

UMD Department of Psychology

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 September 8, 2010

Reviewed by VCAA September 10, 2010

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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

Faculty seeking promotion and/or tenure will contribute to the mission of the department. The departmental mission statement follows:

The psychology department is student-centered and committed to excellence in teaching, research, and service. We offer students a firm grounding in the field of psychology and encourage students to embrace diverse theoretical perspectives and ideas, to develop skill in independent inquiry and to constructively and ethically apply psychological principles. Our goals are to prepare students for applied careers in human services and graduate education while advancing their personal growth and life-long learning. Students learn to contribute to the advancement of psychology through research and other scholarly activities, and through fellowship in student psychology organizations. We support the development of reflective and competent research-practitioners versed in using modern technologies. We contribute to the liberal education goals of the University.

III. Criteria for Tenure

Awarding indefinite tenure is based upon the determination that the faculty member has established and is likely to continue to develop a distinguished record of academic achievement. The departmental categories and criteria for Promotion and Tenure described herein are based on the general criteria for tenure as described in section 7.11 (Appendix 1) of the Board of Regents Policy on Faculty Tenure. The criteria are described in three sections, **Teaching, Research,** and

Service. A. Teaching

The general criterion for teaching is effectiveness. The specific criteria are:

1. Proficiency in Course Preparation

including conformity to UMD syllabus policy; accuracy and currency of course content/activities; explicitness of statements regarding course objectives and requirements; explicitness of statements regarding measureable, reasonably-demanding, clear expectations for students; transparency of grading procedures; provision for multiple assessments of student learning.

2. Meeting of Teaching Responsibilities

including conscientiously in meeting classes and appointments, holding regular office hours; providing timely assignments and exams; being attentive to scoring/evaluating assignments and exams; returning corrected work to students on a timely basis.

3. Adequacy of Self-Evaluation

including demonstration of a continuing plan for self-improvement in teaching via student evaluations of teaching.

4. Adequacy of Energy, Time, Effort, and Commitment to Teaching

including diligence, initiative and professional growth in teaching.

5. Effectiveness in Student Advising

including availability to students, providing accurate information; being knowledgeable of university services available to students; fostering professional, academic relationships with students; assisting students in planning their post graduation goals.

Documentation of Effectiveness in Teaching

Possible documentation of teaching effectiveness may include, but is not limited to, the following:

Quantity of teaching effort Description of teaching assignments in regular work load, including size of classes and number of credit hours; description of teaching responsibilities in Continuing Education and Extension offerings.

Quality of course content Written course syllabi that contain evidence of: course content that is based in psychological theory; up-to-date information, textbooks/resources; clearly defined course requirements, evaluation methods, grading procedures, goals/objectives; use of technology that is relevant to course content.

Course implementation and instructional effectiveness Student evaluation results for various courses; IDS reports; pre-post assessment of student achievement; written statement of self-evaluation; feedback from former students regarding their evaluation of personal growth and or professional preparations relative to course experience.

Continued study and scholarship relative to improving teaching documentation provided on

Form 25 documents; statement of teaching philosophy; reflective evaluation and systematic improvement of teaching; participation at workshops or conferences that complement teaching experiences; valid follow-up studies of teaching effectiveness conducted at the initiation of the faculty member but evaluated by an objective party; description of any single semester leave projects or sabbatical projects where applicable.

Instructional/Research consultation with individual students (including field experiences, internships, UROP projects, and research groups) Description of papers or projects directed with graduate students; description of independent study projects/research projects directed with graduate or undergraduate students; estimate of amount of time spent in instructional consultation with individual students with brief description of purpose of consultation; description of individual or group research activities; written comments by students regarding quality of assistance given; written statements from internship supervisors regarding effectiveness of faculty supervision of internship students.

Design and development of new courses, innovative instructional materials, techniques Course proposals and/or supporting materials and written descriptions.

Advisement (graduate and/or undergraduate) Written description of advisement activities, reporting number of undergraduate and graduate advisees, number of graduate student committees chaired; feedback from advisees regarding effectiveness.

