

Approved by the Faculty: December 14, 2018

Approved by the Executive Vice President and Provost: December 21, 2018

STATEMENT 7.12
Department of Agronomy and Plant Genetics
FACULTY TENURE, PROMOTION, AND ANNUAL REVIEW GUIDELINES

I. INTRODUCTION:

This is the statement for the Department of Agronomy and Plant Genetics required by Section 7.12 of the Regents Policy on Faculty Tenure for Personnel Decisions Concerning Probationary Faculty. This Departmental Statement describes with more specificity the criteria and performance standards that are used to evaluate whether candidates meet the general requirements in Section 7.11 of the Regents Policy on Faculty Tenure for awarding indefinite tenure. This Departmental Statement also includes the evaluation procedures for promotion to Associate Professor, promotion to Full Professor according to Section 9.2 of the Regents Policy on Faculty Tenure, salary adjustment, annual review process, and special reviews such as post tenure review as required by Section 7a of the Regents Policy on Faculty Tenure. (Appendix A) The document is consistent with the Procedures for Evaluating Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty for both tenure and promotion processes.

II. DEPARTMENT MISSION:

The collective research, education and outreach programs of the department will continue to be significant components of the University's, and the College of Food, Agricultural and Natural Resource Sciences (CFANS) initiatives on safe and healthy foods, environment and renewable energy, enhancing agricultural systems, and bioscience and biotechnology. Our programs provide expertise in basic genetics, biotechnology, plant breeding, cropping and agricultural systems, invasive species, and managed landscapes for the continued improvement of current crops, the discovery of useful attributes in plants, and the development of potential new crops and new cropping systems that are environmentally and economically sustainable. Plant breeding, genomics, and agroecology will be important in advancing all of these programs. Our discipline-based programs are all necessary components of multidisciplinary approaches to provide lasting solutions to the complex problems embedded within the initiatives listed above. All faculty should contribute to the mission of the department and aspire to progress through the faculty ranks to become Professors. In addition to a strong discipline-based research, teaching, outreach or Extension program that impact diverse clientele from the state to the international arena, participation in interdisciplinary scholarship is encouraged and rewarded.

III. ANNUAL APPRAISALS OF PROBATIONARY FACULTY:

Departmental procedures comply with Section 7, Personnel Decisions Concerning Probationary Faculty, of the Regents Policy on *Faculty Tenure* as well as the *Procedures for Evaluating Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty*. This Departmental Statement contains procedural rules for the consideration of candidates for tenure and promotion and is intended as a guide for candidates, faculty members, and the department head. Several important subjects considered in the *Faculty Tenure* policy are listed here with the corresponding section reference.

1. Explaining the process to the candidate early in the probationary period (Section 7.12)

2. Holding an annual conference with the candidate (Section 7.2)
3. Informing candidates of options to stop the tenure clock (Section 5.5)
4. Making the tenure decision in a timely fashion (Sections 5.1, 5.2, 5.4, 6.2, 7.3)
5. Collecting information on the candidate's performance (Section 7.4a)
6. Annual review by tenured faculty (Section 7.2)
7. Preparation of the file for tenure decisions (Section 7.4a)
8. Attendance at tenure meetings (Section 7.4b)
9. Who is eligible to vote (Sections 7.4b)
10. Voting procedures (Sections 7.4c,d)
11. Report of action (Sections 7.4e,f)

Faculty Tenure: <https://policy.umn.edu/hr/tenure>

The following practices, procedures and protocols were approved by the Department faculty (November 1992, June 1996, February 2007, October 2007, and September, 2018) and are used to facilitate the review and evaluation process for probationary and tenured faculty.

A. Activity File

Each faculty member is required to maintain an Activity File which consists of a Job Description, Long-Range Plan Statement, Personnel Record, and Annual Summary using the format and instructions approved by the faculty (Appendix B). The Long-range plan will cover teaching, Extension/outreach, research and service activities. Adjustments to the long-range plan will be made as needed and should be reviewed by the faculty member and the department head at least every five years. Significant departure from the long-range plan requires faculty input and approval by the department head.

Each individual involved in education is to include course or Extension program evaluations by students or clientele.

B. Faculty Personnel Committee

The Department Head chairs the Faculty Personnel Committee which consists of six faculty members elected from the Associate and Full Professors with regular appointments as follows: one from Extension [faculty with 50% or more Extension appointment] and five from the Faculty at large. Personnel committee members serve three-year terms with two members elected each year. An individual may be re-elected for a second 3-year term, but then must wait 3 years before again becoming an eligible candidate. Faculty members with primarily administrative appointments outside of the department are ineligible for membership on the Faculty Personnel Committee. The Faculty Personnel Committee contributes information that assists the Department Head in assuring equitable treatment of all faculty in tenure, promotion, post-tenure review, and salary considerations. Participation by the Faculty Personnel Committee in this advisory role is required.

C. Faculty Evaluations

The Faculty Personnel Committee conducts faculty performance evaluations. Individual faculty are rated by the members of the Faculty Personnel Committee on a scale of 1 to 7 where 1 is unsatisfactory performance and the faculty member fails to meet the expectations of her/his position in most respects to 7 being excellent performance where the faculty member exceeds expectations of her/his position in most respects. The basis for evaluation is based on the individual's scholarly

activities, educational effectiveness, and service in relation to the individual faculty member's job responsibilities. Faculty Personnel Committee members are required to defend their individual evaluations and comments about faculty in an annual Faculty Personnel Committee meeting. During this meeting the Faculty Personnel Committee agrees on specific points or comments that represent their collective thinking relative to each faculty member. For probationary faculty, the Faculty Personnel Committee assists the Department Head in writing the annual performance statements (UM Form 12: Appraisals of Probationary Faculty).

