

**College of Biological Sciences (CBS)
Collegiate Academic Personnel Plan**

Introduction:

This document describes the use of tenured, tenure-track, and non-tenure track staff used in CBS to ensure we accomplish our mission: To improve human welfare and global conditions by advancing knowledge of the mechanisms of life through breakthrough discoveries and to prepare today's students to create the biology of tomorrow. It is the policy of the College of Biological Sciences that all tenured and tenure-track faculty in the College will actively participate in the teaching mission and teaching goals of the College.

Appointment Categories:

REGULAR TENURE AND TENURE-TRACK FACULTY:

Appointments in the College of Biological Sciences (CBS) of Regular tenure and tenure-track faculty shall be in accordance with Regents Policy on Faculty Tenure and the Administrative Policy on Academic Appointments and shall include the following titles:

- 9401 Professor
- 9402 Associate Professor
- 9403 Assistant Professor
- 9404 Instructor

Regular faculty make up the majority (approximately 87%) of CBS instructional staff.

Regular faculty receive annual performance evaluations each year to ensure they are meeting departmental expectations. Each department's expectations and evaluation process varies slightly but all focus on teaching, research, and service.

NON- TENURE TRACK (TERM) FACULTY:

Non-tenure track faculty appointments are made in accordance with administrative policy on hiring: Openings are posted with a clear description of responsibilities and required qualifications through the University's recruiting system, and a search committee is used to interview, evaluate, and select the best candidates based on their qualifications and experience.

Contract Faculty: Members of the faculty on annual renewable contracts.

- 9401 Professor
- 9401T Teaching Professor
- 9401R Research Professor
- 9401S Service/Outreach Professor
- 9402 Associate Professor
- 9402T Teaching Associate Professor
- 9402R Research Associate Professor
- 9402S Service/Outreach Associate Professor
- 9403 Assistant Professor
- 9403T Teaching Assistant Professor
- 9403R Research Assistant Professor
- 9403S Service/Outreach Assistant Professor

Contract Faculty with all of the above titles have job responsibilities for teaching, research, and/or service; the respective percentages may vary significantly between titles.

Contract Faculty make up approximately 7% of CBS instructional staff.

Contract Faculty receive annual performance evaluations each year to ensure they are meeting departmental expectations. Mentoring, professional development, and career advancement options are determined by each individual department.

Typically contract faculty are used to teach for-credit courses when we do not have a Regular Faculty member with the necessary expertise. CBS also uses contract faculty when it has been determined that there will be a long-term shortage of Regular Faculty to fulfill all of CBS's teaching needs. This is the case in the Department of Biology Teaching and Learning, where contract faculty currently make up 54% of the instructional staff.

Temporary Faculty: Historically, temporary Faculty appointments are not used in CBS. It is not anticipated that this will change.

Visiting Faculty: Visiting faculty are individuals who have a regular faculty appointment at another university or a similar status in a research institution or in government service. These appointments will be for one year or less and may use the following titles:

- 9401V Visiting Professor
- 9402V Visiting Associate Professor
- 9403V Visiting Assistant Professor
- 9404V Visiting Instructor

CBS does not typically utilize visiting faculty for teaching. They are primarily participating in research activities.

Visiting faculty do not receive an annual performance evaluation due to the short-term nature of their appointment. Mentoring and professional development is determined by each individual department based on the purpose of the individual visiting faculty appointment.

ADJUNCT FACULTY:

Adjunct Faculty from within the University: Persons who hold faculty status in one main department and who are appointed by a second department or college.

Adjunct Faculty from within the University may be appointed using the following titles:

- 9401A Adjunct Professor
- 9402A Adjunct Associate Professor
- 9403A Adjunct Assistant Professor
- 9404A Adjunct Instructor

Adjunct and Clinical Faculty from Outside the University: Professionals in the community or retired from such occupation who offer instruction on an occasional, part-time basis. The appointment is designated an adjunct appointment because the faculty member's primary employment is outside the University or is retired from such occupation. Units may appoint Adjunct Faculty from outside the University when individuals who have a principal occupation in professional activities in the community teach in CBS on a limited, part-time basis, normally not to exceed a 20 percent-time appointment. Adjunct Faculty may be appointed in CBS units using the following titles:

- 9401A Adjunct Professor
- 9401AT Adjunct Teaching Professor
- 9402A Adjunct Associate Professor
- 9402AT Adjunct Teaching Associate Professor
- 9403A Adjunct Assistant Professor
- 9403AT Adjunct Teaching Assistant Professor
- 9404A Adjunct Instructor
- 9404AT Adjunct Teaching Instructor

Adjunct faculty make up approximately 1% of CBS instructional staff.

Adjunct faculty receive annual performance evaluations each year to ensure they are meeting departmental expectations. Each department's expectations and evaluation process vary slightly but all focus on teaching, research, and service. Mentoring, professional development, and career advancement are determined by each individual department as needed based on annual review results.

ACADEMIC STAFF:

All academic appointments are made in accordance with administrative policy on hiring academic staff: Openings are posted with a clear description of responsibilities and required qualifications through the University's recruiting system, and a search committee is used to interview, evaluate, and select the best candidates based on their qualifications and experience.

Academic Professionals who hold primary responsibility for teaching may be hired with the following titles:

- 9754 Teaching Specialist
- 9771 Senior Teaching Specialist
- 9753 Lecturer
- 9770 Senior Lecturer

Academic staff make up approximately 5% of CBS instructional staff.

Each year, CBS hires a limited number of short-term Academic Professional staff to fulfill responsibilities in instruction. These appointments are typically one or two semesters in length and are likely to be used to teach undergraduate courses when regular faculty or graduate students are not available to teach all CBS class sections or in other circumstances as outlined in the Administrative Policy on Academic Appointments. The exact number of Academic Professional staff hired varies each semester based on need. The Department of Biology Teaching and Learning utilizes Academic Professional staff most often in CBS.

Academic Professional and Administrative staff do not typically receive annual performance evaluations due to the short-term nature of their appointment. However, mentoring and professional development are determined and provided by each individual department as needed to ensure that consistent teaching techniques and methodology are used.

Academic Professional or Administrative (P&A) Staff members who have other primary functions within the University, but who also have occasional instructional assignments not considered as their primary duty: Hiring of Academic Professional or Administrative (P&A) Staff members who have other primary functions within the University normally occurs when these professionals desire to teach an occasional course or bring specific expertise to a CBS course.

GRADUATE TEACHING ASSISTANTS:

Students registered in a graduate or post-baccalaureate professional degree program may also provide assistance to the faculty in teaching or advising students registered for specific courses, or may be the instructor of record for an entire course, in accordance with the standards of the academic unit, those in the "Policy and Guidelines for Graduate Assistants," and in accordance with the Administrative Policy on Academic Appointments.

Supplemental plan for the Department of Biology Teaching and Learning:

Biology Teaching and Learning (BTL) is responsible for providing instruction for most of the core biology coursework required by all of the College's undergraduate majors. The disproportionate concentration of these core courses housed in one department and the number of contract faculty needed to cover the teaching needs for these courses leads BTL to consistently need more than 25% non-tenure track faculty to be utilized for instruction. BTL is a newly formed department with very few tenure-track faculty. As the

department grows, the number of tenure-track faculty is likely to increase, but the long-term plan is still being determined.

BTL is the only department that consistently hires contract faculty, so they have developed a detailed career advancement plan for their contract teaching faculty. The plan outlines detailed criteria for advancing through the ranks, how the promotional materials will be reviewed, and who will make the final determination.

Consultative/Approval Process:

This plan has been developed in consultation with the CBS Consultative Committee, Executive Committee, and Department Heads. As the new department of Biology Teaching and Learning was formed only during the last few years, their faculty and advisory personnel were also integral in formulating the plan.

DRAFT

COLLEGE OF DESIGN UNIVERSITY OF MINNESOTA

Collegiate Academic Personnel Plan

Overview

This document is a revision of the College of Design's original plan which was finalized in October 2010, requested by Vice Provost for Faculty and Academic Affairs Rebecca Ropers-Huilman with a deadline of October 2016.

Guiding Principles for Academic Instructional Appointments

The College of Design (CDes) is committed to excellence in all of its instructional endeavors. The College has an exceptional group of regular faculty in its three academic departments. For purposes of this plan, the instructional units within the College of Design are the three academic departments (the School of Architecture, the Department of Design, Housing, and Apparel, and the Department of Landscape Architecture) which are the degree granting units in the College, plus the Interdisciplinary Design Program which offers the Design Minor and Research and Outreach, in which the Center for Sustainable Building Research offers some continuing education to practitioners. The Metropolitan Design Center's instruction is under the auspices of the School of Architecture. The College's instructional activities include degree programs at the undergraduate, graduate and professional levels; undergraduate minor and graduate minor and graduate certificate programs; outreach programs to K-12 students; and continuing education to practitioners.

The College of Design is uniquely positioned to take advantage of its strong links with industry and the region's vibrant arts and design community, enabling CDes to draw on the practitioner community and expose students to working professionals by hiring part-time adjunct faculty who provide supplementary skills from outside the University to teach issues of practice in courses such as design studios, drawing, technology, history, urbanism and professional practice. CDes part-time faculty, defined as adjunct faculty and academic professionals, are hired to provide the bridge between their disciplines (architecture, clothing design, graphic design, housing studies, human factors and ergonomics, interior design, landscape design and planning, product design, and retail merchandising) and their methods of practice.

This plan articulates how appointment options will be used by the College of Design in carrying out its instructional activities, including the balance of non-tenured instructors engaged in delivering the academic mission and ensuring appropriate credentials for these individuals. The plan indicates the balance of responsibilities; e.g., types of courses taught, advising, research, governance, etc., for each group. The College of Design recognizes the significant contributions of each of these groups in ensuring our interdisciplinary, sustainable, socially responsible and civically engaged academic programs are of the highest quality.

The College of Design will defer to the appropriate sections within the University of Minnesota Administrative Policy: *Academic Appointments with Teaching Functions* and appropriate governing documents and College policy regarding the hiring and appointment process and the performance review process, annual reviews, reviews by faculty, and promotion reviews for each category in the CDes Collegiate Academic Personnel Plan.

Categories to be used in the College of Design are:

1. Tenured and Tenure-Track Faculty
2. Term (Non-Tenure Track) Faculty
 - 2A. Contract Faculty
 - 2B. Temporary Faculty
 - 2C. Visiting Faculty
3. Adjunct Faculty both from Within and Outside the University
 - 3A. Adjunct Faculty From within the University
 - 3B. Adjunct Faculty From outside the University
4. Academic Staff
 - 4A. Academic Professionals who Hold Primary Responsibility for Teaching
 - 4B. Academic Professional and Administrative Staff With Primary Non-Instructional Duties Who Assume Part-time Instructional Duties
5. Graduate Teaching Assistants

The principles guiding appointments of instructional staff to the different categories above are:

1. Needs of the instructional unit, the specific program area, and the College
2. Duties and responsibilities of the appointment
3. Required qualifications for the position
4. Expected length of the instructional needs leading to the specific position
5. Special circumstances associated with the resources supporting the appointment

The College will review and revise this plan, as needed or every five years.

Category 1. Regular (Tenured and Tenure-Track) Faculty

Tenured/Tenure-Track Faculty constitute the core faculty of the College of Design and are expected to be actively engaged in teaching, research/scholarship and service/engagement, as specified in the department/school's workload policy and 7.12 statement. The specific balance of effort may vary considerably and negotiated between the faculty member and the department/school Head on an annual basis in keeping with the unit workload principles. The Tenured/Tenure-Track Faculty are primarily responsible for the integrity of the curriculum and core instruction in every discipline in the College. The regular faculty also actively advise and mentor graduate and professional students. The College of Design is committed to building and maintaining the strength and diversity of the Tenured/Tenure-Track faculty.

Titles: Job titles used will be: Professor (9401); Associate Professor (9402); Assistant Professor (9403) and Instructor (9404). Regents Professor (9410) and holders of endowed chairs are included. The Instructor title will be used for individuals who will receive their terminal or professional degree within one semester of the job entry date.

Limits: Hiring of tenure-track faculty will be based on department/school and College strategic plans and needs, budgets, and University-level consultation.

Selection Process: A national search is required.

Criteria: A faculty appointment is appropriate if the individual is engaged in teaching, research, and service as defined in Section 7.11 of the Board of Regents Policy: *Faculty Tenure* and are expected to meet the criteria as defined by the department/school 7.12 statement. To hold a faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required, as per Administrative Policy: *Academic Appointments with Teaching Functions, Appendix A, Human Resources Policy*.

