

University of Minnesota
Center for Allied Health Programs
Approved by the CAHP faculty on October 15, 2008
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**CRITERIA AND EVALUATION PROCEDURES
for Promotion and Tenure Reviews of Regular Faculty**
Regents Policy on *Faculty Tenure*, Section 7.12

I. Introduction

Reviews of faculty for *promotion and tenure* in the University of Minnesota, Center for Allied Health Programs (CAHP) are conducted in accordance with all University policies contained in the Regents Policy on *Faculty Tenure* and related documents. Candidates for indefinite tenure and/or promotion in rank are judged on demonstrated accomplishments and on potential for future development and contributions to the CAHP in the areas of teaching, research, and service. This document describes with more specificity the indices and standards that will be used to evaluate whether candidates meet the general criteria in for tenure as described in Section 7.11 and for promotion to Professor in Section 9.2 of the Regents Policy on *Faculty Tenure*. For a complete perspective, the reader is advised to review Sections 7 and 9 in their entirety. The criteria, standards and procedures are applied without regard to race, religion, color, sex, national origin, handicap, age, veteran status or sexual orientation.

This document also describes the procedures which assure that the Center for Allied Health Programs complies with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* as provided by Sections 7.4, 7.61, and 16.3 of the Regents Policy on *Faculty Tenure*.

II. Mission Statement

The mission of the CAHP is one of teaching, research, and service. The primary mission of the CAHP is to 1) develop the next generation of allied health professionals, researchers, and faculty to meet the needs of society, with special attention to the needs of the state of Minnesota; 2) pursue and disseminate new knowledge through original and creative research; 3) provide engaged leadership to the university, professions and public; and 4) provide outreach and public service to enhance the community, the nation and the world. Effectiveness in the scholarship of teaching and learning is central to the mission of the CAHP.

This document describes the standards that are used by the CAHP to evaluate whether candidates meet the general criteria in the Regents Policy on *Faculty Tenure*. The indices and standards in this document are used for the following personnel evaluations:

- Annual performance appraisal of probationary faculty
- Recommendation for awarding indefinite tenure
- Recommendation for promotion to the rank of Assistant Professor
- Recommendation for promotion to the rank of Associate Professor
- Recommendation for promotion to the rank of Professor
- Annual review of tenured faculty

The **goals** of the CAHP are to:

- 1) Recruit and educate high caliber undergraduate, graduate, and professional allied health students toward creative, efficient, and effective clinical practice to improve the health and well-being of the state, nation, and world
- 2) Recruit and educate allied health graduate students to fulfill the desperate need for allied health researchers and faculty
- 3) Conduct and disseminate scholarly knowledge and discovery through numerous quality publications in high quality scientific journals and national/international presentation
- 4) Draw extramural and intramural funding as needed to fulfill the prior goals
- 5) Mentor new and existing faculty to be successful teachers and researchers with the ultimate goal of promotion to full professor
- 6) Provide academic or clinical consultation and leadership to the state, nation, and world
- 7) Instill and promote interdisciplinary collaboration among faculty throughout the university

The CAHP has a director of the center. Each of the programs within the CAHP has a Program Director as well.

III. Annual Appraisals of Probationary Faculty

All probationary faculty are reviewed annually by a committee of tenured faculty, ie. the CAHP Promotion and Tenure Committee (*the Committee*) who assess their progress, make suggestions to improve their professional development, and vote on their continuation. This process is intended to be formative, especially in the early years for the probationary period, when the annual review is intended to point out to the candidate his or her strengths and weaknesses, so that the strengths can be built upon and the weaknesses remedied. Three elements are essential to this process: information gathering, deliberation, and consultation with the candidate.

The yearly review is organized according to the instructions outlined in the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* as well as within the CAHP 7.12 Departmental Statement, consistent with the Regents Policy on *Faculty Tenure*. For their review, probationary faculty will provide organized materials that describe their activities and provide evidence of achievement, using the forms and following the examples provided by the Committee. The CAHP will provide a timeline for receipt of these materials and a description of their preparation.