Probationary faculty may stop the tenure clock for childbirth, adoption, caregiver responsibilities, or personal injury or illness, in accordance with Section 5.5 of the Faculty Tenure Code. When reviewing probationary faculty who have elected to stop the tenure clock, criteria for promotion and tenure are no different than criteria for those who do not have an extension on their tenure clock. More explicitly, the record for a probationary faculty member that has stopped the tenure clock must be considered in the same way a record of a probationary faculty member that did not stop the tenure clock.

During an annual performance evaluation meeting, the Department Head shares with each individual the Faculty Personnel Committee's collective comments, the individual's average numerical evaluation from the committee members, and the Department Head's numerical evaluation. Numerical evaluations are used by the Head as one piece of information in determining salary adjustments. General information from the evaluations may also be used during meetings of voting, tenured faculty for tenure and/or promotion deliberations.

As far as practical, faculty members on international assignment are evaluated in the same manner. It is the responsibility of the faculty member on international assignment, working with the Department Head and the faculty member's other administrative leaders to ensure that documentation requirements for evaluation are met.

D. Mentoring

The Department's mentoring program is intended to be a useful way of helping new faculty members adjust to the academic environment. Whether new to an academic position or to the University of Minnesota, assistance from mentors can be an invaluable supplement to the guidance and assistance from the Department Head and the Faculty Personnel Committee.

When the new faculty member arrives, the Head in consultation with the faculty member and the Faculty Personnel Committee will appoint appropriate mentor(s). For faculty hired as Assistant Professors, a three member mentoring committee is required.

A mentoring plan should be developed by the faculty member in consultation with his/her mentor(s) and updated annually. The mentoring plan and an updated CV should be shared with the mentor(s) prior to the meeting and subsequently with the Department Head (Appendix C).

E. Recommendation for Promotion and Tenure

The Voting Faculty Meeting is held annually in October or November to vote on promotion and/or tenure (P&T) decisions. Recommendations for action during this meeting are normally determined one year in advance. The procedure is as follows:

Prior to each Voting Faculty meeting, the Faculty Personnel Committee meets and identifies candidates for P&T recommendations. Voting faculty are also requested to review the Activity File

of faculty eligible for promotion and/or tenure prior to the voting faculty meeting [Full Professors review files of Associate and Assistant Professors; Associate Professors review files of Assistant Professors].

During the Voting Faculty meeting, Faculty Personnel Committee recommendations are presented to the faculty for discussion and voting. If there is disagreement within the Faculty Personnel Committee on any aspect of the recommendation, all points of view are presented. Recommendations of the Faculty Personnel Committee are only advisory to the voting faculty and do not preclude the initiation of recommendations by any faculty member during the meeting. Recommendations are considered and information is shared until all voting faculty have had the opportunity to be heard.

If it is a “decision” year for a probationary faculty member, a vote is taken and the results are included with the candidate’s P&T Dossier. In a “non-decision” year, a vote on continuing the annual appointment is taken by secret ballot, but no vote is taken regarding a person’s tenure or promotion. In addition to the reappointment vote, voting faculty members will be asked to assess the probationary faculty member’s progress towards tenure by voting on the following three choices: 1) the person is making good progress toward P&T; 2) the person is making adequate progress towards P&T; or 3) the person is making unsatisfactory progress towards P&T. In the year prior to a “decision” year, an advisory or straw vote is taken on the recommendation for promotion and/or tenure the following year. A simple majority vote by secret ballot is required for a positive recommendation from the voting faculty for the candidate’s promotion and/or tenure the following year. By September of the following year, the dossier should be assembled and the Department Head should request seven to ten letters of evaluation for inclusion in the candidate’s P&T dossier (Section III. E., F. and G)

The P&T dossier should be reviewed by all the voting faculty prior to the next Voting Faculty meeting. The Faculty Personnel Committee assists the process by reviewing the P&T dossier, suggesting individuals for evaluation letters, and for bringing a recommendation to that Voting Faculty meeting concerning promotion and tenure decisions.

A faculty member may nominate another faculty member for promotion and/or tenure at a time other than during the Voting Faculty meeting. Or, any faculty member may ask to have their own case considered for promotion and/or tenure at any time. The nomination or request will be considered by the Faculty Personnel Committee and their recommendation will be shared with the voting faculty. All voting faculty will be asked to review the candidate’s Activity File. If a simple majority of the voting faculty approve the action as determined by secret written ballot prior to June 1, the P&T dossier will be prepared for formal consideration at the Fall Voting Faculty meeting.

F. Preparation of Tenure/Promotion Dossier

The Department Head and the candidate prepare the dossier for each tenure/promotion case according to the instructions from the college on dossier preparation and the *Procedures for Evaluating Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty*. Voting faculty are expected to review the dossier and make their individual evaluation of each recommendation prior to the voting meeting. The candidate is given an opportunity to review and/or provide written comment on the dossier before the faculty vote is taken, and again before the documentation is forwarded to CFANS administrators. Additions to the dossier throughout the review process and until a final recommendation is made by the executive vice president and provost are shared with the candidate.

G. Letters of Evaluation

Seven to ten letters of evaluation are included as part of the tenure/promotion documentation. The candidate is asked to suggest names of letter writers. The head in consultation with the Faculty Personnel Committee consider the candidate's suggestions in addition to their own suggestions for requesting letters of evaluation. The majority of letters of evaluation should be requested from respected peers who have not had a special connection (collaborator, graduate advisor or advisee) to the candidate in the past, but who can address the candidate's growing national or international reputation and stature. All relevant letters must be included in the dossier, including negative evaluations which the head may wish to address in his/her letter. A maximum of two letters of evaluation should come from co-authors and co-investigators, and a maximum of two letters should come from colleagues within the University. See the *Procedures for Evaluating Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty* for additional discussion about the selection of external reviewers.