B. Research

Scholarship implies communicating new knowledge and findings to a broad professional audience. The measure of the merit of shared ideas, research findings, philosophy, and values is related to the scope of the influence (breadth of audience) and in the level of professionalism ascribed to the vehicle for the transmission of those ideas.

Publication in discipline-related, refereed journals is expected. Some publications in other journals will also be given consideration. Both individual and joint publications are acceptable. Although the faculty member need not be the first author on joint publications, it is expected that faculty member will be a significant contributor to the work. Empirical, theoretical and empirically-based applied publications that demonstrate scientific inquiry are acceptable.

Refereed presentations at state, regional and national conventions or other professional meetings are considered to be valid indicators of professional scholarship. Invited addresses and other presentations at state or national levels will also be considered.

Computer software is considered if it is published for distribution and evaluated through a peer review process. Research and educational grants that involve a competitive peer review process will be considered to be indicators of scholarly productivity.

The general criterion for scholarship is communicating and producing new knowledge for a broad professional audience. The specific criteria are:

1. Professional Publications

Publications in refereed regional, national or international journals are of primary importance. Refereed journals have a professional editorial board which reviews materials submitted for publication, or they may invite a faculty member to prepare a manuscript on a

specific topic. Results of research efforts are valued to the extent that they are included in refereed journals, or as they are evaluated positively through an external review process..

2. Presentations at Professional Meetings

Presentations may be based on research or other forms of original scholarship. Presentations of research may take a variety of forms including: paper presentations, poster presentations, or panel discussions. Research or other forms of original scholarship presented at electronic conferences will also be considered.

3. Proposed and Funded Grants

Proposed and funded grants in which the faculty member is the primary investigator or contributing researcher, and in which there is competition for funds based on professional knowledge, will be considered to be scholarly activity. Funded grants that result in, or have the promise of publication are preferred over those that do not result in publication.

4. Adequacy of Energy, Time, Effort and Commitment to Scholarship

Faculty will demonstrate diligence, initiative, and professional growth in their scholarly activities.

Documentation of Scholarly Productivity

Possible documentation of scholarly productivity may include, but is not limited to, the following:

Articles in refereed journals Complete citation of publications and a copy of each available for review. If a manuscript is accepted but not yet published, provide a copy of the letter of acceptance and have the manuscript available for review. If a manuscript is submitted but not yet accepted, provide a copy of the manuscript available for review and written evaluative critiques from the journal reviewers, if reviews have been received. Documentation of the juried review process and indices of journal quality (e.g., rejection rates, impact factors) must be provided by the faculty member.

Single author books or monographs Complete citations of publication and a copy of each available for review.

Articles in non-refereed journals Formal complete citation of publication and a copy of each available for review.

Multi-author books, editor of book or other published instructional materials, including authorship of individual chapters in books Same as articles in refereed journals listed above

Published reviews or critiques Copy of the review or critique available for review; complete citation of reviews/critiques that are published.

Grant development and administration, if results are published or written results are evaluated by external reviewers. Final report or published results of work accomplished as a result of the grant; critique provided by external reviewers; documentation of grants submitted, under review and funded (if funded, state amount received and progress to date toward completion); grant applications available for review.

Research presentations at state, regional, national or international meetings of professional associations. Description of proposals submitted, under review, or accepted including a description of the selection process; copy of paper/poster available for review.

Continued study and scholarship relative to improving scholarly productivity Statement of research interests; documentation provided on Form 25 documents; participation in grant writing seminars; participation in research groups; research collaborations; description of any single semester leave projects or sabbatical projects.

Software development, scholarly websites, blogs or other scholarly activities involving the use of technology. Research works employing technology must be original, discipline-relevant scholarly work rather than a compilation of the work of other scholars. Faculty who are standing for promotion and tenure should plan in advance how to best document the indices of scholarship for technology-based forms of scholarship.

C. Service

Faculty are expected to demonstrate departmental citizenship through departmental service, committee representation and a willingness to accept other administrative tasks as part of a faculty member's regular work load. Service to the profession within the faculty member's area of expertise is likewise expected. Professional service may be performed at the national, state and/or community level.