The maximum probationary period is six academic years, whether consecutive or not. Promotion and Tenure votes automatically occur at the beginning of the sixth decision year on the individual's tenure program. Section 5.5 of the Regents Policy on *Faculty Tenure* describes circumstances that allow faculty to extend their probationary period for achieving indefinite tenure. The record of faculty who have extended their probationary period should be considered in the same manner as those who have completed a six-year probationary period at the time of decision.

Mentoring: Mentoring is a fundamental faculty responsibility. All junior faculty are expected to participate in a mentoring program from the beginning of their employment. Senior faculty are expected to serve as mentors and are expected to receive recognition for these mentoring activities as they would for other faculty responsibilities. Assignment of faculty mentor(s) will be a joint decision among the involved probationary and non-probationary faculty members and the program director. More than one mentor may be assigned to a probationary faculty member.

Full Professors are also expected to serve as mentors to faculty of Associate rank as they work toward promotion. For further information on mentoring, consult the document at this link:<http://www.ahc.umn.edu/img/assets/7617/AHC%20Mentoring%20Policy%202004.25.07.pdf>.

Annual Review Process: All probationary faculty shall be reviewed during years 1 – 6 of the probationary period (an academic year is defined in Section 5.3 of the Regents Policy on *Faculty Tenure*). The CAHP Promotion and Tenure Committee meets annually to review and discuss each probationary faculty member's performance relative to the CAHP's 7.12 statement. Each probationary faculty member, in consultation with his/her Mentor, prepares and submits an updated curriculum vitae that provides evidence of progress made in the areas of research, teaching, and service. In addition, the responsible program director submits to the Committee a summary of each probationary faculty member's progress. The annual review of probationary faculty is recorded on the President's Form 12 and reflects the faculty member's performance relative to the 7.12 Statement. If a faculty member has extended the probationary period, this must be noted on the President's Form 12 during the annual review.

The CAHP Director meets annually with each probationary faculty member to review his/her completed Form 12. The CAHP Director and faculty member must sign the completed Form 12 and forward same to the Senior Vice President for Health Sciences (SVPHS) for review, comment, and signature. The original signed Form 12 is returned to the probationary faculty member's program to be filed in his/her personnel file. When the faculty member proposes tenure or promotion, these are included in the faculty member's dossier. Signed copies of the Form 12 are retained by the Senior Vice President for Health Sciences Office, the CAHP office, and the probationary faculty member.

Extending the Probationary Period: Upon approval by the Director of the CAHP and the Senior Vice President for the Health Sciences, probationary faculty will be afforded an extension by one year to the maximum period of probationary service for each occurrence of an extenuating personal or professional circumstance as described in Section 5.5 of the Regents Policy on *Faculty Tenure*. Under Section 5.5 of, a probationary faculty member may request that his or her tenure clock be stopped for one year at a time for the birth or adoption of a child, for caregiver responsibilities, or for personal illness or injury. Extending the probationary period (i.e. "stopping the tenure clock") is not a leave. If a faculty member has stopped the tenure clock, this must be noted on President's Form 12 during the annual review. If a faculty member has stopped the clock during one year of the probationary period (e.g., year 3), then the following year of the probationary period is considered a continuation of that same year (in the example given, year 3 continues). Thus, a probationary faculty member has an annual review each year, but the expectations for the continuation year would not be equal to those for a new, separate year.

During the year or years that a faculty member has stopped the tenure clock, he or she continues with regular teaching, research, and service activities as determined by established workload policies, but the expectations for progress in research, teaching, and service are reduced during the time the tenure clock has been stopped.

There are numerous reasons for stopping the tenure clock. Each faculty is distinct and their situation and reasons for stopping the tenure clock are unique to them. Probationary faculty members who stop the tenure clock for the conditions listed in the Regents Policy on *Faculty Tenure* (Section 5.5) must be allowed to do so without fear of prejudice on the part of the unit head or of the tenured faculty members of the unit. Probationary faculty members may not be given notice of termination of their appointment during a year in which the clock has been stopped except as otherwise specified in *Faculty Tenure* (e.g. fiscal emergency, disciplinary action, etc.).