Category 2: Term (Non-Tenure Track) Faculty

Category 2A. Contract Faculty

These individuals are faculty members who are hired on a 12 month or 9 month annual renewable or multiple-year contract. These positions may continue on a long-term basis, but the College of Design only will consider a Contract Faculty member in those circumstances set forth in the Board of Regents Policy: *Faculty Tenure*, Sections 3.3 and 3.4. Contract faculty appointments must be made in accordance with an approved Contract Faculty Template Request. The College of Design has a specific process in which the head requests approval from the Dean to proceed with a Contract Faculty search. Examples of instances when a Contract Faculty appointment would be appropriate include: bringing in unique expertise for a one or two-year period to strengthen the unit curriculum; filling a short-term gap in which the faculty member is expected to engage in teaching, research and service; when a program area is relatively new and a commitment to a tenure-track position cannot be made; and to hire a faculty member with current and ongoing practitioner expertise; i.e., a "Professor in Practice". Such hires may result from program growth or new program development." (See attached Contract Term Faculty Template Request).

Contract Faculty are expected to be actively engaged in teaching, research/scholarship, and service/outreach. The percentage time devoted to each of the three missions is based on the needs of the unit and the qualifications of the individual, and will be determined by the respective Head in keeping with unit workload principles. Contract Faculty positions are entered into infrequently and are typically expected to be of an ongoing nature. For example, the Cass Gilbert Fellow position in the School of Architecture is a one to two-year position to bring in new and unique expertise to the School's curricular and research agenda. They participate in faculty governance, but do not participate in decisions regarding promotion and tenure. Contract Faculty may serve in leadership roles in their department/school and in the College.

Titles: Job titles used will be: Professor (9401); Associate Professor (9402) and Assistant Professor (9403) and Instructor (9404). Specific professorial title will follow the criteria established by each department/school. The Instructor title will be used for individuals who will receive their terminal or professional degree within one semester of the job entry date.

Appointment Type: Appointments for Contract Faculty will typically be either annually renewable one-year appointments or multiple-year appointments of two- or three-years. Multi-year appointments and subsequent renewals will be at the discretion of the department/school head, with approval by the Dean. Criteria to be considered for multi-year appointments are the nature of the position, availability and source of funding, and performance.

Selection Process: A national or limited regional search is required.

Performance Review: The College will develop a process in which units will meet the University requirement of conducting a more thorough review at least once every six years, using a committee comprised of regular faculty and a representation of term faculty.

Promotional Procedures: A mentor/mentor committee will be provided to all new Contract Faculty. Promotion will follow the department/school and college promotion process for regular faculty, in accord with the unit 7.12 statement and college guidelines, with any adjustments required based on the primary focus of the appointment. University policy will dictate whether promotions need the Provost's approval.

Category 2B. Temporary Faculty

Temporary Faculty are hired to address temporary short-term situations typically of no more than one year. Heads will use the College's established mechanism to request approval from the Dean for Temporary Faculty positions. Temporary Faculty are expected to be actively engaged in teaching, research/scholarship and service/outreach. The percentage devoted to each will be determined by the respective department/school Head in keeping with unit workload principles. Temporary Faculty are expected to teach curricular offerings in their discipline and participate in service, and may advise graduate students and serve on graduate committees. Temporary Faculty may participate in governance, if they meet department/school, College and University eligibility.

Titles: Job titles used will be: Professor (9401); Associate Professor (9402); Assistant Professor (9403) and Instructor (9404). Specific professorial title will follow the criteria established by each department/school. The Instructor title will be used for individuals who will receive their terminal or professional degree within one semester of the job entry date.

Limits: CDes expects to use these individuals in rare circumstances, for example, during sabbaticals, in instances of medical or disability leaves, unsuccessful searches, or other unexpected faculty absences.

Performance Review: The Head will ensure a performance review for every temporary faculty member occurs. If reappointment is contemplated, a review equivalent to the annual merit review is required and will follow the respective unit's 7.12 statement.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the Head and the Dean. If special circumstances warrant a reappointment to a second year, consultation with the Dean should occur by March 1 and should include a summary of the annual performance review that is equivalent to the annual merit review. Approval by the Vice President for Human Resources is required.

Selection Process: A national, limited regional or limited local search is required.

Criteria: The Assistant Professor, Associate Professor and Professor (9401 – 9403) titles normally require a terminal or professional degree that is recognized by the discipline in hand by the appointment start date.

Category 2C. Visiting Faculty

Visiting Faculty are individuals on leave from a regular faculty appointment at another university, research institution, government service or other similar organizations. Visiting Faculty will be used rarely in the College of Design, and will have the express purpose of enhancing the academic experience of students by bringing in renowned visiting scholars. The scholar may conduct guest lectures, instruct a studio, teach a seminar, participate in thesis reviews, and otherwise contribute in other ways to the student academic experience. In addition, this faculty member will be engaged in research/scholarship and service/engagement.

Visiting Faculty are encouraged to participate in the discussion of relevant and applicable issues in the program, department/school, and College, but may not vote in faculty personnel issues, such as tenure.

Titles: Job Titles will include Visiting Professor (9401V), Visiting Associate Professor (9402V), and Visiting Assistant Professor (9403V). The professorial title will typically be that held by the individual at their home institution.

Limits: Typically, Visiting Faculty are appointed for one year or less. Only persons who are on leave from regular appointments at another university, research institution, government service, or other similar organizations are eligible for these appointments.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the Head and the Dean. The faculty may delegate its recommendation authority to a faculty committee or to the unit Head.

Selection Process: While no formal search is required, Heads are required to obtain approval for the position from the Dean. Departments are encouraged to review all available candidates.

Note: In some instances it may be preferable to enter into a “contract for services” with the faculty member’s home institution. In these instances, the individual will be appointed to an Affiliate Appointment (an unpaid appointment) and the Contract for Professional Services agreement form completed.

Category 3A. Adjunct Faculty from Within the University

These individuals already hold a regular tenured or tenure-track faculty appointment or a contract or temporary term faculty appointment elsewhere in the University and have been asked to provide additional service in the College of Design. The College of Design anticipates using Adjunct Faculty from within the University in a very limited manner to recognize service by University faculty from other departments or colleges who are engaged in teaching, research or scholarship with department/school. The appointment letter must identify the service that the adjunct faculty member will provide during the appointment.

Unless otherwise specified in writing in the appointment letter by the Dean or Head, the adjunct appointment is for a one-year term, but may be renewed by mutual agreement by the Dean or other responsible administrator and the faculty member.

Titles: The professorial rank used will be that held by the individual in their home department.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the Head and Dean; the faculty may delegate its recommendation authority to a faculty committee.

Performance Review: The Head must conduct a performance review of each adjunct faculty member annually, before proposing reappointment. This reappointment will be discussed with the Dean. The unit's regular faculty must also conduct a performance review at least once every six years and may delegate its review to a committee.

Category 3B. Adjunct Faculty from Outside the University

This category consists of individuals who have a principal occupation outside the University in a profession related to one of our disciplines or are retired from such occupations. They are hired expressly to participate in teaching at the College only on a limited, part-time basis.

The involvement of skilled educators with significant professional experience in our pre-professional, masters and professional design degree programs and free-standing undergraduate minor programs is a central component of our curriculum. Because these programs are enriched by having practitioners teaching students, we need to maintain a number of highly skilled and recognized adjunct faculty appointments. Participation of adjuncts in the educational experience also helps ensure our graduates are ready to transition into professional careers.

While we recognize the University's expectation that adjunct appointments typically shouldn't exceed approximately 20 percent time, CDes identified percentages of appointment tied to credit load; for example, a 3-credit course is 25%-time and a 4-credit course is 33%-time. In addition, many of the practitioners teach our intensive studio courses of six or nine credits, requiring that they carry more student contact hours than an average lecture course. Consequently, the appointments typically need to be for greater than 20% time. CDes also appoints adjunct faculty for additional time to contribute in other ways, such as coordinating studios, lecture series, serving on unit or College committees.

The adjunct category may also be used to recognize unpaid professionals (Affiliates) from outside the University with professional or terminal degrees who: 1) teach; 2) collaborate on research projects; 3) participate on masters/doctoral committees; and/or 4) participate in collaborative outreach activities.

Titles: Titles used will be: Adjunct Professor (9401A), Adjunct Associate Professor (9402A), Adjunct Assistant Professor (9403A), Adjunct Instructor (9404A). The working title "Professor in Practice" will be considered for those who have a significant national reputation, and may be approved by the regular faculty in the unit. This is not an official University job title.

Appointment Process: Each appointment requires recommendation of the unit Head, in conjunction with approval of the regular faculty of the unit and, as appropriate, representation of adjunct faculty. The faculty may delegate its review to a committee or to the Head.

Selection Process: A limited local search is required.

Criteria: The Adjunct Instructor, Assistant Professor, Associate Professor and Professor (9401A – 9404A) titles require a terminal degree or professional degree recognized by the discipline in hand by the appointment start date. The Head is responsible for ensuring that the adjunct meets the degree requirement and other criteria prior to being hired.

Performance Review: The Head or respective Program Director will review the adjunct faculty member's performance annually before proposing reappointment where possible; and at a minimum every three years. Each unit will also develop a process to meet the University requirement of conducting a more thorough performance review by the regular faculty or a committee of the faculty at least once every six years.

Promotional Procedures: Adjunct faculty promotion will follow the department/school Adjunct 7.12 statement and procedures and established College Adjunct promotion process.

Note: In limited instances, the College will enter into a "contract for services" with the adjunct faculty member's principal employer, to comply with the principal employer's requirements. This requires the approval of the department/school Head. In these instances, the individual will be appointed to an Affiliate (unpaid) appointment and the Contract for Professional Services agreement form completed.

Category 4A. Academic Professionals Who Hold Primary Responsibility for Teaching

In limited circumstances the College of Design will hire academic professionals who hold primary responsibility for teaching to augment its instructional needs. These courses typically require more intense individual contact, are frequently offered, and are required courses in the curricula. Having academic professionals whose primary responsibility is teaching are the most expedient way to provide quality instructors to meet the demand for these frequently-offered courses. These individuals may teach other core courses, as needed and appropriate, where courses aren't covered by regular or adjunct faculty. Teaching Specialists or Lecturers also may be hired when there are specific instructional needs, such as a high number of phased retirements, unplanned resignations, medical leaves, etc., in which the most urgent need is course instruction. Teaching Specialists or Lecturers with full-time appointments (75%-time and above) also may also hold leadership roles in their program, for example, program director, director of undergraduate students, etc.

They are not required to participate in research, but those with appointments of 75%-time and greater are expected to participate in service to the College and may engage in outreach. Those with appointments of less than 75%-time are not expected to engage in advising, research, outreach or service, or serve on graduate committees.

Titles: CDes will use the Teaching Specialist (9754), Senior Teaching Specialist (9771), Lecturer (9753) and Senior Lecturer (9770) titles. Professorial titles may be considered for individuals who meet department/school criteria and have an appointment of at least 75%-time. These titles will be granted on an individual basis by vote of the Tenured/Tenure-Track and Contract Faculty of the department/school, with approval by the Head and Dean. Departments/schools may choose to use one of the Prefix Working Titles "Research, Service/Outreach or Teaching" with the professorial title, based on the primary focus of the individual's appointment.

Appointment Type: Appointments will be annually renewable for those with appointments of less than 75%-time. Those with ongoing appointments of 75%-time and above may be considered for multiple year appointments of two or three years in length. These appointments and subsequent renewals will be at the discretion of the Head, with approval by the Dean. Multi-year appointments will be contingent upon performance and adequate funding.

Appointment Process: The instructional appointment must be recommended by the regular faculty, or by a designated committee consisting of a majority of regular faculty. The committee should also include appropriate members of the academic professional staff of the unit.

Selection Process: A limited-local search is required, but a decision may be made to conduct a national or limited regional search.

Criteria: Positions at the Teaching Specialist/Senior Teaching Specialist levels will normally require an advanced degree and demonstrated competence to teach the material of specific courses. In special circumstances, an individual without an advanced degree but who has the educational background and substantial professional experience may be hired. Positions at the Lecturer/Senior Lecturer levels will require the degree expected of faculty in the department or substantial professional recognition in the field. The Head is responsible for ensuring that the degree requirements and other criteria are met.