H. Voting

The department requires an exceptional 2/3 majority of eligible voting faculty present at the Voting Faculty Meeting plus those voting by absentee ballot prior to the Voting Faculty Meeting to approve tenure and/or promotion. A quorum must be present at the Voting Faculty Meeting and a quorum is defined as more than 50% of the faculty members eligible to vote. Those eligible voting faculty unable to attend the voting faculty meeting will receive the Faculty Personnel Committee's recommendation(s) and review the P&T dossier(s) prior to voting by written absentee ballot or secure online voting software. Absentee ballots should be completed prior to the Voting Faculty Meeting and should be delivered in a sealed envelope or via email to the Department Administrator. Proxy votes and telephone votes are not permitted. If secure online voting is being utilized, votes should be submitted prior to the Voting Faculty meeting.

Voting is by written secret ballot. Faculty members with a conflict of interest such as a primary administrative appointment outside of the department are recused from voting on promotion and tenure cases and do not count in the total number of eligible voting faculty. Abstentions are strongly discouraged and are not counted in determining whether a majority of those voting cast votes in favor of promotion and tenure. But the number of abstentions is reported as part of the vote tally and will be considered an indication of lack of support for the candidate by those abstaining. Tenured faculty have an obligation to decide whether or not a candidate merits promotion or tenure and to vote for or against tenure and promotion. If tenured faculty members are eligible to vote and do not cast a note, the number of these "non-votes" is reported but they are not counted as affirmative or negative votes, or as abstentions. The actual vote is reported which should indicate the number eligible to vote, the number present at the meeting, the number of affirmative and negative votes and abstentions, the number of absentee ballots cast, and the number of ballots not cast by eligible faculty. The percent affirmative vote equals the number of affirmative votes divided by the number of affirmative plus negative votes. Abstentions are not included in the determination of the percentage of affirmative votes cast. Adjunct faculty members are not tenured in the Department and, therefore, do not participate in the discussion and do not vote on tenure or promotion.

Note that only a simple majority of votes is required to initiate the preparation of a promotion and/or tenure dossier; the results of this vote are not included in the dossier. The 2/3 majority vote pertains to voting that occurs after the dossier has been finalized and the actual vote tally is included with the dossier that is forwarded to CFANS administrators.

IV. CONFERRAL OF INDEFINITE TENURE

Tenure may be granted any time that a candidate has satisfied the criteria; probationary status may be terminated by a 2/3 majority vote of the eligible faculty at any point that the appointee fails to satisfy the criteria. The tenure decision is mandatory by the sixth year of probationary service, not counting the years when the candidate stopped the tenure clock. Candidates denied tenure are given a one year termination appointment.

The principal basis for awarding tenure is provided in Section 7.11 of the *Faculty Tenure* policy. (See Appendix B for the full text of Section 7.11). The basis for awarding indefinite tenure 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. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor. The department also makes the determination that the candidate has demonstrated the capacity to contribute significantly to the mission of the Department through its programs of education, research, Extension or outreach. International program activities will be fully credited when they further the mission of the Department.

Evaluation Criteria: Tenure, promotion, and salary evaluations are based on the effectiveness of individuals in carrying out their specific education, research, Extension or outreach responsibilities as designated in their job descriptions. Service is considered a responsibility of every faculty member; only modest institutional service is expected from probationary faculty. Job descriptions are developed according to Departmental Guidelines and Protocols for Job Descriptions and Long-range Plans (Appendix C). The basis for evaluation is the individual within her/his own assignment, faculty are not compared to other faculty within or outside the Department. Evaluation information may be obtained from numerous sources including colleagues, students, clientele, department head, administrators, alumni, and/or the faculty member. Faculty are encouraged to demonstrate inquiry, creativity, attention to questions of diversity, and innovation through interdisciplinary and intercultural scholarship and teaching. Collaboration, interaction and education across a wide range of diverse ethnic and cultural perspectives contributes to the breadth and quality of academic work and represents a core value of the University of Minnesota.

Research: Faculty research projects range from fundamental laboratory research to problem solving field activities. Research is conducted at molecular and cellular levels, on whole plants, and at the cropping and natural systems level.

Education: Teaching: Faculty instruct undergraduate students, graduate students and persons of the extended community in aspects of plant breeding, molecular genetics, ecology, crop management, physiology, agricultural and natural systems, production, and/or weed control.

Extension: Faculty Extension programs are developed to resolve current and emerging issues through analysis of research, policy, environmental and economic constraints for the private, public, and consumer sectors of the state and beyond.

Service: Service is included in all three of the above activities but pertains to discipline related service and public engagement, outreach and institutional service which includes specific work on committees, task forces, governance, special events, etc. Service can be professional or administrative at the department, college, university, state, regional, national, or international level.

Research: Research in the Department of Agronomy and Plant Genetics is mission oriented and translational ranging from fundamental to applied research activities. Research must include significant publications in appropriate peer-reviewed publications. The research must be original, and include cooperative and interdisciplinary investigation. The research program should address the broad mission of the department and include postdoctoral associate, graduate student, and/or undergraduate training; securing grants, gifts and other funds; and/or the development of intellectual property including germplasm, cultivar(s), genetic stock(s), computer software, and genomic resources; and when appropriate, the patenting and licensing of the intellectual property.

General Performance Standards for Research and Scholarship:

Required Performance Standards:

Publishes significant publications in peer-reviewed journals in addition to popular articles, books, and/or book chapters. Develops and releases intellectual property such as cultivars, germplasm, genetic stocks, computer software, and genomic resources and secures patents and licensing agreements when appropriate for technology transfer. Makes presentations at professional meetings and workshops. Publications, presentations and technology transfers are timely and meet the needs of clientele.

Manages a research program which is original, well planned, and relevant to the departmental mission. Collaborates with other scientists in research activities that complement the departmental mission.

Supervises and assists undergraduate students, graduate students, and/or post-doctoral associates and assures that they are productive and receive a quality research experience.

Obtains external financial resources (grants, contracts, gifts) in support of research.

Promotes diversity, inclusion, and equity among staff, students, post-doctoral associates and other individuals associated with the research program. The research environment should promote excellence through cultural diversity and are free of intolerance and coercive behaviors.