Joint Appointments: Joint and/or secondary appointment requests will be made by the secondary unit, with the support of the primary unit, in the form of a request letter(s) signed by both unit heads (program director and/or department head), addressed to the CAHP Director. In the case that the requested appointment is at the Associate Professor or Professor level, the secondary unit must conduct a vote of the tenured faculty of the unit by written ballot, based on the primary appointment criteria. The results of the vote should be reported to the Director/Head of the primary unit before the request for appointment is forwarded to the CAHP Director. The vote results will be submitted as supporting materials accompanying the request letter to the CAHP Director.

Committee composition: The CAHP Promotion and Tenure Committee (the Committee) is composed of all tenured faculty members in the CAHP. In circumstances where there are fewer than five tenured faculty members in the CAHP, the Committee shall be constituted to include at least five tenured University of Minnesota faculty members, with preference given to those faculty whose primary work lies within the CAHP, regardless of their appointment home. Should additional committee members be needed, they shall be identified and approved according to the procedures outlined in Section 2a of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

IV. Procedures for Tenure and Promotion Votes

All faculty members who are proposed for tenure and/or promotion shall have their credentials reviewed and voted upon by the Committee during the first week of September in the year of consideration. Prior to this meeting the members of the Committee will be provided with copies of the promotion and/or tenure dossier and all referee letters. Memos and letters sent by absent committee members will be considered by the Committee in its deliberations, but will not be included as a separate entity in the Committee's report.

The Committee members will first vote on promotion and then on tenure. A favorable vote of a majority of those voting will be required to forward the Promotion and Tenure Dossier with a recommendation of approval. The Dossier includes the review document presented by the candidate (with guidance from his/her faculty mentor), a joint letter from the Promotion and

Tenure Committee and the Program Director, the vote record, explanation of any non-positive vote, all solicited external, internal, and student referee letters, and the Form 12 reviews. This Dossier is submitted to the Senior Vice President for Health Sciences for the Academic Health Center Second Level Review Process. For more detail on the procedure or to guide the development of the dossier, see *Guidelines for Preparation of Promotion and Tenure Packet* (<http://www.ahceducation.umn.edu/OofE/Faculty/PandT/guidelines.html>).

V. Conferral of Indefinite Tenure

Criteria for tenure:

Section 7.11 of the Regents Policy on *Faculty Tenure* (General Criteria) specifies that:

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 [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. 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. (Faculty Tenure, June 8, 2007)

[3] "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.

[4] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"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.

[5] 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.

Indefinite tenure at the University of Minnesota is conferred on a faculty member in recognition of a sustained history of contributions to the unit and university, and evidence of a strong likelihood of continued contributions into the future. The CAHP is an educational unit within a research university. As such, research in the development and effectiveness of innovative instructional methods is considered an important contribution to the research mission of the University of Minnesota. Indefinite tenure is based on a probationary faculty's meeting the specific criteria for teaching, research, and service described in this document. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure.

Research and Scholarly Activity:

The purpose of research is to advance knowledge, thinking, and care in the health professions and sciences. A candidate's independent Research and Scholarly activities are major considerations in granting tenure and/or promotion. In reviewing a candidate's record of research and scholarly activities, the CAHP Promotion and Tenure Committee adheres to the following principles:

- 1) A candidate's work should demonstrate a focused line of research with clear progress in a question/questions contributing to the body of knowledge. This research may be qualitative, quantitative, or theoretical in nature.
- 2) Independent research productivity must be demonstrated.
- 3) Effective intra-disciplinary, interdisciplinary, and community collaboration is highly valued, but the candidate must make and identify consistent critical personal contributions to the group's success.
- 4) Both quality and quantity of research and scholarly activities are considered.
- 5) A candidate should disseminate research findings via venues that reach the target audience.

