

UMD Department of Physics

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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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 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 Department of Physics seeks: (1) to provide effective education of students through its undergraduate and graduate degree programs, which prepare students for careers or further study in physics or related fields, and through courses provided in support of other programs in science and engineering and in courses for the broader campus audience; (2) to pursue and disseminate new knowledge through scholarly research; and (3) to apply its expertise and knowledge in service to the campus and society as appropriate.

III. Criteria for Tenure

The general criteria for tenure are given by Section 7.11 of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) contained in Appendix 1. The Department of Physics endorses the following standards and indices as clarification of the qualities that the Department deems prerequisite to 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. In addition, a strong record of service to the profession, the University and the community will strengthen the recommendation.

A. Teaching

With regard to the criterion of teaching, an individual's teaching ability justifies tenure when it exhibits such qualities as these:

- Mastery of the subject areas usually assigned.
- Superior ability to speak clearly and to understand students' comments and questions.
- Intellectual challenge which exacts from students the high scholastic performance appropriate to a university.
- Conscientious course planning.
- Adroit facilitation of group learning processes.
- Empathy with students and understanding of their scholastic needs.
- Determination of grades through competent and fair measurements of students' achievement.
- Demonstrated willingness to communicate to students their degree of progress.
- Individual and cooperative effort in the development of new courses or the redesign of existing courses to respond to changing knowledge and changing student needs.
- Ability and aptitude to undertake diverse teaching tasks.
- Effective academic advising of students

A department head assembling materials defining a candidate's teaching ability should answer relevant questions listed below. Documentation of teaching ability requires diligence because evidence used to support claims of teaching performance can be interpreted variously.

- What has been the workload with regard to numbers of courses, students, advisees?
- Beyond the evidence of numbers, how difficult was the individual's teaching load?
- What level of teaching ability is indicated by student (interviews, surveys) and peer (classroom visitations; review of syllabi, including text, material covered, assignments, examinations) evaluations?
- What level of teaching ability is evidenced by the subsequent performance of graduates or by the comments of graduates?
- Did the individual significantly improve existing courses or develop valuable new ones?
- Apart from his/her own teaching, has the individual been active in improving the quality of teaching of the department or campus?
- Does any research or professional activity by the candidate demonstrate commitment to high quality teaching?
- Has the individual won any awards?
- Does the instruction reflect scholarly activity?
- Where the opportunity exists, has the individual contributed significantly to a graduate program?
- Has the individual made research opportunities available to undergraduates?

- Has the individual been effective and efficient in laboratory courses, including the supervision of teaching assistants?
- Has the individual's role as academic adviser included unusual workloads or responsibilities and has the individual's advising evidenced innovative methods?

B. Research

Admission to the Department faculty and advancement within its ranks depend on serious commitment to and participation in the scholarly enterprise. However, some allowance must be made for variation in expectations of scholarship and creative production within the Department.

Seeking mastery of one's field and sharing one's knowledge with other members of the academic community - colleagues and students - constitute the essence of scholarly and creative work. Original contributions to the knowledge and interpretation of one's own field are the most focused and enduring products of one's scholarship and creative achievement. Judgments of research will be based primarily on papers published in refereed journals, research funds obtained, and students supervised. The role of the faculty member's research in the department's work with students will be an important factor.

Evidence of such scholarly activity may include:

- Scholarly books and articles professionally evaluated and published by reputable presses and journals.
- Activities such as editing, reviewing manuscripts for established journals and presses, translating scholarly or creative work for publication.
- Participating as speaker or discussant in the programs of professional organizations.
- Those kinds of consulting which involve substantial scholarly research, especially if expressed in evaluated publication.
- Unpublished manuscripts or reports, accompanied by competent evaluation, are also evidence of scholarly or creative work.
- External research funding from sources outside the University by competition at a regional or national level. Efforts to obtain extramural grant support will be given important consideration in tenure decisions.
- Engagement of students in the individual's research.

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 very explicit, and the Department should regularly make an effort to secure information about the quality of service outside the department.

Service to the profession includes participation in the ongoing professional activities of one's discipline. This is perceived as evidence of professional commitment and often of standing

within the profession. Attendance at professional meetings and participation in such meetings are expected; 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 press, journal, institution, industry, or government because of one's expertise may be regarded as important service.

The Department 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. In addition, community service that is reasonably related to the professional role of a faculty member or to the cultural outreach of the University can be an aspect of faculty activity.

IV. Promotion

A. To Assistant Professor

A faculty member lacking the terminal degree initially will be appointed at the instructor's 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

Promotion to associate professor with tenure is based on effectiveness in teaching and professional distinction in research. 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

The general criteria for promotion to professor are stated in Section 9.2 of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) given in Appendix 2. Promotion to professor is based primarily on continuing substantial contributions of high quality in teaching and research. In particular, the candidate must have developed a sustained, nationally recognized research program and must have made a significant contribution to the department's educational program. Evidence of these accomplishments may include but is not limited to:

- publications in refereed journals
- research grants
- invitations to speak at national or international conferences
- letters from acknowledged national or international leaders in the field
- development of courses
- effective supervision of research students
- distinction in professional service

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,