Desired Performance Standards:

Enrolls in professional development activities that foster leadership and research excellence and should participate in semester leaves, sabbaticals, and/or scientist exchanges.

Achieves recognition for quality research programs via citations of research findings, invited presentations and consultations, extent and impact of developed products and/or practices, technology transfer (varieties, germplasm, management practices, etc.), and special awards.

Education:

Teaching: Teaching in the Department includes undergraduate and graduate instruction, continuing education programs, individual student advising and mentoring, student group or club advising, and communicating knowledge to the extended community. Teaching also includes developing instructional programs and curricula, textbooks, laboratory manuals, fact sheets, digital media, and other learning exercises in addition to supervising, advising and/or mentoring graduate or undergraduate students individually and in groups. Evaluation of instruction by students and through peer review is required for all course instructors (Appendix D)
<https://policy.umn.edu/education/teachingevaluation>.

General Performance Standards for Teaching:**Required Performance Standards:**

Offers quality formal credit courses, informal courses, and/or educational experiences that support the goals of the Department, College and University. Orients courses to program needs of students and promotes applications of scientific principles and an understanding of local, national and international agriculture. Uses teaching methods and resource materials that stimulate learner's interests and help students meet course objectives and learner outcomes; develop the student's critical thinking skills; and keep course content current and relevant.

Advises graduate and mentors undergraduate students in development of courses of study that best suit their talents and career goals. Demonstrates advisory skills that focus on the student's best interests. Promotes personal and professional leadership skills in students.

Promotes diversity, inclusion, and equity among students and are committed to promoting the principles of equal opportunity, affirmative action and multiculturalism where all individuals are valued, respected, and provided the opportunity to flourish. Educational experiences should promote academic richness through cultural diversity and are free of intolerance and coercive behaviors.

Desired Performance Standards:

Publishes refereed articles, popular articles, books, book chapters, syllabi, digital media, and/or training manuals related to teaching responsibilities. Participates in presentations at professional meetings and workshops.

Enrolls in professional development activities that foster leadership and educational excellence and participates in semester leaves, sabbaticals and/or scientific exchanges.

Obtains external financial support for teaching/education-related activities.

Achieves recognition for quality educational programs via positive course evaluations, peer evaluations, analysis of syllabi and other course materials, citations of publications, invited lectures and consultations, and special awards.

Participates in credit and non-credit teaching experiences and outreach activities with registered University students, traditional clientele groups, and/or persons in the extended community.

Extension: Extension efforts in the Department connect community and clientele needs and University resources to address critical issues in Minnesota and beyond. It involves numerous educational strategies and networking, supporting efficient, profitable and environmentally sustainable crop production, crop utilization; and land use management. Extension efforts include integrating clientele needs with University research capacities. (Appendix D)

General Performance Standards for Extension:

Required Performance Standards:

Program development is the cornerstone of extension activities and involves the development, planning and conducting of quality, science-based educational programs that address community and clientele needs on critical issues in Minnesota and beyond. Achieves recognition for quality Extension programs as indicated by positive clientele and peer evaluations.

Uses appropriate electronic and other communication modalities to extend knowledge including web sites, electronic communications, popular press, professional meetings and workshops, or other appropriate outlets. Educational materials and presentations are timely and meet the needs of clientele.

Provides leadership for Extension programming efforts and as appropriate, develops partnerships with state agencies, NGO's, industry partners, or Extension Specialists and Educators.

Promotes diversity, inclusion, and equity among primarily non-campus clientele and are committed to promoting the principles of equal opportunity, affirmative action and multiculturalism where all individuals are valued, respected, and provided the opportunity to flourish. Educational experiences should respect cultural diversity and be free of intolerance and coercive behaviors.

Desired Performance Standards:

Achieves recognition for quality Extension programs as indicated by positive evaluations, assessment of impacts, invited presentations, consultations, and awards.

As part of effective Extension programs, is involved in demonstrations that serve clientele needs, and where appropriate, in applied research projects that are part of the research appointment effort.

Participates in professional development activities that foster leadership and educational excellence such as semester leaves, sabbaticals, or scientist exchanges.

Service: Service in the Department of Agronomy and Plant Genetics consists of contributions to the departmental mission by involvement in committees, governance assignments, reviews, special events, etc. Service is an important aspect of the profession and is essential for the fulfillment of the Department's mission and goals. Service includes both professional, discipline based service and institutional service. Participation in service-type activities is not to exceed 20% of a faculty member's time unless agreed to by the Department Head. Service activities are considered for merit, promotion, and/or tenure decisions.

Our current service model is also more "event" focused rather than impactful, overarching, capacity building for research, teaching and Extension programs.

General Performance Standards for Service:

Required Performance Standards:

Serves on department, college, university, regional, national and international committees related to job responsibilities and expertise.

Performs service and participates in public engagement with the local, state, national, or international community based on one's academic expertise.

Desired Performance Standards:

Provides service activities to professional societies and performs effectively on committees, task forces, and editorial, grant panels or review assignments.

Accepts or volunteers for governance assignments and completes tasks in a quality and timely manner.

Contributes to the success of seminars, group meetings and other sponsored events.

V. PROMOTION

A. Promotion to Associate Professor

***Promotion to Associate Professor will be based on research, teaching, and/or Extension productivity and scholarly activity; continuing professional growth; the establishment of a distinguished record of academic achievement that will be the foundation for a national or international reputation; and documented evidence of satisfactory teaching, research, and/or Extension (see General Performance Standards above). The process of promotion for probationary faculty from Assistant to Associate Professor with indefinite tenure is described under Section III. Annual Appraisals of Probationary Faculty and Section IV. Conferral of Indefinite Tenure.

