviewed presentations at international, national, regional, state, and local meetings and conferences.

Examples of Evidence:

- Description of process for selection of papers
- Copy of paper/proposal/poster/electronic poster session for review
- Evaluative comments by two or more professional peers or results of evaluation by participants at meeting

3. Grant Development and Administration

Examples of Evidence:

- Final report or published results of work accomplished as a result of the grant
- Grant application available for review and description of status (if funded, amount received, progress to date of completion of grant activity)

4. Professional Personal Growth, Study, Renewal

Continuing personal effort in research development by keeping current in professional literature, participating in educational programs about research, participating in research-focused sabbatical study or semester leave, attendance at professional conferences or workshops, active role in revising and updating courses and text selection based on current literature, completing self-study documents/reviews for individual or program.

Examples of Evidence:

- Written description (or documents/certificates as appropriate) of advanced formal study, personal systematic study, participation at workshops, participation in conferences or professional meetings, etc. relative to faculty's scholarly or creative activities

- Written description of single semester leave projects or sabbatical projects, as applicable
- Documents indicating maintenance and/or acquisition of appropriate certifications, licenses, etc.
- Documents and/or descriptions of training and/or awareness of disciplinary accreditations or standards

C. Service

The department expects a faculty member to demonstrate participation and achievement in university, professional, and/or community service within the faculty member's area of expertise and in accordance with the mission of the department (Appendix I). Service contributions can be demonstrated by:

1. Leadership in Professional Organizations

Examples of Evidence:

- Active participation in national, regional or local professional organizations with purposes to advance the program or discipline. Written description of contributions and accomplishments
- Holding offices of leadership in professional organizations. Evaluative comments by fellow officers, board members, or committee members
- Speaking at national, regional, or local conference as an individual or as part of a panel with the purpose of communicating disciplinary point of view, but not necessarily material to be published or shared as scholarship

2. Editor, Editorial Board Member, or Reviewer

Examples of Evidence:

- If editor, copy of publication available for review
- If board member, a written statement from the editor evaluating contributions made to the journal or publication
- If reviewer, a written statement from the editor evaluating contributions made to the journal or publication

3. Active Participation on Task Forces or Review Panels within Their Discipline

Examples of Evidence:

- Written description of mission or charge to task force or review panel, contributions made, and time spent
- Verification and evaluative comments by chair of task force or review panel

4. Active Participation in Regional or Community Service

Examples of Evidence:

- Regular participation in organizations that represent the interests of the department or college. Written description of contributions made to the organization(s) and time spent.
- Verification and evaluative comments from leadership within the organization(s).
- Consultantships, technical assistance and other contributions to community-based agencies, institutions or organizations.

5. Panel Member, Moderator, Workshop Leader, or Participant in Planning a Conference or Other Professional Meeting or Event

Examples of Evidence:

- Written description of contributions made in planning event.
- Evaluative comments by professional peers or from leadership of organization sponsoring event.
- Evaluation of event by participants at meeting.

6. Active Participation in University, Campus, Collegiate, or Departmental Service

Examples of Evidence:

- Written description of mission or charge to the committee, contributions made, and time spent.
- Evaluative comments from committee chair or appropriate constituencies documenting the nature of the service

IV. Criteria for Promotion

A. Promotion to Associate Professor

Promotion to Associate Professor with tenure is based on effectiveness in teaching, productivity in research or other creative activities, and contributions in service. The criteria used in the promotion to associate professor are the same as the criteria used in the evaluation of tenure. Except in rare cases, promotion to the associate professor rank is associated with a positive decision concerning tenure.

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. The primary emphasis is demonstrated scholarly or other creative achievement and on teaching effectiveness (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. (Source: University of Minnesota Boards of Regents Policies, Faculty Tenure, June 10, 2011).

[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