Performance Review: The Head or designee will review the teaching specialist/lecturer's performance annually before proposing reappointment. In addition, units will develop a process to meet the University's requirement of conducting a more thorough review by the faculty at least once every six years.

Promotional Process: Promotion for Teaching Specialists and Lecturers to Senior Teaching Specialist or Senior Lecturer will follow the College's established promotion process articulated in *Guidelines and Procedures Governing the Promotion of Academic Professional Staff – Teaching Staff*. Promotion within professorial title will be considered for individuals who meet the department/school criteria and have an appointment of at least 75%-time.

Category 4B. Academic Professional and Administrative Staff with Primary Non -Instructional Duties Who Assume Part-time Instructional Duties

We wish to capitalize on the strengths and expertise of all our excellent employees. This means that, when we have a researcher or other academic professional or administrative employee with particular expertise that is pertinent to our academic disciplines and particularly relevant to curricula, we seek to engage that person in teaching on a limited basis. This does not constitute a large portion of our teaching positions, but typically each year, three to five research professionals teach College of Design courses, primarily in Architecture and Landscape Architecture courses. This is an excellent way to bring the strength of our P&A researchers into the classroom experience. In addition, one to two student services professionals may teach or co-teach CDes courses. The College of Design expects limited, but continuing, use of this category.

Titles: Typically, the additional instructional assignment is recognized through an Affiliate appointment in one of the four instructional academic professional titles: Teaching Specialist (9754), Senior Teaching Specialist (9771), Lecturer (9753) and Senior Lecturer (9770) with either supplemental pay or a buyout of a portion of the regular appointment.

Criteria: Criteria will mirror that for Category 4A.

5. Graduate Teaching Assistants

The College of Design will continue to use the Graduate Teaching Assistant category as departments/schools have in the past.

Graduate Teaching Assistants will supplement and assist the instructor and, typically, will not serve as the instructor of record. However, the Department of Design, Housing, and Apparel oversees the Design Graduate Program, our only Ph.D. granting unit, and will employ a modest number of graduate students with the demonstrated expertise to teach courses as Graduate Instructors. The Graduate Instructor will always be supervised by the Head, with direct oversight by the program director.

Titles: CDes will use the Teaching Assistant (9511), Graduate Instructor (9515), Ph.D. Candidate Graduate Instructor (9517), Advanced Masters Teaching Assistant (9518), Ph.D. Candidate Teaching Assistant (9519), Research Assistant (9521), Advanced Masters Research Assistant (9528), Ph.D. Candidate Research Assistant (9529), Administrative Fellow (9531), Advanced Masters Administrative Fellow (9532), Ph.D. Candidate Administrative Fellow (9533), Summer Term Teaching Assistant w/o Tuition Benefit (9571), Summer Term Research Assistant w/o Tuition Benefit (9572), and Summer Term Administrative Fellow w/o Tuition Benefit (9573), Summer Session Teaching Assistant w/o Tuition Benefit (9575).

Current Appointment Distributions

The FY15 distribution of instructional staff provided by the Vice Provost for Faculty and Academic Affairs identifies the College of Design's most recent use of instructional appointment categories. In our accredited programs, the core and elective courses are tightly stipulated in order for students to complete the necessary degree requirements. When regular faculty are unable or unavailable to teach these courses--for example, due to medical leaves, professional development leaves, administrative responsibilities, and unexpected resignations--units must hire adjuncts or academic professionals to supplement the regular faculty. The College is experiencing higher than normal levels of faculty retirements with five current phased retirements and two retirements in 2016. For reasons such as these, CDes hired a larger number than typical of lecturers with appointments of 75%-time and above in recent years.

The Fall 2015 distribution indicates that of the College's instructional faculty, 42.75 FTE were regular faculty, 4 FTE contract faculty, 15.56 FTE adjunct faculty, and 16.85 FTE P&A faculty. For Fall 2016, 11 FTE of the P&A faculty hold appointments of 75% and above.

Appointing, Mentoring, Reviewing

The hiring and appointments of non-regular faculty and academic professional instructional staff are handled at the unit level in keeping with university policies and procedures and the College of Design search guidelines. The department/school Head is responsible for confirming that the required degree and other credentials are met before an offer is made and the HR director will obtain the required verification of highest degree.

Contract faculty are reviewed and promoted based on unit 7.12 statements, using the same processes as for regular faculty. Reviews are completed on an annual basis for adjuncts, teaching specialists and

lecturers by the Head or program director, using the CDes Adjunct Activities Report Form. The School of Architecture typically reviews adjuncts on a three-year rotating basis, due to the large numbers. Adjuncts are promoted based on unit adjunct 7.12 statements. Units employing adjuncts are charged with developing an adjunct 7.12 statement if one is not in place. Teaching specialists and lecturers are promoted based on CDes' promotional guidelines and criteria for academic professional instructional staff. Heads are charged with mentoring and encouraging promotion, with input from program directors.

Collegiate Academic Personnel Plan Consultation Process

Consultation for the revised plan took place with the CDes Senior Leadership Group, with review and input by the Adjunct Leadership Committee and Faculty Leadership Committee, with review by the Adjunct Assembly (the full adjunct and part-time teaching specialist/lecturer membership) The policy was distributed to the full College community and it was presented and approved at the College Faculty Assembly, which, per the CDes Constitution, is composed of faculty and teaching and research P&A staff with appointments of 75%-time and above.

Supplemental Plan for the School of Architecture

The School of Architecture currently has 19 T/TT faculty with an FTE of 18 for Fall 2016. The School employs one visiting contract faculty position at 1.0 FTE on a one-to-two year appointment as the Cass Gilbert Fellow. The Fellowship's objective is to bring new or early career candidates with expertise in emerging technologies to infuse their exploration and knowledge into the core undergraduate and graduate student learning experience in a design focused capacity. 2.75 FTE lecturers fill major gaps in core instruction necessitated by retirements and two faculty with primary responsibilities as directors of large research centers, i.e., the Center for Sustainable Building Research and the Metropolitan Design Center. The School of Architecture offers undergraduate and professional (MArch) degrees in Architecture, as well as four tracks within the MS program. Involving adjuncts who are either working in architectural firms or owners of their own firms in delivering the curriculum is essential to ensuring that students are prepared for professional practice. The adjunct FTE varies between 10 and 12 FTE per semester.

Supplemental Plan for the Department of Design, Housing, and Apparel

The Department of Design, Housing, and Apparel (DHA) currently has 25 T/TT faculty with an FTE of 21.25 for Fall 2016. The Department offers six undergraduate degrees, oversees the Design Graduate Program which offers MA/MS/MFA and PhD degrees in four tracks, undergraduate and graduate minors and a post-baccalaureate certificate. These programs need to involve practicing professionals in the delivery of education to DHA students. However, these individuals lack the credentials to be employed in the adjunct job category. Also, the pedagogical and accreditation requirements to achieve student competencies require studio class enrollments of no more than 16-20 students, so multiple course sections are often necessary. In Fall 2015, DHA employed 5.0 FTE part-time teaching specialists and lecturers to bring this practitioner experience into the student learning experience. DHA currently employs an additional 5.0 FTE lecturers/teaching specialists in full-time positions to fill gaps in core curriculum necessitated by: four phased retirements; three faculty on administrative appointments, i.e., interim dean, associate dean for academic affairs, and department head; and to fill a critical need for instruction in the rapidly growing new product design program. Finally, the department employs two long-term contract faculty: an associate professor and a professor. They make important contributions to the department by enriching the graphic design curriculum with their research and creative scholarship at a time when additional T/TT faculty positions are not financially possible.

Supplemental Plan for the Department of Landscape Architecture

The Department of Landscape Architecture currently has 7.0 FTE T/TT faculty with an FTE of 6.75. LA employed 3.25 FTE adjuncts in Fall 2015. It is essential for the educational preparation of both the undergraduate, professional and graduate students that practitioners are involved in delivering the curriculum. Also, the pedagogical requirements to achieve student competencies require studio class enrollments of no more than 15-18 students. The department employs 2.0 FTE lecturers who make essential contributions to delivering core curriculum and meeting the academic administrative needs of the department. Finally, Landscape Architecture employs 1.0 FTE contract faculty. This position was hired as a “practitioner in practice” and is currently serving as department head.

Supplemental Plan for Interdisciplinary Programs

The undergraduate Interdisciplinary Design Minor spotlights the design process and shows how design thinking can be used as a catalyst for exploration and research in the practice of design across multiple design disciplines. While many design minor courses are taught by regular faculty, others are taught by practitioners. In Fall 2015, the program employed 1.25 FTE adjuncts, bringing direct practice expertise into the curriculum. The Design Minor also employs two long-term lecturers at 1.75 FTE to cover core curriculum and give continuity to the program.

Appendices

A. Contract Term Faculty Template Request

References:

Administrative Policy: *Academic Appointments with Teaching Functions, Appendix A, Human Resources Policy*, May, 2008.

Consultation with Senior Leadership Group: October – November 2016

Review by CDes Leadership Committees:

Adjunct Leadership Committee: October 25, 2016

Faculty Leadership Committee: October 27, 2016

Presentation to Faculty Assembly: December 6, 2016

Approved by the Office of Human Resources:

Approved by the Provost:

Contract Term Faculty Template Request

This form does not apply to use of temporary, visiting, or adjunct term faculty.

College/Campus	
Contact Person	Title
Campus Phone	E-mail Address

Rationale for use of contract faculty appointments. This list is based on language from the Board of Regents Policy: *Faculty Tenure*, Section 3.4 regarding appropriate uses of term appointments. **Check all that apply.**

1. The duration, the percentage of time, or both, require less than service for two-thirds time for the academic year;
2. The appointment concerns a faculty member who principally is engaged in and primarily is supported by clinical activities or by discipline-related service;
3. The position is subject to the joint control of the University and another institution;
4. The specific funding for the position is subject to the discretion of another institution;
5. The funding for the position is for a limited time;
6. The appointment is in a unit or program that is experimental or otherwise restricted in nature;
7. The person is enrolled in a University of Minnesota degree program. A regular faculty member on a probationary appointment may transfer to term status during enrollment in such a program if the faculty member and the senior administrator agree. The transfer suspends the running of the maximum period of probationary service, but the faculty member retains other rights if regular appointment, including annual review, the right to timely notice and a terminal appointment period as provided in Section 6.
8. Other—please describe:

In order to help better understand the planned use of contract faculty in your unit, please elaborate:

Estimated number of appointments in this category:

Anticipated length of appointments:

- Annual Renewable
- 3 Years
- 5 Years
- Other. Please explain:

annually renewable or multi-year appointments of 2-3 years

Approved Vice President, Human Resources	Date
Approved Senior Vice President for Academic Affairs and Provost	Date

CFANS COLLEGIATE PERSONNEL PLAN
For academic appointments with teaching functions
November 28, 2016

Policy Statement

This policy implements the Board of Regents Policy: Employee Group Definitions and Faculty Tenure. The University establishes the standards and procedures for academic appointments with teaching functions to (1) assert the importance of well-qualified individuals teaching the University's students and (2) assure that an appropriate complement of regular faculty direct the University's ongoing intellectual programs.

The academic appointments policy establishes the standards and procedures for appointments of individuals who will have teaching functions. CFANS recognizes the importance of ensuring that our students are taught by individuals who have appropriate qualifications and who are recognized as teachers and enjoy the privilege of academic freedom. CFANS also ensures that an appropriate complement of regular faculty will direct the University's ongoing intellectual programs, accompanied by term (non-tenure track) contract faculty, academic professional employees (P&A) who teach, and graduate teaching assistants. CFANS will strive to ensure that all such faculty and P&A employees be appropriately selected, reviewed, and fairly treated and promoted, as appropriate. CFANS current distribution of teaching responsibilities is as follows:

Regular Faculty:	84%
Contract Term Faculty:	7%*
P&A Teaching Staff:	9%

**does not exceed 25%*

Credentials

Individuals hired to teach are required to provide their current CV and proof of highest degree; background checks are conducted prior to hiring.

Mentoring

Departments are encouraged to appoint faculty mentoring committees for all faculty and contract term faculty. They are also encouraged to connect those individuals who are hired into teaching appointments to participate in training with the Center for Educational Innovation. There are college-wide professional development funds available each year for conferences, workshops, etc.

Career Advancement

All individuals hired into contract term faculty or P&A positions who teach are annually reviewed. The college has criteria for promotion for the majority of the classifications used for this purpose. In order to be promoted, individuals must meet the criteria established for the next rank. These promotions are submitted to CFANS HR and reviewed by the Dean's Council, ultimately approved by the Dean.