B. Promotion to Professor

Promotion to Professor requires documented evidence of sustained scholarly achievement in research, teaching and/or Extension activity and being recognized as a disciplinary leader. The faculty member should have demonstrated intellectual distinction and academic integrity. This should be documented by adding substantially to a distinguished record of academic achievement

that is the foundation of a national or international reputation or both. See the full text of Section 9.2 of the *Faculty Tenure* policy in Appendix A.

For faculty with primary research appointments, a demonstrated ability to effectively direct the research efforts of others, and demonstrated effectiveness in advising students is required including the advising of a graduate student to degree completion. For faculty with primary education appointments, a demonstrated ability to motivate and change the learning of others through traditional classroom instruction and/or Extension programming and outreach to persons in the extended community. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, and technology transfer will be taken into consideration. (See General Performance Standards above and Section 9.2 of the *Faculty Tenure* policy).

C. Adjunct Faculty

Adjunct faculty will be evaluated for promotion according to the same guidelines as outlined for regular faculty. The Department has developed a policy for conferring adjunct appointments (Appendix E).

VI. PROCEDURES FOR REVIEW OF TENURED FACULTY INCLUDING POST- TENURE REVIEW

A. Regents Policy on *Faculty Tenure* and Senate Policy: Departmental procedures comply with Section 7a, Review of Faculty Performance, of the *Faculty Tenure* policy. This Departmental Statement sets forth the goals and expectations for the performance of all faculty, the procedures for the conduct of Annual Reviews and, if necessary, the procedures for Special Peer Review. This Statement is intended as a guide for tenured faculty members and the department head.

B. Goals and Expectations for Tenured Faculty: The goal of annual and post-tenure review in the Department of Agronomy and Plant Genetics is to ensure that all faculty members are contributing to the mission of the Department as evidenced by their scholarly activities and productivity in teaching, research, and/or Extension. It is recognized that the amount of effort devoted to teaching, research, or Extension may vary significantly from faculty member to faculty member, and that it is appropriate for the distribution of effort to change over time for an individual faculty member. Each faculty member is also expected to contribute to service and administrative activities related to the mission of the Department and the University, and to their profession and discipline. An individual faculty member's responsibilities are developed and specified in her/his Job Description and Long-range Plan. The evaluation criteria for post-tenure review are based on the performance standards for teaching, research, Extension and service given previously in this Departmental Statement. The performance evaluation for each faculty member is made relative to her/his individual assignment and responsibilities.

C. Annual Review: The Faculty Personnel Committee contributes information that assists the Department Head in assuring equitable treatment of all faculty in tenure, promotion, post-tenure review, and salary considerations. Participation by the Faculty Personnel Committee in this advisory role is required.

The Faculty Personnel Committee members and the Head each conduct an Annual Review of all faculty members. Their comments and numerical evaluations are summarized in a meeting of the Faculty Personnel Committee and the Head. This Annual Review is used, in part, for salary

determinations by the Head and to provide suggestions and recommendations to the faculty member concerning his/her development.

D. Determination of Below-Standard Performance: Either the Head or the Faculty Personnel Committee may initiate consideration that a faculty member's performance is "substantially below the goals and expectations for the Department" as stated in Section VI. B. Goals and Expectations for Tenured Faculty. If the Head initiates consideration, the Faculty Personnel Committee will conduct an independent assessment. The decision of the Faculty Personnel Committee will be determined by a majority secret vote [4 of the 6 Faculty Personnel Committee members]. If the Head and the Faculty Personnel Committee agree that action is needed, they will provide the faculty member written suggestions for improving performance over a designated period [usually at least one and no more than two years] as specified in Section 7a.2 of the Faculty Tenure Code. To initiate discussion and possible resolution of the performance issues, the faculty member may respond in writing to the suggestions and may request a discussion with the Head and Faculty Personnel Committee. The faculty member will then develop a plan of action for discussion, review and approval by the Head. Throughout this process, the Department will be supportive of the faculty member and, as appropriate, will endeavor to provide suitable resources and/or release time for professional development. Faculty are expected to attend regular faculty meetings, including special meetings and meetings designated for discussion of promotion and tenure. Faculty are also expected to attend committee meetings at the department, college, and/or university level on which they serve. (Section VI. F.)

If the Head and the Faculty Personnel Committee agree that the faculty member's performance has not improved adequately by the end of the specified time, the Head and the Personnel Committee will request that the Dean initiate a Special Peer Review as specified in Section 7a.3 of the Faculty Tenure Code.

E. Special Peer Review in Cases of Alleged Substandard Performance By Tenured Faculty: The Dean will review the faculty member's file to determine if a special peer review is warranted. If the Dean determines a special peer review is required, it will be conducted by a panel of five tenured faculty members of equal or higher rank. One member may be selected by the individual under review. The remaining members will be selected by secret ballot by the tenured faculty in the unit, but do not have to be members of their academic unit. The Special Peer Review Panel will provide adequate opportunity for the faculty member to participate in the review process and shall consider alternative measures to assist the faculty member to improve performance. The panel makes recommendations to the dean, the head of the academic unit and the faculty member. These findings may range from recommending a) the faculty member's performance is adequate; b) the faculty member's allocation of effort be altered to capitalize on their strengths; c) the faculty member undertake specific steps to improve performance with subsequent review; d) the faculty member's performance is so inadequate as to justify salary reductions; e) the faculty member's performance is so inadequate to recommend the Dean commence formal termination or involuntary leave of absence; or f) some combination of these measures. Within 30 days of receiving the report, the faculty member may appeal to the Judicial Committee the recommendations of the special peer review analogous to the review of tenure decisions.

F. Criteria for Post Tenure Review: The Department of Agronomy and Plant Genetics annual review process is designed to ensure that all faculty members are contributing to the general mission of the Department as evidenced by their scholarly activities and productivity in teaching, research, and/or Extension. It is recognized that the amount of effort devoted to teaching, research, or Extension may vary significantly from faculty member to faculty member, and that it is appropriate for the distribution of effort to change over time for an individual faculty member. Each faculty member is also expected to contribute to service and administrative activities related to the mission

of the Department and the University, and to their profession and discipline. Faculty are also expected to attend committee meetings at the department, college, and/or university level on which they serve. The performance evaluation for each faculty member is made relative to her/his individual assignment and responsibilities. Failure of a faculty member to provide their annual review documents to the Faculty Personnel Committee can be the basis for initiating a post-tenure review. The faculty will be evaluated with a holistic approach using historical performance encompassing at a minimum the previous two years of performance evaluations.