The general criterion for service is effectiveness The specific criteria are:

1. Involvement in editing or reviewing for professional publications

2. Leadership in Professional Organizations

Leadership in professional organizations can include: active involvement in local, regional and national professional organizations with the purpose of advancing service; holding offices in professional organizations; speaking at local, regional and national conferences as part of panels or as an individual with the purpose of contributing a point of view.

3. Active Participation in Department, College and University Work

Participation in academic work can include: consistently contributing to Departmental, Collegiate and University meetings; assuming leadership roles in renewal and development efforts; participating in faculty searches; contributing to Collegiate and Departmental planning and program development; promoting positive group dynamics in the Department, the Collegiate Unit and the University.

4. Active Participation in the Regional Community

Participation in the community can include: participation in civic organizations that are related to the areas of individual faculty expertise with the goal of engaging with and bringing the faculty member's expertise to the community; informal consultations with organizations and groups to provide professional service in areas of individual faculty expertise.

5. Regular Service Through Continuing Education

Continuing Educational Service can include: offering off-campus courses and/or

workshops to share knowledge with practitioners in the field and/or members of the community.

6. Adequacy of Energy, Time, Effort, and Commitment to Service

Faculty will demonstrate diligence, initiative, and professional growth in their service activities.

Documentation of Effectiveness in Service

Possible documentation of effectiveness in service may include, but is not limited to the following:

Editor, editorial board member or referee for a professional journal or similar publication. If editor, copy of publication available for review. If editorial board member or referee, a written statement from editor evaluating contribution made. Documentation of the names of the journals and numbers of manuscripts reviewed for each.

Active, influential participation on task forces, review panels, etc. which address critical problems within professional areas. Written description of the mission of the task force, contributions made and time spent.

Member, officer, member of board of directors, or chair of a standing committee in a professional organization. Written description of contributions and accomplishments, including estimate of time spent.

Consultantships (IF the activity enhances the individual's teaching and/or research or is a measure of one's reputation) Written description of activity and accomplishment; evaluative statement from agency or institution.

Panel member or moderator, workshop leader, participant in planning a conference or workshop, or teaching continuing education courses Documentation of the conferences, workshops or courses taught and the nature of the service activity provided.

Contributions to the Department, College, Campus or University. Documentation of committee membership at the Departmental, Collegiate, and University levels including membership status (i.e., chair, member etc) and services performed.

Active participation in community. Documentation of the community organizations specifying the way in which the faculty member's expertise was utilized by the community organization.

IV. Criteria for Promotion

It is expected that faculty members will demonstrate effectiveness in teaching and service. Faculty are expected to participate regularly and steadily in the production of research works. All research works must have gone through a peer review process, with a preference for articles published in discipline-relevant journals.

Faculty members may be considered for early promotions if they demonstrate exceptional evidence of achieving professional research productivity commensurate with the rank desired.

A. Promotion To Associate Professor

For a probationary Assistant Professor, there will be one vote on tenure and one vote on promotion. Only under the most unusual circumstances would a faculty member be tenured and not promoted to Associate Professor. To be recommended for both tenure and promotion, it is expected that faculty members will be productive and exhibit effectiveness in teaching, research, and service. A qualitative evaluation of the candidate's record of teaching, scholarly activity and service will be determined by using the criteria outlined in Section III.

The criteria in the promotion to Associate Professor are identical to the criteria used in the tenure evaluation. **Section III describes the criteria and evidence.** To be promoted to Associate Professor rank, the faculty member needs to demonstrate a significant contribution to the professional literature as well as commitment to teaching, good student evaluations of teaching, and a commitment to service.

B. Promotion To Full Professor

The Department complies with 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*.

The Full Professor should be a model of scholarly productivity and teaching effectiveness. Advancement to Full Professor should be made in recognition of a career commitment to the profession. A national or international reputation is often a good index of career commitment. This type of commitment includes a combination of teaching, research and service. For Full Professor rank, the research works produced are to be of increasing quality, judged by their ability to pass national peer scrutiny. The evidence that is used to document these standards are identical those articulated in Section III Criteria for Tenure.

V. Procedure

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