- 6) Written dissemination is more valued than is oral dissemination and publication in refereed journals is more valued than is publication in non-refereed venues.
- 7) Oral presentation of research findings should reach the greatest target audience. To that end, presentation at national and international scientific meetings is more strongly weighed than is regional or local presentation.
- 8) Proceedings from oral presentations are considered non-refereed publications.
- 9) Candidates are expected to participate in national and international scientific symposia and meetings. Invitations to give national and international seminars, workshops, and institutes at other institutions are valued, but cannot serve as the sole criterion for tenure or promotion. In addition, there are a variety of values and weights that can be applied to invited and refereed presentations at professional and scientific meetings. The CAHP will review each individual instance to determine its relative weight based upon established criteria determined by each CAHP Program.
- 10) Written works that lack systematic analysis or original data (e.g., case studies and non-systematic literature reviews) are considered less rigorous and are less valued than are works that meet greater scientific rigor.
- 11) Monographs and book chapters are considered according to the strength of the venue (e.g., prominent text contributions weigh more than monographs with smaller impact).
- 12) National editorial, board membership, or special reviewer/counterpoint authorship is considered part of scholarly effort as this work entails lengthy contribution specifically using the candidate's research acumen.
- 13) Peers' national recognition of research activities (e.g., research related honors and awards) offer an additional measure of a candidate's research contributions. Candidates for promotion to Associate Professor must have national recognition in their field. Candidates for promotion to Full Professor must have international recognition.

Scholarly activities of a faculty member will be evaluated according to the following standards:

- 1) The individual should have made the beginnings of important scholarly contribution to the field, be an independent scholar, and be respected as a growing authority by peers in the field.
- 2) Candidates should have an ongoing productive research program, independent of their mentored graduate work, to demonstrate a national reputation in the field and publish research data in peer-reviewed journals as either a 1st or anchor (final) author.
- 3) A candidate for tenure is strongly encouraged to demonstrate the ability to support his/her chosen line of research.

Teaching:

Effectiveness in teaching, including curriculum development and delivery, is essential in the CAHP. Teaching effectiveness is defined as creating conditions whereby students effectively learn the requisite skills needed by their profession and fostering students' intellectual, professional, and personal growth. Teaching is not limited to classroom instruction. It includes 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.

Teaching is an encompassing process that may take many forms and occurs in a variety of settings. It includes didactic courses (lectures/laboratory/seminar); preceptorships, clinics, laboratories, advising and committee work on scholarly projects, thesis and dissertation, and non-research based conference, workshop or other continuing education.

Evaluation of teaching should consider multiple sources of information, and assess both affective and cognitive outcomes. Excellence in teaching is demonstrated by in-depth knowledge in the area of teaching responsibility, and by sustained excellence in sharing this knowledge and developing students' abilities to develop their own knowledge base.

The following are educational activities in which excellence and accomplishments in teaching can be demonstrated:

- 1) Peer review and external evaluation in the form of written evaluation by co-instructors, internal and external peers, Director of the Program;
- 2) Student review of teaching in the form of ratings, comments, focus group summaries, and student letters;
- 3) External quality assurance reviews of learning materials, including materials developed for hybrid and online courses;
- 4) Community recognition of teaching excellence;
- 5) Publication of books, book chapters, monographs, and articles presenting non-data based work that enlighten and educate the community beyond the classroom;
- 6) Professional/University/Student teaching awards or honors demonstrating scholarly in-depth knowledge in an area of teaching responsibility;
- 7) Recognition by peers outside the University in the form of awards or honors
- 8) Development of innovative educational programs;
- 9) Performance of graduates on nationally administered licensing examinations referenced to the subject material taught by the faculty member.

Service:

CAHP faculty members are expected to share their professional expertise through service to the University and wider community. This academic citizenship plays a secondary but significant role in evaluation relative to research and teaching. Both the quality and the quantity of the faculty member's participation carry weight.

The University recognizes that service may be "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. (*Faculty Tenure*, Footnote 8.)