Consultation

There was initial consultation when this plan was developed which included a faculty and P&A committee, and presentation to the college assembly for approval. Since did not make substantive changes to our plan, the Associate Dean for Academic Programs and Faculty Affairs discussed our updated draft with the Dean's Council and sent a communication out to all impacted employees, faculty, department heads and administrators explaining the Vice Provost's request to update all collegiate personnel plans. Our updated draft was attached to this email and there was a 30-day comment period. Feedback was incorporated into the document and forwarded to the college's Faculty Consultative Committee (FCC) for further feedback/comments, and approved.

Once the FCC weighs in, CFANS HR and the Associate Dean will meet to discuss the comments and make any additional changes or follow up with individuals for clarification, as deemed appropriate. Once finalized and approved by the Provost, the plan will be distributed to the same group and posted on our collegiate website.

Prefixes

The College of Food, Agricultural and Natural Resource Sciences will add the research prefix to working title to contract faculty positions focused primarily on research. Effective 12/1/09, it was determined that prefixes will be added to contract faculty titles to address positions that are focused primarily or solely on teaching.

Combination Working Titles

The College of Food, Agricultural and Natural Resource Sciences will **not** adopt any combination working title for any category.

Promotional Guidelines

Departments in the College of Food, Agricultural and Natural Resource Sciences will establish promotional guidelines for Teaching Specialist to Senior Teaching Specialist and Lecturer to Senior Lecturer. It will also be possible to hire an individual as a Senior Teaching Specialist or Senior Lecturer if the individual meets the established criteria for these categories.

Academic Appointments

CFANS will have the following academic appointments:

1. **Regular Tenure and Tenure-Track Faculty.** These individuals constitute the core of our college and are primarily responsible for ensuring academic quality. Titles used in CFANS:
 - 9410 Regents' Professor
 - 9401 Professor
 - 9402 Associate Professor
 - 9403 Assistant Professor
 - 9404 Instructor

Criteria. Individual is engaged in teaching, research, and outreach per Section 7.11 of the Faculty Tenure code. Terminal or professional degree recognized by the discipline normally required. Hiring of tenure and tenure-track faculty is in accordance with appropriate budget considerations and the approved collegiate funding plan.

2. **Non-Tenure-Track (Term) Faculty.** These appointments are not intended to replace tenure-track or tenured faculty in CFANS. The following titles have been approved by the Office of Human Resources and will be used for term faculty appointments (non-tenure-track) in CFANS:
 - 9401 Professor
 - 9401R Research Professor
 - 9401T Teaching Professor
 - 9402 Associate Professor
 - 9402R Research Associate Professor
 - 9402T Teaching Associate Professor
 - 9403 Assistant Professor
 - 9403R Research Assistant Professor
 - 9403T Teaching Assistant Professor
 - 9404 Instructor

2A. Contract Faculty. These individuals are hired for teaching, research and extension/outreach when recurring funding is unavailable. [When recurring funding is available, tenure-track and tenured faculty will be hired.]

Criteria: Individuals hired into a **contract faculty** position (Classifications 9401, 9402 and 9403) must be engaged in all three missions of the University: teaching, research, and extension/ outreach/service; the percentage devoted to each may deviate from the regular faculty.

Individuals hired into a **research contract faculty** position (Classifications 9401R, 9402R and 9403R) must be engaged in primarily research, but may also have some teaching and service responsibilities.

Individuals hired into a **teaching contract faculty** position (Classifications 9401T, 9402T and 9403T) must be engaged in primarily teaching, but may also have some research and service responsibilities.

A terminal or professional degree recognized by the discipline is normally required. Individuals must be appointed under allowable circumstances noted in Section 3.4 “Appropriate Uses for Term Appointments” of the Faculty Tenure Code. The use of **contract** term faculty titles was approved in 2002 based on the following allowable circumstances under Section 3.4 of the Faculty Tenure code:

- (1) The duration, the percentage of time, or both, require less than service for two-thirds time for the academic year;
- (2) The funding for the position is for a limited time; and
- (3) The appointment is in unit or program that is experimental or otherwise restricted.

Length/Type of Appointment. Department head, in consultation with faculty, will determine the level at which individuals will be initially hired. Individuals may be appointed to annually renewable appointments, retiree with specific begin and end dates, or for up to a five-year period (multi-year) with specific begin and end dates. Criteria for appointing contract faculty to multi-year contracts could include the existence of multi-year funding from a grant; other criteria may be established by departments.

Performance Review. Annual reviews must be conducted as part of the department’s merit review process either by the department head or supervisor. For those on multi-year appointments, the department must also conduct a comprehensive review, every five years, using a committee comprised of regular faculty and contract term faculty.

Promotion. Individuals in this category will undergo peer review for promotion similar to, but not the same as the standard promotion and tenure process; there is no review by the College P&T committee; tenured faculty would be part of the review committee and if any other contract term faculty exist within the department, one of those individuals should be invited to participate on the review committee. The dossier is submitted to CFANS Human Resources for review and the Dean’s approval.

Individuals must be reviewed for promotion within six years of being appointed at the assistant professor level; if promotion is unsuccessful, individuals should receive constructive feedback on what will be needed to be promoted, and provided opportunities for professional development. Individuals should be invited annually to resubmit their updated dossier for promotion.

See attached promotional guidelines for detailed information. [See ATTACHMENT 1]

Governance. Participate in faculty governance, but not in decisions surrounding appointment, promotion and tenure, or retention of regular faculty.

Graduate Faculty Status. Individuals in this category may be elected to be an “Affiliate Member” of the Graduate Faculty for a renewable five-year term, following the established procedures. The nominee for an advising appointment also should be capable of defining feasible research projects that would be appropriate for theses; qualified to be an adviser to master's-level students; and qualified to be a chair of master's-level examining committees.

A solo or senior authorship in a refereed journal shall be taken as evidence of independent scholarly activity and that the individual is competent to be an advisor of research.

It is expected that “Member” status normally shall be reserved for tenured, tenure-track or emeritus faculty at the University of Minnesota. However, and in special circumstances, this does not preclude individual programs from granting this membership status to faculty who hold other types of appointments at the University, but whom they believe can offer valuable contributions to the program’s governance (e.g. research professors and/or teaching professors who hold a non-tenured/tenured track faculty appointment – adjunct or university).

Primary contact for clarification of graduate faculty status is the Associate Dean for Research and Graduate Programs.

Advising. Individuals in this category may co-advise M.S. and Ph.D. students once appointed to Graduate Faculty membership. This will be decided on a case by case basis. They may not participate in the governance of the graduate program.

Benefits. Eligible for benefits based on length and percentage of appointment. Eligible to participate immediately in the faculty retirement program if appointment is for at least nine months and at 67% time or greater.

Grants. Contract faculty may serve as co-PIs on grants until they have successfully received an award and met the financial and reporting requirements on that award, at which point they can serve as the PI; primary contact for further clarification is the Associate Dean for Research and Graduate Programs. They are eligible to serve in this capacity as long as this active University appointment is in place. Upon termination of a contract faculty appointment, individual relinquishes all rights and opportunities to serve as a principal investigator.

Leaves. Contract faculty will be eligible for semester leaves/sabbaticals with approvals.

Notice of Non-Renewal. Appropriate notice period required depending on length of service (Administrative Policy: *Academic Appointments with Teaching Functions*, Appendix: Academic Appointment Category Details). Contract faculty are not eligible for the Academic Staff Non-Renewal Program.

- 2B. **Temporary Faculty** These individuals are primarily engaged in research, outreach, and classroom or laboratory instruction in emergency, temporary leave situations, or for a short-term appointment where other regular faculty are not available.

Criteria. Percentages of teaching, research, and outreach may deviate from regular faculty. This appointment is not appropriate if regular or contract faculty appointment can be made.

Length of Appointment. Temporary appointment should have beginning and end dates and is typically for one academic year or less; in exceptional situations, may be reappointed second year.

Benefits. Eligible for benefits based on length and percentage of appointment. Eligible to participate immediately in the faculty retirement program if appointment is for at least nine months and at 67% time or greater.

Grants. Temporary term faculty may serve as PI's or co-PIs on grants with prior approval for as long as this active University appointment is in place. Upon termination of a temporary faculty appointment, individual relinquishes all rights and opportunities to serve as a principal investigator.

Notice of Non-Renewal. No non-renewal notice is required.

2C. Visiting Faculty. These individuals are primarily engaged in teaching and research. The following titles will be used in CFANS:

- 9401V Visiting Professor
- 9402V Visiting Associate Professor
- 9403V Visiting Assistant Professor
- 9404V Visiting Instructor

Criteria. Must be on leave from regular appointment at another university, research institution, government service, or other similar organization.

Length of Appointment. Typically for periods of one year or less. Special cases should be submitted to the Dean for approval.

3. **Adjunct Faculty**

3A. Adjunct Faculty from within the University. The following titles will be used in CFANS:

- 9401A Adjunct Professor
- 9402A Adjunct Associate Professor
- 9403A Adjunct Assistant Professor

Criteria. Must hold a regular or non-regular faculty position in another unit of the University. Appointed to provide service in another department and/or college or to recognize cross-disciplinary activity. Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator.

Length of Appointment. Unless otherwise specified in writing, appointment is for a one-year term, but may be renewed by mutual agreement by the dean and the faculty member. A letter defining his/her terms of employment, and delineating expectations will serve as documentation for this appointment.

Performance Review. Annual performance evaluations must be conducted for long-term appointments, with an in-depth review every six years (faculty may delegate review to a committee).

- 3B. Adjunct Faculty from outside the University. The following titles will be used in CFANS:
- 9401A Adjunct Professor
 - 9402A Adjunct Associate Professor
 - 9403A Adjunct Assistant Professor

Criteria. Used for individuals who have a related principal professional occupation outside the University. Terminal or professional degree that is recognized by the discipline normally is required. Appointments should not exceed 20% time; if so, a contract or temporary appointment for one year only should be considered. In rare instances where the percentage of appointment is significantly more than 20%, a written justification must be submitted to the Provost for information only. Each appointment requires recommendation of the department head, with approval of the regular faculty. A letter defining his/her terms of employment, and delineating expectations will serve as documentation of this appointment. Appointments with or without salary must be approved by the dean. May not teach graduate level courses.

Performance Review. Annual performance evaluations must be conducted by the department head prior to reappointment. The department's regular faculty must also conduct an in-depth review every six years (faculty may delegate review to a committee).

4. Academic Staff

- 4A. Academic Professionals who hold primary responsibility for teaching will be appointed as follows, depending on their qualifications:
- 9771 Senior Teaching Specialist
 - 9754 Teaching Specialist
 - 9770 Senior Lecturer
 - 9753 Lecturer

NOTE: Individuals teaching courses offered for Graduate School credit must meet Graduate School requirements.

Criteria. Full-time appointments are encouraged; however, appointments of any percentage time are permissible. Primarily appointed to provide instruction; responsibilities pertinent to the other two primary faculty functions not expected. Master's degree normally required for Teaching Specialist or Senior Teaching Specialist, as well as competence to teach the material of specific courses. For Lecturer or Senior Lecturer appointments, degree expected of faculty in department or substantial professional recognition in the field is required. A Master's degree is required for Education Specialist. In addition to teaching for-credit courses, Education Specialists plan and implement programs for special segments of the University population, assist faculty with instructional materials, and/or organize and conduct workshops and other programs.

Appointment Type. Annual renewable, multiple year contract, and retired. Initial appointment is normally for the academic year, but may be renewed. The University encourages departments to make these appointments on a full-time basis, however, appointments of any percentage of time is permissible.

Appointment Process. Department head, in consultation with faculty, will determine the level at which individuals will be hired. A search will be conducted according to the Administrative Policy on Academic Appointments.

Rationale for Hiring Less Than Full-Time: Most teaching specialists, lecturers, and education specialists are hired on a full-time basis. Appointments that are made to less than full-time positions are rare, but could occur for the following reasons: (1) they are unwilling or unable to work full-time; (2) the number of courses for which they are needed comprises less than a full-time teaching load; (3) a specific area of expertise is needed to teach a specific course; (4) when no graduate assistants in the department are available; and/or (5) to fill in for faculty due to illness, sabbatical leave, or retirement.

Courtesy Titles. Departments may choose to use professorial courtesy titles to recognize teaching, for individuals with appropriate qualifications. These titles are not official University titles, combination titles, or additional appointments, but are used to recognize individuals teaching for-credit courses who are not Contract Faculty because they are not conducting research.