Minimum Research and Scholarship Expectations:

Faculty must have documented evidence of high quality research and scholarship through the publication of refereed journal article(s), refereed Extension/outreach publication(s), submission of grant application(s), invited or volunteered presentations at scientific meetings, and technology transfer as appropriate.

Faculty must adequately manage their research program which is original, well planned, meaningful and relevant to the departmental mission. Faculty are encouraged to collaborate with other scientists in research activities that complement the departmental mission.

Faculty must provide high quality supervision and assist undergraduate students, graduate students, and/or post-doctoral associates and ensure that they receive a quality research experience.

Minimum Education Expectations:

Teaching:

Faculty should teach high quality graduate or undergraduate courses in line with the faculty member's teaching appointment.

Faculty must contribute meaningfully to curriculum and program development. Course content should be updated regularly to be current and relevant.

Faculty should high quality advising of graduate students and/or mentoring of undergraduate students in their academic programs as appropriate.

Extension:

Faculty should develop new or enhance existing Extension programs individually, collaboratively with teams, or through interdisciplinary efforts.

Faculty should provide quality educational programs with supporting materials and resources for clientele using appropriate communication technologies and evaluation methods to assess quality and impacts

Minimum Service Expectations:

Faculty are expected to provide meaningful service to the University community primarily through serving on University, College, and Departmental committees.

Faculty are expected to provide disciplinary-related service through the peer review of scholarly publications; participating on external grant and review panels; editorial services for professional journals; service to professional societies through committee membership and holding office(s); and participates in public engagement activities.

Appendix A: Board of Regents Policy: *Faculty Tenure*, Section 7.11 (see <https://policy.umn.edu/hr/tenure> for complete tenure regulations)

Appendix B: Guidelines and Protocols for Activity Files.

Appendix C: Mentoring Policy and Plan

Appendix D: Protocols and Policies for Teaching Evaluations (see University of Minnesota policy at <https://policy.umn.edu/education/teachingevaluation>)

Appendix E: Policy for Adjunct Faculty Appointments

Appendix A

Key Sections of the *Faculty Tenure* policy

7.11 General Criteria. 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] 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.

[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.

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 [8]. 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.

[8] 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.

See the definitions of “scholarly research,” “other creative work,” “teaching,” and “service” in footnote [3]. A greater contribution in the area of institutional service is expected of candidates for the rank of professor that was expected for the award of tenure

5.5 Exception For New Parent or Caregiver, Or For Personal Medical Reasons. The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

Upon the written request of a probationary faculty member, the maximum period of that faculty member’s probationary service will be extended by one year at a time for each request:

- (a) On the occasion of the birth of the faculty member's child or placement of an adoptive/foster child with the faculty member. Such a request for extension will be granted automatically if the faculty member notifies the unit head, dean, and executive vice president and provost in writing that the faculty member is eligible for an extension under subsection 5.5 because of the birth or adoption/foster placement; or
- (b) If the faculty member is a major caregiver for a family member with an extended serious illness, injury, or debilitating condition and the executive vice president and provost determines that the circumstances have had or are likely to have a substantial negative impact on the faculty member’s ability to work over an extended period of time;
- (c) If the faculty member has an extended serious illness, injury, or debilitating condition, and the executive vice president and provost determines that the circumstances have had or are likely to have a substantial negative impact on the faculty member’s ability to work over an extended period of time. If the faculty member’s illness, injury, or debilitating condition reduces the faculty member’s ability to work to less than two-thirds time during the faculty member’s contract year [i.e., the academic year or twelve months], the probationary period is automatically extended by one year in accordance with subsection 5.3.

“Family member” means a faculty member’s spouse or domestic partner, child, or other relative. “Child” includes a biological child, an adopted or foster child, and the child of a spouse or domestic partner.

The probationary period may be extended for no more than three years total, except that the extension may be for no more than one year total for (1) an instructor with a probationary appointment under subsection 6.22 or (2) an associate professor or professor with a three-year probationary appointment under subsection 6.21.

The notification of birth or adoption/foster placement for provision (a) and the request for extension for provisions (b) and (c) in this subsection must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

A request for an extension under provision (b) or (c) will not be denied without first providing the faculty member making the request with an opportunity to discuss the request in a meeting with an administrator designated by the executive vice president and provost. A claim that a request for an extension under provision (b) or (c) was improperly denied may be considered in any subsequent review by the Senate Judicial Committee of a termination under subsection 7.7.

Appendix B

Guidelines and Protocols for Activity Files

Department Mission Statement: The collective research, education and outreach programs of the department will continue to be significant components of the University's, and the College of Food, Agricultural and Natural Resource Sciences (CFANS) initiatives on safe and healthy foods, environment and renewable energy, enhancing agricultural systems, and bioscience and biotechnology. Our programs provide expertise in basic genetics, biotechnology, plant breeding, cropping and agricultural systems, invasive species, and managed landscapes for the continued improvement of current crops, the discovery of useful attributes in plants, and the development of potential new crops and new cropping systems that are environmentally and economically sustainable. Plant breeding, genomics, and agroecology will be important in advancing all of these programs. Our discipline-based programs are all necessary components of multidisciplinary approaches to provide lasting solutions to the complex problems embedded within the initiatives listed above.

Each faculty member will submit an Annual Summary and Personnel Record every year and develop or update a job description and a long-range plan every three to five years. The Department values timeliness and places a high value on the Personnel Committee's work. If a faculty member does not request permission for a late submission of the annual review documents from the Department Head, the faculty member may not be evaluated in a timely manner by the Faculty Personnel Committee and may not be considered for a salary increase.