Service activities may include consulting, unit directed clinical work, committee involvement, work on special projects, or filling a leadership role in professional or scientific organizations. Contributions are relevant when the faculty member is acting in their professional capacity. Evaluation of a candidate's service is based on documentation of the activity that reflects both the importance and quality of the candidate's contributions. It may include descriptions of the

service and letters of reference or written evaluations by peers or by persons in charge of the described activities.

Like research and teaching, service has a number of aspects and may take a variety of forms. It includes, but is not limited to:

- 1) Service to the academic unit. This includes leadership and membership on work groups for special projects and standing committees such as admissions, recruitment, policy development, promotion and tenure, scholastic standing, and awards.
- 2) Service to the University. This includes appointed or elected leadership and membership on work groups or committees, including Faculty Senate and Senate committees.
- 3) Unit sponsored clinical practice plans.
- 4) Public engagement, defined as the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.
- 5) Service to professional associations or special interest organizations related to the discipline.
- 6) Work as a general reviewer for journals, monographs, or other publications.
- 7) Administrative duties within the program, CAHP, and/or University. Candidates with at least half of their time assigned to administrative roles and responsibilities will have their administrative record and contributions weighed more heavily than is typical of non-administrative candidates. Candidates with heavy administrative responsibilities are still required to demonstrate strength in research or teaching.
- 8) Interdisciplinary work within the CAHP, the University, and the community
- 9) International Activities and Initiatives
- 10) Technology transfer of ideas, information, methods, tools, or technology from the faculty to potential users

V. Promotion

The Regents Policy on *Faculty Tenure* mandates that all faculty who receive promotion and/or tenure must satisfy University criteria for contributions to its teaching, research, and service missions. Of these three, teaching and research are understood to provide primary criteria. Service offers a secondary, but nonetheless important, criterion. The relative weight placed on the three criteria varies across University units. The CAHP places comparable importance on teaching and research.

A. Expectations by Rank:

1. Instructor: Initial appointment at the rank of Instructor (tenure-track appointment) is given with the expectation that the individual is in the process of completing a graduate degree appropriate to the field within one year of appointment.

2. Assistant Professor (Initial appointment or promotion from Instructor to Assistant Professor): Promotion to the rank of Assistant Professor is dependent upon completion of the terminal degree appropriate to the field.
3. Associate Professor: Promotion to rank of Associate Professor is based upon demonstrated professional distinction in research, teaching, and in professional, university, and discipline-related service consistent with criteria for tenure.
4. Professor: For promotion to the rank of Professor, candidates must have established a demonstrable national and/or international reputation in their field, a record of continuing intellectual growth and distinction over a period of years, and a record of leadership within the CAHP. Section 9.2 of the Regents Policy on *Faculty Tenure* states:

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 [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. 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.

[8] "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.

[9] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

B. Criteria and Standards for Promotion in Faculty Rank

1. Promotion to the rank of Assistant Professor (tenure-track appointment) from the rank of Instructor (tenure-track appointment) is based upon the completion of the graduate degree appropriate to the candidate's field.
2. Promotion from the rank of Assistant Professor to Associate Professor is based upon the following qualifications:
 - Strength in teaching and the scholarship of teaching,
 - A developing program of research,
 - Service to program, center, university, profession, and community organizations
 - Current professional credentials, as appropriate.

Evidence for promotion to associate professor includes the following examples (It should be noted that this is not meant as an all inclusive list, nor is it intended that everything within the list must be met to attain promotion.):

Teaching

- Designs and creates innovative courses or learning materials.
- Demonstrates strength in teaching as evidenced by student and peer evaluations.
- Collaborates in training grant projects.
- Effectiveness of teaching strategies evaluated by assessment of graduates performance on national certification/licensing examinations (see Section IV; teaching criteria for indefinite tenure).

Research and Scholarly Activity

- Developing research program in area of expertise with a distinct focus.
- Presents research findings at local, regional, or national professional meetings.
- Publishes refereed journal articles on research findings and/or teaching innovations as first or contributing author.