Performance Review. Annual reviews must be conducted as part of the department's merit review process in accordance with the Administrative Policy on Academic Appointments.

Notice of Non-Renewal. Appropriate notice period required depending on length of service (see Administrative Policy: *Academic Appointments with Teaching Functions*, Appendix: Academic Appointment Category Details).

- 4B. Academic Professional or Administrative Staff members who have primary functions other than teaching will be given a courtesy title when assigned to teach a for credit course within their existing appointment. Individuals required to teach in addition to a 100% appointment, a secondary appointment will be added. In both situations, the following titles will be used, depending on qualifications:

9754 Teaching Specialist
9771 Senior Teaching Specialist
9753 Lecturer
9770 Senior Lecturer

5. **Graduate Teaching Assistants**

CFANS will hire graduate teaching assistants in the following classifications:

9511 Teaching Assistant
9515 Graduate Instructor
9517 PhD Candidate Graduate Instructor
9518 Advanced Masters Teaching Assistant
9519 PhD Candidate Teaching Assistant
9574 Summer Session Teaching Assistant w/tuition benefits
9575 Summer Session w/o tuition benefits

Specific Supplemental Plan

The College of Food, Agricultural and Natural Resource Sciences (CFANS) currently has approximately 16% of the total number of our regular faculty in non-tenure-track P&A appointments with teaching responsibilities. Given the current economic situation, and as we anticipate more budget cuts over the next few years, we believe that it may be necessary to hire more of these types of positions to do teaching. In addition, without hard funding to replace regular faculty who retire or resign, especially those who have a significant teaching load, it will be difficult to meet the needs of the students without hiring into these P&A categories. Under these circumstances, it is possible these appointments could exceed 25% of our regular faculty.

We currently have approval to hire between 35-40 individuals into contract term faculty appointments (see attached: ATTACHMENT 2)

HISTORY

2001: The former Dean of the College of Agricultural, Food, and Environmental Sciences (COAFES) appointed a committee to review the new policy and draft a collegiate plan for COAFES. Committee members are: Alan Hunter, Associate Dean for Curricular and Student Affairs, Dan Philippon, tenure-track Assistant Professor, Zata Vickers, tenured Professor, Mary Brakke, Education Specialist, Vernon Eidman, tenured Professor and Head, Janel Crider, non-regular Assistant Professor, and Deb Karner, collegiate Director of Human Resources.

Effective 7/1/06, the College of Agricultural, Food and Environmental Sciences merged with the College of Natural Resources and became the College of Food, Agricultural and Natural Resource Sciences (CFANS). This plan now covers the newly merged college. The college name has been changed throughout the document.

Effective 12/1/09, it was determined that prefixes will be added to contract faculty titles to address positions that are focused primarily or solely on teaching.

In February of 2010, due to economic challenges, several CFANS academic units requested that we review our Contract and Temporary faculty options and clarify the conditions under which these titles can be used. We have added more explanation and clarification of the use of these titles and research and teaching prefixes which is contained in a separate document.

Information from the Office of Human Resources concerning the new policy, as well as possible combination titles and prefixes, and promotional opportunities associated with the policy was distributed to the following groups for review and input:

- All Faculty
- All P&A Staff
- Deans
- Department and Research and Outreach Center Heads
- Administrators

ATTACHMENT 1

**COLLEGE OF FOOD, AGRICULTURAL AND NATURAL RESOURCE SCIENCES
GENERAL GUIDELINES
PROMOTION OF ACADEMIC PROFESSIONAL & ADMINISTRATIVE (P&A) STAFF
Updated 2016**

These guidelines are consistent with academic professional and administrative appointment policies, as well as departmental policies and procedures throughout the College.

The criteria for promotion of P&A staff, including contract faculty, are similar to tenure-track faculty. These criteria and standards, however, will be applied to the candidates only in terms of the particular work assignment(s) involved in their **position description**.

As of 2016, all researcher promotions will be done through the University's Reclassification Process. Promotions in this series may be put forward at any time during the year to the collegiate Director of Human Resources using the appropriate reclassification form, position description template indicating new position responsibilities that demonstrate higher level and/or new responsibilities, previous position description, curriculum vitae, and organizational chart. **No formal dossier is required.**

For promotions to or within the **Contract (Term) Faculty** series (**Assistant Professor, Associate Professor, Professor, Research Assistant Professor, Research Associate Professor, Research Professor, Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor, and Instructor**), please refer to the CFANS document entitled "Procedures for Internal and External Appointments and Promotions: Term Faculty (Non-Tenure-Track) Titles—Contract and Temporary." **Contract Faculty** appointed or promoted to Assistant Professor, Associate Professor or Professor must be engaged in teaching, research, and outreach; however, the percentage devoted to each may deviate from the regular faculty. Terminal or professional degree recognized by the discipline is required. These appointments must comply under allowable circumstances noted in Section 3.4 of the Faculty Tenure Code. **Once approval is received, this information is to be captured in the HRMS database by entry of the appropriate Action/Reason code.**

Individuals appointed in this category may be hired initially for up to a five-year period (multi-year, Type J); prior to reappointment to additional multi-year contracts, an in-depth review must be conducted and completed (review committee should represent both tenured, tenure-track and non-tenured faculty). Subsequent reviews should be conducted and completed prior to the end of the contract period, if reappointment is to occur. Units will establish criteria for appointing contract faculty to multi-year contracts, as well as for subsequent review and reappointment. Individuals in this category will undergo peer review for promotion and submit dossier similar to what is submitted for tenure-track and tenured faculty for promotion; approval will be at the Dean's level. Specific procedures and dossier preparation instructions are indicated below.

For any academic positions who have not gone through the job family study, and where an individual's responsibilities have significantly changed, the unit head must submit the following information to CFANS Human Resources for approval:

1. Original position description
2. New position description
3. Employee's resume
4. Letter of rationale including recommended salary increase.

Once approval is received, this information is to be captured in the HRMS database by entry of the appropriate Action/Reason code.

Dossier Preparation:

The **Candidate** for promotion within the **Contract Faculty** titles will assist in the preparation of his/her **Dossier** by providing the following information to the departmental P&T Committee or Unit Head:

1. A current position description, professional resume, and statement of the Candidate's professional activities during the prior fiscal year.

Promotion Guidelines –Academic Professional and Administrative Staff (P&A)

Page 2

2. Copies of all teaching materials, program agenda and outlines, research reports and other documents that, in the judgment of the Candidate, will assist the departmental P&T Committee, Unit Head and other units in evaluating his/her work in terms of the position description unique to the Candidate.
3. Any formal evaluation survey data and summaries (student, clientele opinion forms) that **appraise** the performance of the Candidate, as well as information about the number, location and audience size of the meetings where the survey(s) was (were) conducted.
4. All written peer evaluations of the work performance of the Candidate by knowledgeable program facilitators, fellow instructors or administrators.

The **Dossier** will be supplemented, by request of the departmental P&T Committee or Unit Head to the **Supervisor**, with a letter of evaluation from the **Supervisor**. The Committee or Unit Head, from a list of names provided by the **Candidate** and **Supervisor**, will acquire **at least three letters of evaluation** that bear upon the criteria for promotion of the Candidate.

Departmental Committee of Administration of Promotion: Upon review of the completed **Dossier**, the Committee will issue a summary report and recommendation. This will become part of the **Dossier** of the **Candidate**. The **Dossier** will become available to the **Candidate** for review and supplementation prior to the vote of the faculty. If a faculty vote is taken, this vote and summary of faculty discussion (prepared by the P&T Committee) will become part of the **Dossier**.

Dossier Guidelines (when required)

1. Keep documentation simple, clear, direct and organized, using tabs to separate sections and a contents sheet to outline what is included. Prepare your documentation and organize it such that reviewers who do not know you and your work can easily follow and understand the documentation.
2. Should consist of approximately 50 pages.
3. Four copies with tabs to mark the sections.
4. Cover the time since your last promotion or your appointment if this is the first time you have submitted documentation. Accomplishments from a previous appointment can be used only if your role and the implications were similar to your current position.
5. Team projects can be included. Be sure you clearly specify your role in your documentation.

The **Candidate** for promotion will have access to the **Dossier** at all stages of its compilation. The **Candidate** is particularly urged to review the **Dossier** prior to the vote of the faculty and after the Unit Head's letter has been added. The **Candidate** may prepare, in writing, signed letters or notes to be inserted in the **Dossier** that may assist in the evaluation process.

Dossier Format

1. Cover page including:
 - name
 - work address
 - home address and phone
 - position title
 - current academic rank, if any
 - total years at the University of Minnesota
 - total years of professional experience since your bachelor's degree
 - date of this documentation
2. Table of Contents Page

Promotion Guidelines –Academic Professional and Administrative Staff (P&A)

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3. Tabbed sections organized as follows:
 - a. Employment profile (brief outline, one-page maximum). Employment history at the University of Minnesota, including when appointed as academic professional; promotions; changes in appointment status such as leaves for professional development, parental leave, medical leave, job responsibility changes (including administrative assignments). Include information such as title, term of appointment, percent time.
 - b. Appointment letter (at time of original appointment, if available).
 - c. Position Descriptions - current and recent past in the academic professional and administrative category. Arrange in order, with current position first. Include administrative assignments or duties here, if applicable.
 - d. Candidate's summary. Include a concise one- to two-page summary highlighting your accomplishments, role and the results. Include your letter of acceptance into an advanced degree program, major advisor's letter or proof of degree in this section.
 - e. Curriculum Vitae - complete and current.

Include your extension teaching, program development and management, research/evaluation, scholarly distinctions, awards and recognition, as noted below under professional distinction and contributions.

Education - undergraduate, graduate, professional, continuing education, post-doctoral (if applicable). Include the name of the institution, the dates, and locations and degrees awarded.

Educational Honors - title of the award or citation; name of the institution, agency, organization or association granting the award, and date of the award.

Employment - former and present employment, with years and dates as well as title and location/institution/organization. Start with current employment.

Professional Distinction and Contributions - include extension teaching, program management, research, etc. with brief information about your professional affiliations, organizations, awards, citations and other recognition that are related to your professional credentials and activities. Include presentations, publications, evaluation studies, task forces, consulting services (not for profit). These items can be organized under sub-headings such as:

- Extension teaching
- Extension program development and presentations
- Extension research/evaluation
- Written materials/publications

Professionally-related services/contributions within the University, community, regional, state, national, international. Include consulting services (not for profit), committees, task forces, governance, and leadership roles.

- f. Letters of Transmittal - will be inserted in this section, as well as the committee report/vote or unit head report.
- g. Solicited Letters of Reference. Include a section divider and tab so these can be inserted. The supervisor/administrator may solicit letters from professional colleagues or reviewers other than those listed by you. Your supervisor determines the final contacts. These letters need to refer specifically to contributions and results you included in your vitae and candidate's summary. You are urged to recommend references from outside of the University of Minnesota and/or outside of Minnesota.

Promotion Guidelines –Academic Professional and Administrative Staff (P&A)

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- h. Unsolicited letters of reference. Include only those that speak specifically to the quality of your performance or contribution and/or to the results. Do not include general "thank you" notes.
- i. Evaluations of teaching. Include two or three evaluations (summary reports) of your teaching. If you have used the University's evaluation form, include at least one of those summary reports with your two or three evaluations.

CRITERIA

The basis for granting promotion is the determination that the achievements of an individual have demonstrated that individual's potential to continue to contribute significantly to the mission and programs of the College of Food, Agricultural and Natural Resource Sciences, University of Minnesota Extension, and the University.

In reaching the recommendation for promotion, the committee or unit head is called upon to assess the depth and breadth of the individual's contribution.

These guidelines are consistent with academic professional and administrative appointment policies, as well as departmental policies and procedures throughout the College.

Criteria #1: *Significant achievement in academic activities and contributions to the individual's specific profession.*

Candidates should demonstrate significant accomplishment in several of the following:

- *research*
- *evaluation*
- *publication*
- *presentations*
- *teaching*
- *leadership*
- *regional or national distinction*
- *professional growth and development*
- *professional relations*
- *service and contribution to the University community, the public and the profession.*

Criteria #2: *Excellence and achievement in performance in meeting the professional responsibilities as described in the individual's position description.*

This criterion includes effective planning, development, presentation, and evaluation of educational programs and products that support the College, and University of Minnesota Extension. This criterion requires a high level of skill in:

- *assessing needs, including customer identification*
- *determining goals and objectives*
- *developing educational materials*
- *establishing the learning experience*
- *conducting the learning experience*
- *evaluating outcomes.*

Promotion is a peer review process that demands evidence of excellence, exceptional achievement, and professional distinction. The following will be considered during the review: quality of work, initiative, outcomes, creativity, problem solving, productivity, adaptability, judgment, interpersonal relations, communication skills, and organizational planning and decision-making capabilities.