Annual Summary: The Annual Summary should document your contributions in education, research, and service for the previous evaluation year (October 1 – September 30 for tenure track faculty and November 1 – October 31 for tenured and term faculty). The Annual Summary requires the reporting of course evaluations and Extension programming evaluations. Annual Summaries must follow the format approved by the Faculty (Appendix F or intranet).

Personnel Record: The Personnel Record should be a complete documentation of your professional career. The Personnel Record will include documentation of your accomplishments in research, education and service and should follow the format approved by the faculty and be consistent with the Promotion and Tenure Dossier. **New contributions for the reporting period should be bolded.**

Job description: The job description will characterize the overall goals of the position, and indicate the percentage of time devoted to each activity, i.e., teaching, Extension/outreach, research and service. It should be limited to 10 lines (see attached example). It should be updated by the faculty member as deemed appropriate in conjunction with updating the long-range plan statement.

Long-range plan: The long-range plan will cover teaching, Extension/outreach, research and service activities. For new hires, the long-range plan should initially correspond to the job description used in the employment process. Adjustments to the long-range plan will be made as needed and should be reviewed by the faculty member and the department head every three to five years.

To facilitate change as the position evolves, a step-wise procedure should be followed that includes:

1. Preparation of a revised long-range plan and job description by the faculty member.
2. Review by the Faculty Personnel Committee to provide feedback to the faculty member.
3. Final approval of proposed changes by department head.

Appendix C:

Department of Agronomy and Plant Genetics Faculty Mentoring Policy

Background:

The Department's mentoring program is intended to be a useful way of helping new faculty members adjust to the academic environment. Whether new to an academic position or to the University of Minnesota, assistance from mentors can be an invaluable supplement to the guidance and assistance from the Department Head and the Faculty Personnel Committee.

Procedure:

When the new faculty member arrives, the Head in consultation with the faculty member and the Faculty Personnel Committee will appoint appropriate mentor(s). For faculty hired as Assistant Professors, a three member mentoring committee is required. Associate Professors may request mentor(s) be assigned to help assist with progress towards promotion to Full Professor. Any faculty member can request mentors with the goal of the relationship to provide quality feedback and guidance throughout the faculty member's career to help facilitate a successful academic career. Best management practices for the mentoring relationship for Assistant Professors should include biannual mentoring meetings with the mentoring committee and a formal mentoring plan.

Mentoring Plan:

A mentoring plan should be developed by the faculty member in consultation with his/her mentor(s) and updated annually. The plan should include: 1) a brief description of the mentee's position responsibilities including research, teaching, extension, outreach and service responsibilities, 2) any current, major professional responsibilities and an estimated time commitment; 3) short-term professional goals and expected outcomes; 4) long-term professional goals for the next 3 to 5 years and expected outcomes; and 5) any major issues or concerns of the faculty member regarding their academic position. The mentoring plan and an updated CV should be shared with the mentor(s) prior to the meeting and subsequently with the Department Head.

Suggested Best Management Practices:

Within the first 3 months of the mentoring relationship, the individual mentoring committee and mentee should consider all of the following. In subsequent years, long term goals should be reviewed and current year goals established.

1. Mentee's long term career goals (5-6 years)
2. Mentee's goals and objectives for the next year
3. Strategies and timeline for achieving next year's goals and objectives
4. Set timelines and benchmarks for meeting next year's goals and objectives
5. Establish clear and attainable long term (5-6 year) goals in research, teaching/extension and/or service.

Mentor Responsibilities:

The mentoring committee should meet with the new faculty member on a regular basis (twice per year) over at least the first five years. The mentor(s) should provide informal advice to the new faculty member on aspects of teaching, research, extension, outreach and/or service or be able to direct the new faculty member to appropriate other individuals. The mentor should treat all interactions and discussions in confidence and provide the faculty member with supportive guidance and constructive feedback. The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to the University of Minnesota. Although the role of mentor is an informal one, it poses a challenge and requires dedication and

time. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.

Qualities of a Good Mentor:

- Accessibility – the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation.
- Networking – the mentor should be able to help the new faculty member establish a professional network.
- Independence – the new faculty member's intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member. However, collaborations between the mentors and the faculty member, when beneficial to all parties, is encouraged when it makes disciplinary sense.

Goals for the Mentor

Short-term goals

- Familiarization with the campus and its environment, including college and University administration.
- Networking—introduction to colleagues, identification of other possible mentors.
- Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member's work.
- Constructive criticism and encouragement, compliments on achievements.
- Helping to sort out priorities—budgeting time, balancing research, teaching, and service.

Long-term goals

- Developing visibility and prominence within the profession.
- Achieving career advancement.
- Benefits for the mentor
- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor's own teaching / scholarship
- A network of colleagues who have passed through the program
- Retention of excellent faculty colleagues
- Enhancement of department quality

Changing Mentors

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from his/her Chair. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

Adapted from the University of California – San Diego Faculty Mentoring Program:
<https://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html>

Department of Agronomy and Plant Genetics Mentoring Plan Outline

Date:

Name:

Mentor(s) Name(s):

Estimated Time Allocation:

% Teaching:

% Extension:

% Research:

% Service:

Do you understand the expectations for tenure and/or promotion associated with your academic position? Yes _____ No _____

Are there general and/or specific questions or concerns that need to be addressed?

Professional Responsibilities:

List your major professional responsibilities with a timeline and estimate of time commitment.

- 1.
- 2.
- 3.
- 4.
- 5.

Short term goals:

List your professional goals for the coming year. Be as specific as possible about your goals and indicate potential outcomes and/or accomplishments.

1. Goal:

Expected outcome and/or accomplishment:

2. Goal:

Expected outcome and/or accomplishment:

3. Goal:

Expected outcome and/or accomplishment:

Long term goals:

List your professional goals for the next 3 to 5 years. Indicate as specifically as possible how you will assess your goals and potential outcomes and/or accomplishments.