Service

- Practices as an expert clinician in unit-sponsored clinical practice plan.
- Serves as member or leader on committees in Programs, Center, or University.
- Serves in elected or appointed positions in local, state, or national professional associations.
- Contributes professional/academic expertise to community.

3. Faculty members are expected to apply for review toward Professor within three to seven years of initial appointment to Associate rank. Promotion from the rank of Associate Professor to Professor is based upon the following qualifications:
 - Masterful teaching
 - Sustained productivity in research/scholarship
 - Continued service

- Mentorship of probationary faculty
- Current professional credentials, as appropriate
- Recognized authority at national or international level

Evidence of leadership for appointment or promotion to professor includes the following examples (It should be noted that this is not meant as an all inclusive list, nor is it intended that everything within the list must be met to attain promotion.):

Teaching

- Leads in developing, implementing, and evaluating innovative teaching methods or curricular designs.
- Seeks and obtains funding for innovative teaching.
- Develops teaching skills and knowledge and is recognized as an authority in their area of teaching.
- Effectiveness of teaching strategies evaluated by assessment of graduates performance on national certification/licensing examinations (see Section IV; teaching criteria for indefinite tenure).

Research and Scholarly Activity

- Maintains on-going independent research program.
- Serves as principal or co-investigator for funded grant activities.
- Leads in establishing and maintaining collaborative research groups
- Develops a major focus of scholarly activity, and is recognized as an authority in the field.
- Sustains a record of publication in refereed journals and other sources that lead to recognition as a leader in the field.

Service

- Provides excellence as a leader in national or international societies or organizations and is recognized for same.
- Provides sustained excellence in leadership as a departmental administrator
- Provides leadership for change as a community leader related to areas of professional or academic expertise
- Effective mentoring of probationary faculty
- Recognized as an authority in his/her specific area of expertise and is often consulted on related matters
- Sustains a record of publication as a leader in clinical, community or practice activities

VI. Annual and Post Tenure Review

The CAHP will use the following system for Annual and Post-Tenure Review and complies with Section 7a of the Regents Policy on *Faculty Tenure*. The standards for achieving tenure are

described in the Center for Allied Health Program's 7.12 Statement, Section V. Annual reviews of each faculty member's activities will be performed each year for the purpose of aligning the faculty member's goals and priorities with those of the program, the CAHP, the Academic Health Center, and the University. The annual review is performed at the same time the faculty member is reviewed for compensation (merit increase).

A. Annual Review

An annual activity report will be prepared by every faculty member (tenure-track, tenured, and non-tenure track) in the CAHP for review at the program level. These reports will include activities related to teaching, scholarly activity, service, practice and administration. The initial review of each report will be performed by the Program Director. The Program Director will meet with each faculty member to discuss past performance and future plans. All faculty will be rated on teaching, scholarly activity, and service. For faculty who are engaged in practice or administration, a rating of these activities will also be provided.

For each area of activity to be rated, a rating will be provided on a five-point scale, with 1 being the highest and 5 being the lowest. A rating of "1" indicates a rating of "Outstanding"; a rating of "2" indicates a rating of "Commendable"; a rating of "3" indicates a rating of "Satisfactory"; a rating of "4" indicates a rating of "Marginal"; and a rating of "5" indicates a rating of "Unsatisfactory". When a Program Director assigns a rating of 4 or 5 (rating indicating the faculty member falls below expectation levels), the Program Director must provide specific written comments which will be shared with the person being reviewed, the Promotion and Tenure Committee, and the CAHP Director. Each year, a copy of the ratings and any related comments for each faculty member will be provided to the faculty member being reviewed, the Program Director, and the CAHP Director. In the case of probationary faculty, a copy will also go to the Promotion and Tenure Committee.