Compensation Guidelines

For Contract Faculty promotions:

Assistant Professor to Associate Professor - \$5000

Associate Professor to Professor - \$6000

For P&A Staff (academic and administrative) promotions:

Base salary increases for those receiving promotions or continuous appointments may not be **less than** the amount shown below and cannot be more than what tenure-track faculty receive for promotion and tenure in any given year:

The minimum award is **\$3100** for approved promotions; promotional increases cannot exceed **\$5000**.

NOTE: Market and equity adjustment requests in addition to a promotional increase should be submitted to CFANS Dean via CFANS Director of Human Resources with rationale and supporting data addressing market competitiveness or special merit.

Unit Head Administration of Promotion for Extension Series Promotions: The Unit Head will assist the **Candidate** in the preparation of his **Dossier**. The Unit Head will evaluate the candidate's **Dossier** using criteria outlined below. The Unit Head will seek input from the Associate Dean for Extension in preparing an evaluation summary and will include the evaluation summary, with the Associate Dean for Extension's evaluation, into the **Candidate's Promotion Dossier**. The Unit Head transmits the **Candidate's Promotion Dossier** to the Dean of the College of Food, Agricultural and Natural Resource Sciences for review and decision. If the decision is in favor of promotion, the document will be transmitted to Human Resources for information only. Notice of the decision will be provided in writing to the **Candidate** by the Dean.

Within the **Extension** series, minimum requirements are as follows:

Extension Educator (#9625): Bachelor's Degree

Assistant Extension Professor (#9623): Master's Degree plus 3 years of service by the following July 1.

Associate Extension Professor (#9622): Master's Degree plus 4 years of service by the following July 1.

Extension Professor (#9621): Master's Degree plus 5 years of service by the following July 1.

****NOTE:** In the case of an **Extension series** promotion, the **Candidate** should **NOT** be peer reviewed by tenure-track or tenured departmental faculty. In units where there are no peers with similar appointments, the unit head should provide the departmental review. In units where there are peers with academic rank higher than that of the candidate, it is advised that they also serve as reviewers with input included into the unit head's evaluation summary.

Extension Series Definitions of Rank for Promotions

Promotion considers the cumulative accomplishments that have been documented and also looks at the career of the professional. In addition to the promotion criteria, candidates can judge their readiness for promotion by measuring themselves against the following description of rank to which they aspire:

Assistant Professor: Typically has demonstrated success in both the field of expertise and as an educator. Independent action and team leadership is expected. Can fulfill complex and diverse program planning and implementation responsibilities with a minimum of supervision. Scholastic activities include making presentations at regional and national meetings and other contributions to the professional field. Awards and recognition are received.

Promotion Guidelines –Academic Professional and Administrative Staff (P&A)

Page 6

Associate Professor: Has regional or national reputation for significant achievement and/or leadership in the field. Usually has made significant contributions to extension educational programs and to the extension profession. Has developed innovations in the professional field, and has a reputation through publication, presentations at state or national meetings, and/or teaching or consulting in their field of expertise or responsibility.

Professor: Continues to grow and develop the expertise and a mature professional reputation. Receives additional recognition in the profession as an authority and is sought after for expertise by being invited to consult, make presentations, serve on major committees, or do national and international work. Regularly publishes findings. Has demonstrated innovations in the field. Develops a mentoring role with students and young emerging professionals within the field. Updates expertise and/or re-tools as it becomes necessary to adapt to change in the profession or the organization, or the changing times in general.

Throughout the professional's career, there is always an expectation of growth as an educator, clientele satisfaction, accuracy, flexibility, initiative, innovation, adaptability, creativity, future vision, commitment, and professional growth. These expectations are evaluated as part of the peer or unit head review process.

Compensation for Extension Faculty promotions:

Extension promotion with rank system:

Assistant Extension Professor, 9623 to Associate Extension Professor, 9622 -- **+\$3,100** to base (process separate from the merit increase)

Associate Extension professor, 9622 to Extension Professor, 9621 -- **+\$3,700** to base (process separate from the merit increase)

Extension promotion without rank system:

Assistant Extension Educator to Associate Extension Educator (no job code change, continue in 9625) - **+\$3,100** to base (process separate from the merit increase)

Associate Extension Educator to Extension Educator (no job code change, continue in 9625) - **+\$3,500** to base process (separate from the merit increase)

For questions regarding these guidelines, please contact Deb Karner, Director of Human Resources, College of Food, Agricultural and Natural Resource Sciences, Dean's Administrative Office, at 625-3195 or dkarner@umn.edu

UNIVERSITY OF MINNESOTA

Route this form to:
VP for HR
120 Morrill Hall
(612) 625-2000

U Wide Form
UM 1538

Rev: 4/16/01

Contract Term Faculty Template Request

This form does not apply to use of temporary, visiting, or adjunct term faculty.

College/Campus College of Food, Agricultural and Natural Resource Sciences	
Contact Person Deb Karner	Title Director, Human Resources
Campus Phone 612-625-3195	E-mail Address dkarner@umn.edu

Rationale for use of contract faculty appointments. This list is taken directly from the Regents' Policy on Faculty Tenure, Section 3.4 Appropriate uses of term appointments. Check all that apply.

- 1. The duration, the percentage of time, or both, require less than service for two-thirds time for the academic year;
- 2. The appointment is designated a Visiting appointment because the faculty member is from another educational institution or is a qualified professional from a government or private agency on a leave of absence to accept a temporary appointment at this University;*
- 3. The appointment is designated a clinical appointment because the faculty member is a clinician in the community who gives service to the University part-time;*
- 4. The appointment concerns a faculty member who principally is engaged in and primarily is supported by clinical activities or by discipline-related service;
- 5. The appointment is designated an adjunct appointment because the faculty member's primary employment is outside the University or is in another unit of the University;*
- 6. The appointment extends courtesy faculty rank without salary;*
- 7. The position is subject to the joint control of the University and another institution;
- 8. The specific funding for the position is subject to the discretion of another institution;
- 9. The funding for the position is for a limited time;
- 10. The appointment is in a unit or program that is experimental or otherwise restricted in nature;
- 11. The person is enrolled in a University of Minnesota degree program. A regular faculty member on a probationary appointment may transfer to term status during enrollment in such a program if the faculty member and the senior administrator agree. The transfer suspends the running of the maximum period of probationary service, but the faculty member retains other rights if regular appointment, including annual review, the right to timely notice and a terminal appointment period as provided in Section 6.

* This condition is not applicable as a reason for use of contract faculty.

In order to help better understand the planned use of contract faculty in your unit, please elaborate:

Primarily to be appointed when limited funding is available, hard funding is not available and to meet the criteria to serve as PI or co-PI on a

Estimated number of appointments in this category: 35-40

Anticipated length of appointments:

- Annual Renewable
- 3 Years
- 5 Years
- Other. Please explain: _____

Approved VP for HR <i>[Signature]</i>	Date 1/15/13
Approved EVPP <i>Ardene E. Carmey</i>	Date 1/15/13

College of Liberal Arts
Collegiate Plan for Implementation of the
Administrative Policy on Academic Appointments

Executive Summary

The academic appointments policy establishes the standards and procedures for appointments of individuals who will have teaching functions. The University asserts the importance of ensuring that our students are taught by individuals who have appropriate qualifications and who are recognized as teachers and enjoy the privilege of academic freedom. The University also affirms that an appropriate complement of regular faculty will direct the University's ongoing intellectual programs, accompanied by term (non-tenure track) faculty, academic professional and administrative employees (P&A), and graduate teaching assistants. The University will strive to ensure that all such faculty and P&A employees be appropriately selected, reviewed, and fairly treated.

This policy is intended to provide general information to College of Liberal Arts employees and to serve as internal guidelines for college administrators. The information described in this policy is not a condition of employment, and the language is not intended nor does it create a contract between the University and any employee. Employees may resign their employment in accordance with the terms of their contracts and appointments, the University may terminate an individual employee's employment as provided in the applicable University policies and in accordance with the procedures established for that class of employee. The University reserves the right to change, add to, eliminate, or modify any of the requirements and procedures described in this policy at its discretion, with or without notice, and in accordance with any applicable University consultative processes.

Appointment Categories

(From the University's [Administrative Policy on Academic Appointments with Teaching Functions](#))

In order to be able to assure our students that quality instruction is provided, to provide appropriate certification to accrediting organizations, and to comply with University regulations, instruction in **courses for credit** may only be offered by persons who hold appointments in one of the following five categories.

1. **Regular (Tenured and Tenure-Track) Faculty:**
Members of the tenured and tenure-track faculty.
2. **Term (Non Tenure-Track) Faculty:**
 - 2A. Contract Faculty. Members of the faculty on annual, renewable, or multi-year contracts.
 - 2B. Temporary Faculty. Members appointed to address temporary needs of 1-2 years.
 - 2C. Visiting Faculty. Faculty at other universities who are temporarily here.
3. **Adjunct Faculty:**
 - 3A. Adjunct Faculty from Within the University. Persons who hold regular or term (contract or temporary) faculty status in one main department and who are appointed by a second department or college.
 - 3B. Adjunct Faculty from Outside the University. Professionals in the community who offer instruction on an occasional, part-time basis.
4. **Academic Staff:**
 - 4A. Academic Professional Staff Who Hold Primary Responsibility for Teaching.
 - 4B. Academic Professional or Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties.

5. Graduate Teaching Assistants:

Students registered in a graduate or post-baccalaureate professional degree program may also provide assistance to the faculty in teaching or advising students registered for specific courses, or may be the instructor of record for an entire course, in accordance with the standards of the academic unit and those in the Policy and Guidelines for Graduate Assistants.

Refer to *Appendix: [Academic Appointment Category Details](#)* for more complete information regarding appointments within each category and sub-category.

DRAFT

Instruction in courses for credit may only be offered by persons who hold appointments in one of the following five categories:

1. Regular (Tenured and Tenure-Track) Faculty
2. Term (Non-Tenure Track) Faculty
3. Adjunct Faculty both from Within and Outside the University
4. Academic Staff
5. Graduate Teaching Assistants

Category 1. Regular (Tenured and Tenure-Track) Faculty

These individuals constitute the core faculty of each of the colleges and participate in teaching, research/scholarship and service/outreach.

Titles: Professor (9401), Associate Professor (9402), Assistant Professor (9403), and Instructor (9404). Regents' Professor (9410) and holders of endowed chairs are included.

Appointment Type: Indefinite tenure (P) or probationary status (N). Other appointment types to be used as the situation dictates: special contract (C), retired (R), outside term of appointment (X), and other (O).

Governing Document: Board of Regents Policy: *Faculty Tenure*.

Limits: The number of tenured and tenure-track faculty is limited by budgetary considerations. Individuals should not be appointed to these positions unless reasonable levels of annual long-term income sources are available to support the appointment. The Executive Vice President and Provost, in consultation with the Vice President for Human Resources, must approve a collegiate funding plan that addresses the financial risks associated with all positions that are tenure-track or tenured as part of the regular planning and budgeting process, as referenced in the compact agreement.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator.

Selection Process: A national search is required. Exceptional, spousal hires without a search may be used in special circumstances. Specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.
- Members of the regular faculty have access to Faculty Sabbatical Leave and Faculty Single-Semester Leave, as defined in the Administrative policy: *Granting Faculty Development Leaves*. They also have access to competitive supplemental funding from the Faculty Sabbatical Supplement Program according to the criteria and procedures established by the college or campus.

Performance review: All regular faculty are subject to annual review as part the unit's merit review process. Probationary faculty are also reviewed annually in the promotion and tenure process, and receive additional review when considered for promotion and/or tenure (Board of Regents Policy: *Faculty Tenure*). Tenured faculty are subject to post-tenure review (Board of Regents Policy: *Faculty Tenure*). Rules and procedures can be found in the Rules and Procedures for Post-Tenure Review.