1. Goal:

Expected outcome and/or accomplishment:

2. Goal:

Expected outcome and/or accomplishment:

3. Goal:

Expected outcome and/or accomplishment:

Appendix D

POLICY AND PROTOCOL ON THE EVALUATION OF TEACHING

The University of Minnesota seeks to achieve teaching of the highest quality so that students and clientele learn to their maximum potential. The evaluation of teaching, either with traditional or nontraditional audiences is one way to help ensure excellence in instruction. There are reasons to evaluate instruction including the improvement of instruction, and to provide information for salary and promotion decisions based on merit and faculty tenure decisions. The evaluation of teaching for tenure and promotion decisions should have two major components, peer review and student or clientele evaluation of teaching. Every University course must be evaluated using the Student Rating Forms every time it is offered [See the policy on the Evaluation of Teaching: Twin Cities, Crookston, Morris, and Rochester (<https://policy.umn.edu/education/teachingevaluation>)]. For Extension teaching activities, programs and presenters should be evaluated by the participants with the purpose of improving Extension teaching activities, for promotion and tenure decisions, and for programmatic guidance.

Course and Teaching Evaluation Protocols: The primary purpose of course and teaching evaluation is to improve quality of instruction. A secondary purpose is to provide documentation for annual salary and promotion-and-tenure decisions. Methods of evaluation are primarily peer review and student evaluations.

1. Peer Review

A peer review will take place during the third time a course is offered by a faculty member and every five years thereafter. For teaching improvement purposes, a single peer review may suffice, but for P&T evaluations, two or more reviewers may be utilized. Colleagues knowledgeable in the field will be asked to provide a written review of teaching, in terms of content, assessment instruments, and effectiveness of instruction. All faculty are expected to participate in the peer evaluation of teaching. Flexibility in timing permits qualified individuals to review classes according to professional interests. Timing and appointment of a peer reviewer will be the joint responsibility of the Department Head and the instructor(s). Peer reviewers will attend a sufficient number of classes, a minimum of two, during the term to adequately observe all aspects of teaching. A signed, written review (no longer than two pages) will be provided to the instructor, Department Head, and the Faculty Personnel Committee.

2. Student Evaluation

Student evaluations will be administered according to the policy adopted by the University Senate (<https://policy.umn.edu/education/teachingevaluation>). Additional questions may be added or an additional questionnaire may be utilized to serve individual instructor's purposes. Questions pertaining to what a course has meant to a student's learning and personal and professional development are encouraged. Student evaluations will be obtained every time a course is offered.

Extension Evaluation Policies: Extension teaching differs from classroom instruction and often includes presentations to diverse clientele and adult learners, participation in short courses and workshops, online educational programs and websites, and preparation of written and electronic media. Criteria used for the evaluation of Extension teaching activities is but should include the evaluation of programs and presentations by audience members.

1. Participant Evaluations: When appropriate, evaluations of programs and presenters should be conducted as part of the evaluation of Extension teaching activities. As with course evaluations,

programs and faculty presenters at Extension activities should be evaluated by the participants with the purpose of improving Extension teaching activities, for promotion and tenure decisions, and for programmatic guidance.

2. Peer Review: Peer review of Extension programming activities should be conducted. Colleagues knowledgeable in the field will be asked to provide a written review of Extension programming in terms of content, assessment instruments, and effectiveness of instruction. All Extension faculty are expected to participate in the peer evaluation of programming. (Add who gets the report)

Appendix E.**Policy for Adjunct Faculty Appointments****Eligibility:**

All adjunct appointments must be made in concert with Section 3 of the University of Minnesota Regulations concerning Faculty Tenure. (See Subsections 3.3 and 3.4 define types of faculty appointments and describe their limitations at the website for complete tenure code at <http://www1.umn.edu/regents/policies/humanresources/FacultyTenure.pdf>.)

Rationale for Adjunct Appointments:

The purpose for appointing adjunct faculty in the Department of Agronomy and Plant Genetics is to enhance the quality and strengthen our education and research mission.

Minimum Requirements for Eligibility:

Professionals are eligible and may be appointed to adjunct status if: (1) they have an appropriate active research program or are conducting cooperative research with current members of the Agronomy and Plant Genetics faculty, or (2) they are qualified to teach approved courses, mentor undergraduate students, and/or advise graduate students in the college or department.

Application and Approval Process:

All adjunct appointments must be approved by the faculty of the department in a regular or special (sponsor). The process begins with the submission of a current vitae, including a list of publications in the format required for regular faculty. A letter describing the rationale for this appointment and the benefits to both parties should be attached. The candidate will be required to present a seminar or lead a critical topic discussion as a part of the process. All supportive material shall be available for review by the faculty at least one week before the meeting where approval is to be considered. After an appropriate discussion, a vote on the appointment will be taken. Adjunct appointments require an affirmative vote by two-thirds of all the regular faculty. The results of a positive vote and the supporting documentation will then be forwarded by the head to the college for their approval.

Expectations of Adjunct Faculty:

Adjunct appointments carry rank (Instructor, Assistant Professor, Associate Professor and Full Professor) and will be for an initial three year term. Adjunct appointments provide opportunities to participate in graduate education, teach undergraduate or graduate courses, and/or conduct independent or cooperative research, as space and departmental needs dictate. Sponsors will be required to annually document the tangible contributions of the Adjunct faculty member to the Department by providing a brief report of their activities for review by the entire faculty. These reports will be due at the same time as the annual review documents for regular faculty. Every three years the Adjunct faculty will be required to submit a brief summary documenting their contributions to the Department over the past three years and an updated CV. These documents will be used by the Faculty Personnel Committee to make a recommendation for continuation or termination of the adjunct faculty appointment. Continuation or termination requires a simple majority vote by the regular faculty.