B. Post-Tenure Review

Tenure is granted with the expectation of continued professional growth and productivity, and every tenured faculty member has a duty to maintain professional competence. Tenured faculty are expected to contribute significantly to the mission of the Program, The Center for Allied Health Programs, the Academic Health Center, and the University of Minnesota. The primary criteria for demonstrating contributions to these goals are effectiveness in teaching and scholarly or other creative achievement. Each faculty member should meet expectations in all activity areas performed and should exceed expectations in one of the two core areas, either teaching or scholarly activity.

The goal of the post-tenure review is to identify faculty who are performing substantially below goals and expectations of their rank and to initiate a process encouraging low-performing individuals to regain academic vitality and productivity at a level expected within the Center for Allied Health Programs.

To maintain tenure, faculty are expected to: maintain consistent student evaluation ratings in the good to excellent range over three years; demonstrate quality in teaching of hybrid or online

classes using nationally recognized standards; contribute to passing performance of graduates in the faculty member's discipline on certification examinations, and contribute to professional or graduate education (e.g., development of a new course, contributions to curriculum revisions to meet changing needs, etc.)

Effectiveness in scholarly activity is central to the mission of the CAHP, the Academic Health Center, and the University of Minnesota. To maintain tenure, faculty must maintain a consistent level of scholarly activity, or conduct scholarly activity of high quality. Evidence of not meeting expectations would include the absence of authorship in peer-reviewed journals, lack of submission of proposals for funding, or inability to sustain an active research program.

If the CAHP Director and the Program Director determine that a faculty member's performance is substantially below expectations based on annual reviews, they will refer the case to an elected Post Tenure Review Committee (PTRC). The PTRC consists of at least five tenured members. The CAHP Director will supply a ballot containing at least six names of tenured faculty. The ballot will include the names of all remaining CAHP tenured faculty, and if additional members are required to make a ballot of six names, faculty from outside the CAHP will be included. The post-tenure review process is outlined Section 7a of the Regents Policy on *Faculty Tenure*.

The faculty member is invited to supply a resume, dossier, and any other relevant information to the PTRC. The Program Director and the Director of the Center of Allied Health Programs may also submit information that reflects the faculty member's performance. When all of the information has been assembled, the faculty member must be given a reasonable time (e.g. two weeks) to review it and an opportunity to make a statement to the PTRC.

The PTRC will submit their recommendations to the faculty member, the Program Director, and the Director of the Center for Allied Health Programs. If the Post Tenure Review Committee agrees that a faculty member's performance is substandard in one or more of the core areas, based on the criteria for tenure, then the faculty member will be notified in writing by the Program Director, the Director of the Center for Allied Health Professions, and the Chair of the Post-Tenure Review Committee (PTRC) of the specific performance concerns and stated goals for improvement. The faculty will be given at least one year from the date of this letter to meet these goals. The Program Director and the Director of the Center for Allied Health Professions will work with the faculty member to develop a specific plan for remedial assistance to resolve the low performance.

The CAHP Director, Program Director and PTRC will review progress toward the stated goals at the end of the minimum one-year period. If the goals are met, no further review is required. If goals are not met, then the CAHP Director and the PTRC will send the case forward to the Senior Vice President for Health Sciences for additional review according to Section 7a.3.

VI. Schedule of Revisions

In considering proposals for tenure and/or promotion in rank, the CAHP and its Programs comply with the procedures described in the document, *Procedures for Reviewing Candidates*

for Tenure and/or Promotion: Tenure-Track and Tenured Faculty. These procedures are provided for by Sections 16.3, 7.4, and 7.61 of the Regents Policy on *Faculty Tenure*.

The CAHP issues annually to each program, for distribution and information to faculty members, a set of instructions, memoranda, and other documents, giving detailed information on the procedures to be followed in the preparation and consideration of each proposal for tenure and/or promotion in rank. The pertinent documents are identified as exhibits enclosed with a cover memorandum from the Director of the CAHP.

The 7.12 Statement for the Center for Allied Health Programs will be reviewed at minimum every 5 years. The Current 7.12 Statement was approved by the tenured and tenure track faculty of the Center for Allied Health Programs on August 31, 2009.