Notice requirements: The appointment of a probationary faculty member may be terminated with one year's notice to be given by May 15, to take effect slightly over one year later. Probationary faculty must be reviewed for tenure status by the sixth year of service (ninth year of service in approved special cases)

or given a notice of non-continuation. Tenured and probationary faculty may be removed for cause, as set forth in the Board of Regents Policy: *Faculty Tenure*.

Governance: Persons in this category are members of the faculty and have full right to participate in the governance of the unit. They participate in promotion and tenure decisions and in post-tenure review in accordance with the Board of Regents Policy: *Faculty Tenure*. Only members of the tenured faculty participate in tenure decisions. Only members at higher ranks participate in promotion decisions. Departmental compensation review processes are also determined by the regular faculty.

Criteria: A faculty appointment is appropriate if the individual is engaged in teaching, research, and service as defined in Section 7.11 of the Board of Regents Policy: *Faculty Tenure*. To hold a faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required.

Category 2. Term (Non-Tenure Track) Faculty

2A. Contract Faculty

These individuals are additional faculty members who are hired on an A (12 month) or B (9 month) annual renewable or multiple-year contract. These positions may continue on a long-term basis, but are appropriate only in the circumstances set forth in the Board of Regents Policy: *Faculty Tenure*, Sections 3.3 and 3.4. Contract faculty appointments must be made in accordance with an approved Contract Faculty Template Request.

Titles: Professor (9401), Associate Professor (9402), Assistant Professor (9403), and Instructor (9404). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles to the Instructor, Assistant Professor, Associate Professor or Professor titles is appropriate: Teaching, Research, Clinical, or Service/Outreach. Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for contract faculty.

Appointment Type: Annual renewable contract (K); multiple year contract (J); clinical scholar, medical school (I); and yearly appointment, medical school (W). Other appointment types to be used as the situation dictates: retired (R); outside term of appointment dates (X); non-credit teaching/other professional work (Z); and other (O).

Governing Document: Board of Regents Policy: *Faculty Tenure* (especially Sections 3.3 and 3.4)

Limits:

1. These contract faculty appointments are for use only in pre-approved circumstances that fall within the situations determined by Section 3.4 of the Board of Regents Policy: *Faculty Tenure*, e.g., full time clinical track faculty in the Medical School. They may not be used as a substitute for regular faculty appointments. The template to request use of contract faculty, Contract Faculty Template Request, must be approved by the dean or chancellor and appropriate senior vice president. The Executive Vice President and Provost, and the Vice President for Human Resources must also approve the request in consultation with the Faculty Senate Committee on Academic Freedom and Tenure. The Faculty Senate Committee on Academic Freedom and Tenure will review the use of each approved Contract Faculty Template Request and the experience thereunder as part of the annual reporting and review process.
2. Contract faculty appointments must provide for:
 - No less than the same notice period for non-renewal as that provided for academic staff.
 - A process for annual and periodic comprehensive performance review.

A dean or vice chancellor for academic affairs, after consultation with the regular faculty of the unit, may amend an approved Contract Faculty Template Request for a unique set of circumstances subject to review and approval by the Vice President for Human Resources.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean, vice chancellor or other responsible administrator.

Selection Process: A national or limited regional search is required. Exceptional, spousal hires without a search may be used in special circumstances. Other no search options as well as specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.
- Contract faculty are eligible for Faculty Sabbatical Leave and Faculty Single-Semester Leave if funding is available and the unit administrative head and dean concur. Refer to the Administrative Policy: *Granting Faculty Development Leaves*.

Performance Review: All contract faculty are subject to annual review as part of the unit's merit review process. The unit must also conduct a more thorough review at least once every six years, using a committee comprised of regular faculty and a representation of term faculty.

Notice Required: Appointees serving in their first year of employment are entitled to one months' notice of non-renewal; appointees serving in their second through fifth years of employment are entitled to three months' notice of non-renewal; appointees serving in their sixth through tenth years of employment are entitled to six months' notice of non-renewal; appointees serving in their eleventh year of employment and beyond are entitled to twelve months' notice of non-renewal.

A written notice of nonrenewal must be provided in a timely fashion by the responsible authority for nonrenewal of appointments. The length of the nonrenewal notice required will be determined by consecutive years of service in a contract faculty position and by the end date on the Notice of Appointment.

If proper notice is not given so that the notice period occurs within the term of appointment, the appointment end date shall be extended to provide for the required nonrenewal notice period. In this situation, the appointment end date shall not be extended beyond the required notice period. Non-renewal of appointments consistent with this policy are not grievable unless the non-renewal was in violation of some other University policy.

Notice period and paid vs. unpaid time: If the length of the required notice period is longer than the typical contract year (e.g. 9-month typical contract, 12-month notice requirement), it is allowable to include both paid and unpaid time during the required notice period in alignment with the individual's typical term of appointment

Part-time appointments: Part-time annual renewable (K), multiple year (J), or non-credit teaching/other professional work (Z) appointments are entitled to the same length of notice provisions. The length of the notice period is not prorated, however, the minimum percentage of time the employee must be allowed to work during their notice period is the average of the different percentages. Alternatives to the non-renewal notice period (e.g., 100-percent time appointment for three months rather than 50-percent time for six months) are permitted providing the agreement is in writing and mutually consented to by the employee and the responsible administrator.

Reassignment of duties: During the non-renewal notice period, the employee may be reassigned to different job duties and responsibilities by the responsible administrator. This reassignment is to be commensurate with the individual's credentials, experience and expertise, either inside or outside of the unit. The employee continues to receive the same salary and benefits during the reassignment and should retain their existing job code and title.

Salary: For the duration of the non-renewal notice period, salary must be retained at a level no lower than the salary in effect at the time of the notice.

Governance: Contract faculty participate in faculty governance, but do not participate in decisions regarding the appointment, promotion or tenure, or retention of members of the regular faculty. Contract faculty should be made eligible to participate in the University Senate.

Criteria: Similar to regular faculty, a contract faculty appointment is appropriate if the individual is engaged in teaching, research, and service, as defined in Section 7.11 of Board of Regents Policy: *Faculty Tenure*. The percentage time devoted to each of the three missions may deviate from those of the regular faculty based on the needs of the unit and the qualifications of the individual. To hold a contract faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required.

Category 2. Term (Non-Tenure Track) Faculty

2B. Temporary Faculty

These individuals are hired to address temporary short-term situations and normally are appointed for no more than one year. In exceptional cases such appointments may be renewed for a second year only with appropriate internal unit approval and approval by the Vice President for Human Resources. The Executive Vice President and Provost and the Vice President for Human Resources will review the pattern of such renewals annually with the Faculty Senate Committee on Academic Freedom and Tenure.

Titles: Professor (9401), Associate Professor (9402), Assistant Professor (9403), Instructor (9404). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles to the Instructor, Assistant Professor, Associate Professor or Professor titles is appropriate: Teaching, Research, Clinical, or Service/Outreach. Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for temporary faculty.

Appointment Type: Temporary (T). The appointment terminates at the end of the appointment term.

Governing Document: Board of Regents Policy: *Faculty Tenure*.

Limits: A temporary faculty appointment is typically for one year or less. This form of appointment is limited to the situations listed in Sections 3.3 and 3.4 of the Board of Regents Policy: *Faculty Tenure*. The appointment document should specifically identify these qualifying conditions. This form of appointment is not appropriate if a regular (probationary or tenured) faculty appointment or a contract faculty appointment can be made.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator. The faculty may delegate its recommendation authority to a faculty committee. Appointments beyond the initial one year or less are discouraged. They are permitted only under exceptional circumstances for a second appointment term only and are dependent on special need of the unit and the faculty member's high quality of performance. They require appropriate internal unit approvals and approval by the Vice President for Human Resources. A unit wishing to retain such a faculty member should consider making a tenure-track or contract faculty appointment following normal University recruiting and selection guidelines.

Selection Process: A national, limited regional or limited local search is required. Exceptional, spousal hires without a search may be used in special circumstances. Other no search options as well as specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.
- Due to the short-term nature of their appointments, temporary faculty are not eligible for Faculty Sabbatical and Single Semester Leaves. If a temporary faculty member is subsequently hired into a regular or contract faculty position, the time spent in temporary status will be reviewed by the unit head at the time of the subsequent hire to determine prior service credit for eligibility for sabbaticals and semester leaves.

Performance Review: The unit should provide an informal performance review for every temporary faculty member. If reappointment is contemplated, a review equivalent to the annual merit review is required.

Notice Required: The appointment automatically terminates at the end of the year (or less) appointment period. Reappointments are discouraged. If special circumstances warrant a reappointment to a second year or portion thereof, it is suggested that the decision to reappoint should be communicated no later than April 15 for the following academic year.

Governance: Since temporary faculty by definition have no continuing connection with the University, they have no vote in faculty governance. Their participation in the discussion of relevant and applicable issues is encouraged.

Criteria: Similar to regular faculty, a temporary faculty appointment is appropriate if the individual is engaged in teaching, research, and service, as defined in Section 7.11 of the Board of Regents Policy: *Faculty Tenure*. The percentage time devoted to each of the three missions may deviate from those of the regular faculty based on the needs of the unit and the qualifications of the individual. To hold a temporary faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required.

Category 2. Term (Non-Tenure Track) Faculty

2C. Visiting Faculty

Visiting faculty are individuals who have a regular faculty appointment at another university or a similar status in a research institution or in government service.

Titles: Visiting Professor (9401V), Visiting Associate Professor (9402V), Visiting Assistant Professor (9403V), Visiting Instructor (9404V). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles added to the Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor or Visiting Professor title is appropriate: Teaching, Research, Clinical, or Service/Outreach. Refer to Job Code and Title Information for a complete list of titles and appropriate job codes for visiting faculty.

Appointment Type: Visiting (V). The appointment terminates at the end of the appointment term.

Governing Document: Board of Regents Policy: *Faculty Tenure*.

Limits: Typically visiting faculty are for appointment periods of one year or less. Only persons who are on leave from regular appointments at another university, research institution, government service, or other similar organizations are eligible for these appointments.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator. The faculty may delegate its recommendation authority to a faculty committee or to the unit head.

Selection Process: No formal search is required. Departments are encouraged to review all available candidates.

Benefits:

- Standard health benefits if on the U of M payroll. See Benefits Summary for Prospective Employees.
- Due to the short-term nature of their appointments, visiting faculty are not eligible for Faculty Sabbatical and Single Semester Leaves as defined in the Administrative Policy: *Granting Faculty Development Leaves*. If a visiting faculty member is subsequently hired into a regular or contract faculty position, the time spent in visiting or other temporary status will be reviewed by the unit head at the time of the subsequent hire to determine prior service credit for eligibility for sabbaticals and semester leaves.

Governance: Since visiting faculty by definition have no continuing connection with the University, they have no vote in faculty governance. Their participation in the discussion of relevant and applicable issues is encouraged.

Note: In some instances it may be preferable to enter into a “contract for services” with the faculty member’s home institution. This may provide continuity of retirement benefits and medical benefits under that institution’s plan. In such a case, the individual should be appointed as a Visiting Instructor, Assistant, Associate, or Full Professor without salary, with the accompanying Contract for Professional Services agreement form administered under the U of M’s Purchasing Services Office and the University controller. (Refer to Purchasing a Professional Service.)

Category 3. Adjunct Faculty

3A. Adjunct Faculty from Within the University

These individuals already hold a regular tenured or tenure-track faculty appointment or a contract or temporary term faculty appointment elsewhere in the University [1], and have been asked to provide additional service in another department or college. The title can also be used to recognize cross-disciplinary activity.

Titles: Adjunct Professor (9401A), Adjunct Associate Professor (9402A), Adjunct Assistant Professor (9403A) and Adjunct Instructor (9404A).

Appointment Type: Adjunct from within the University (B), or non-credit teaching/other professional work (Z).

Governing Document: Board of Regents Policy: *Faculty Tenure*, Sections 3.3 and 3.4.

Limits: The individual must currently hold a regular tenured or tenure-track faculty appointment or a contract or temporary term faculty appointment in another unit of the University. Unless otherwise specified in writing in the appointment letter by the dean and the faculty member, the adjunct appointment is for a one-year term, but may be renewed by mutual agreement by the dean or other responsible administrator and the faculty member.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator. The faculty may delegate its recommendation authority to a faculty committee.

Selection Process: No formal search is required.

Benefits: None, in addition to the benefits provided by the primary appointment. For the purposes of calculating the percentage of time for eligibility for benefits in the primary appointment, the sum of the two partial appointments applies.

Performance Review: The unit head must conduct a performance review of each adjunct faculty member annually, before proposing reappointment. The unit's regular faculty must also conduct a performance review at least once every six years; the faculty may delegate its review to a committee.

Notice Required: None. The appointment terminates at the end of the appointment term, but may be renewed if there has been appropriate review and affirmative faculty recommendation.

Governance: The adjunct professor is not a member of the governance bodies of the unit in which the adjunct appointment is held unless otherwise specified by departmental procedures. Adjunct faculty do not participate in the promotion or tenure process of faculty within the unit where the adjunct appointment is held unless permission is obtained by the Executive Vice President and Provost or other process as defined for this purpose.

[1] In selected academic professional research-related positions, the addition of an adjunct faculty appointment or an unpaid research faculty appointment may also be applicable with approval by the regular faculty or by a designated faculty committee.

Category 3. Adjunct Faculty

3B. Adjunct and Clinical Faculty from Outside the University

This category consists of individuals who have a principal occupation in professional activities in the community or are retired from such occupation and who participate in teaching at the University only on a limited, part-time basis.

Titles:

- Adjunct Faculty titles: Adjunct Professor (9401A), Adjunct Associate Professor (9402A), Adjunct Assistant Professor (9403A) and Adjunct Instructor (9404A). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles to the Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor or Adjunct Professor titles is appropriate: Teaching, Research, Clinical, or Service/Outreach.
- Academic Health Center (primarily in the Medical School), use the "Clinical" title: Clinical Professor (9401C), Clinical Associate Professor (9402C), Clinical Assistant Professor (9403C) and Clinical Instructor (9404C). The collegiate plan may also articulate circumstances under which the use of one of the following three prefix working titles to the Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor titles is appropriate: Teaching, Research, or Service/Outreach.
- Refer to Job Code and Title Information for a complete list of possible titles for Adjunct and Clinical faculty from outside the University.

Appointment Type: Adjunct from outside the University (A), clinical (U), or non-credit teaching/other professional work (Z).

Governing Document: Board of Regents Policy: *Faculty Tenure*, Sections 3.3 and 3.4

Limits:

1. These appointments may only be used for individuals who have a related principal professional occupation outside of the University or are retired from such occupation. The adjunct or clinical faculty member is bringing expertise from that field to the students at the University.
2. Because the majority of individuals holding these appointments must have principal occupations in their professions outside of the University, appointments normally should not exceed approximately 20 percent time. (If an appointment in excess of 20 percent time is desired, a contract [term] faculty, a temporary [term] faculty for one year only or a teaching specialist,

senior teaching specialist, lecturer or senior lecturer appointment should be considered.) If an adjunct or clinical appointment is made significantly in excess of 20 percent, a justification for this action must be forwarded to the Executive Vice President and Provost. The Executive Vice President and Provost and Vice President for Human Resources will review the pattern of such appointments and justifications annually with the Faculty Senate Committee on Academic Freedom and Tenure.

Appointment Process: Each appointment requires recommendation of the unit head, in conjunction with approval of the regular faculty of the unit and, as appropriate, representation of adjunct or clinical faculty. The faculty may delegate its review to a committee or to the unit head. The appointment is made by the dean, vice chancellor for academic affairs or other responsible administrator.

Selection Process: A limited local search is required. May be renewed without a search if there has been appropriate review and affirmative faculty recommendation.

Benefits: None.

Performance Review: The unit head must conduct a performance review of each adjunct and clinical faculty member annually, before proposing reappointment. The unit's regular faculty must also conduct a performance review at least once every six years; the faculty may delegate its review to a committee.

Notice Required: None. The appointment expires at the end of the appointment term. It may be renewed without a search if there has been appropriate review and faculty approval.

Governance: Adjunct and clinical faculty do not participate in the governance of the unit, unless otherwise specified by departmental procedures.

Criteria: Adjunct and clinical faculty are active professionals who bring their practical expertise to bear in the support of the instructional mission of the University. To hold an adjunct or adjunct clinical faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required. The faculty member must actively be engaged in the practice of that profession or be retired from such occupation.

Note: In some instances it may be preferable to enter into a "contract for services" with the adjunct or clinical faculty member's principal employer. This may provide continuity of retirement benefits and medical benefits or may be necessary to comply with the principal employer's requirements. In such a case, the individual should be appointed as an Adjunct or Clinical Instructor, Assistant, Associate, or full Professor without salary, with the accompanying Contract for Professional Services agreement form administered under the U of M's Purchasing Services Office and the University controller. (Refer to Purchasing a Professional Service.)

Category 4. Academic Staff – Academic Professional and Administrative (P&A)

4A. Academic Professionals Who Hold Primary Responsibility for Teaching

In a limited number of situations, individuals are appointed as instructional academic professional staff to fulfill responsibilities primarily in instruction.

Titles: Only the following titles are permitted: Teaching Specialist (9754), Senior Teaching Specialist (9771), Lecturer (9753), Senior Lecturer (9770) [1]. Individuals in this category may not be granted a secondary working title unless approved by a vote of the faculty of the unit or designated committee and with approval by the unit head and dean. This working title may be a professorial title (Assistant Professor, Associate Professor or Professor) or a combination of any of the following prefixes Adjunct and/or Teaching, Research, Clinical or Service/Outreach, with a professorial title (Assistant Professor,

Associate Professor, Professor). Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for academic professionals who hold primary responsibility for teaching.

Appointment Type: Annual renewable contract (K), multiple year contract (J), probationary academic professional staff (H), and continuous academic professional staff (G). Other appointment types to be used as the situation dictates: retired (R), non-credit teaching/other professional work (Z), and outside term of appointment (X). The initial appointment is normally for the academic year or for one semester or summer term, but may be renewed. The University encourages units to make appointments in this category on a full-time basis, but appointments of any percentage of time are permissible. In the college plan, unit heads and deans must justify on a programmatic basis any pattern of less than full-time appointments.

Governing Document: Academic policies applicable to the P&A employee group.

Limits:

1. Appointments may be made in this sub-category only in accordance with the unit's overall collegiate personnel plan approved by the normal Executive Vice President and Provost, the Vice President for Human Resources, and the Subcommittee on Tenure. The collegiate plan should specify when the use of this appointment is appropriate to meet the needs of the college and must also include a specific supplemental plan for any unit in which the number of FTE contract faculty positions (category 2A) plus the number of FTE academic professional positions with primary responsibility for teaching (category 4A) exceeds 25% of the FTE tenured and tenure-track faculty. Each supplemental plan should indicate the appropriate balance of faculty and academic staff responsibility, to include the levels and types of courses for which members of each group will be responsible. This supplemental plan must be based on broader consultation with the leadership, faculty and academic staff of these units.
2. Individuals in this category may not teach classes at the 5-000 or 8-000 level without special approval of the graduate faculty of the department, granted on an individual basis. A simultaneous appointment in the Graduate School is also required for full membership, associate membership, and/or examining membership in the graduate faculty.
3. If a unit wishes to have an academic professional or administrative (P&A) staff member in another employment category undertake teaching assignments as an ongoing principal activity, it must move the individual to one of the approved categories of appointment by following the required appointment procedures. The staff member will not lose any fringe benefits (including medical, dental, life and disability insurance, and retirement) or credit for their years of service at the University associated with the title change. A search also would not be required for this title change.

Appointment Process: The instructional appointment must be recommended by the regular faculty of the unit or by a designated committee consisting of a majority of regular faculty. The committee should also include appropriate members of the academic professional staff of the unit.

Selection Process: A limited-local search is required, but a decision may be made to conduct a national or limited regional search. Exceptional, spousal hires without a search may be used in special circumstances. Other no search options as well as specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.
- Teaching specialists and lecturers who meet the normal eligibility for the Faculty Retirement Plan will be able to participate. To recognize the increased costs to unit budgets, a phased schedule for

participation by this group will be developed by the Office of the Executive Vice President and Provost and the Office of Human Resources.

- Academic Professionals in this category are eligible for professional development leaves as outlined in the Regents' Policy, Professional and Administrative Staff Development Leaves.

Performance review: The unit must conduct an annual performance review as part of the merit review process. A committee, the majority of which are regular faculty, with appropriate representation of other academic professionals, must conduct a thorough review of performance for promotion in rank, consistent with academic professional promotional policy. Refer to the Administrative Policy: *Performance Reviews for Academic Professional and Administrative Employees*. A similar thorough review must occur at least once every six years; the faculty may delegate its review to a committee.

Notice Required: Refer to the Administrative Policy: *Non-Renewal Program for Academic Professional and Administrative Employees* for information regarding required notice periods.

Governance: Individuals holding academic professional appointments with responsibility primarily for instruction have input into decisions in their units relating to the policies, courses and programs in which they are involved. They do not participate in the decisions regarding the appointment, promotion, tenure, or retention of faculty. Academic professionals should be eligible to participate in the University Senate.

Criteria: Persons are appointed to these positions primarily to provide instruction. They are not normally expected to fulfill the other missions of the University. To hold a teaching specialist or senior teaching specialist position, a masters degree is normally required; the appointee must have competence to teach the material of the specific courses. To hold a lecturer or a senior lecturer position, the degree expected of faculty in the department or substantial professional recognition in the field is required.

[1] In selected academic professional research-related positions, the addition of an adjunct faculty appointment or an unpaid research faculty appointment may also be applicable with approval by the regular faculty or by a designated faculty committee.

[2] The Education Specialist series and Continuing Education Specialist series will continue but are not meant to be used for positions that are primarily teaching.

Category 4. Academic Staff – Academic Professional and Administrative (P&A)

4B. Academic Professional and Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties

Some members of the academic professional or administrative (P&A) staff who have primary duties that do not involve teaching may become involved in limited instructional activities in the unit in which their primary appointment is held or a different unit. This teaching effort is to be documented in one of two ways. It may be handled through the use of an additional appointment or otherwise documented through the use of a courtesy title.

Titles: The additional instructional assignment is typically recognized through one of the four instructional academic professional titles including Teaching Specialist (9754), Senior Teaching Specialist (9771), Lecturer (9753), and Senior Lecturer (9770). Individuals in this category may be granted a secondary working title if approved by a vote of the faculty of the unit or designated committee and with approval by the unit head and dean [1]. This working title may be a professorial title (Assistant Professor, Associate Professor, or Professor) or a combination of any of the following prefixes: Adjunct and/or Teaching, Research, Clinical or Service/Outreach with a professorial title (Assistant Professor, Associate Professor, or Professor). Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for P&A staff with primary non-instructional duties who assume part-time instructional duties. The unit can use the Teaching Specialist, Senior Teaching Specialist, Lecturer or

Senior Lecturer titles or a professorial title as a courtesy title for P&As who teach occasionally and whose teaching assignment is incorporated into the responsibilities of the non-instructional appointment. The use of courtesy titles should be applied consistently.

Appointment Type: Annual renewable; additional appointment teaching (Q) or non-credit teaching/other professional work (Z). The primary appointment defines the individual's employment and may be of any type appropriate for that appointment. The secondary instructional appointment is tied to the teaching assignment, either credit or non-credit or other non-instructional professional work. Other appointment types to be used as the situation dictates: other (O). The other (O) appointment type would be used in conjunction with the use of a courtesy title documenting teaching effort.

Governing document: The primary appointment is governed by academic policies applicable to the P&A employee group.

Limits:

1. The teaching assignment must be secondary to the individual's principal duties. Normally it should occupy no more than approximately 20% of the individual's assigned activities. If a unit wishes to have an academic staff member in this category undertake teaching assignments as an ongoing principal activity, it must move the individual to one of the appointments approved under Category 4A – Academic Professionals Who Hold Primary Responsibility for Teaching.
2. Appointments may be made in this sub-category only in accordance with the unit's overall collegiate personnel plan as approved by the normal governance processes and the dean, and subject to review by the Executive Vice President and Provost, the Vice President for Human Resources, and the Faculty Senate Committee on Academic Freedom and Tenure. The collegiate plan should specify when the use of this appointment is appropriate to meet the needs of the college.
3. Individuals in this category may not teach classes at the 5-000 or 8-000 level without special approval of the graduate faculty of the department, granted on an individual basis. A simultaneous appointment in the Graduate School is also required for full membership, associate membership, and/or examining membership in the graduate faculty.

Appointment Process: The instructional appointment must be recommended by the regular faculty of the unit or by a designated committee consisting of a majority of regular faculty. The committee should also include appropriate members of the Academic Professional staff of the unit.

Selection Process: Limited-internal to the University search is required when a separate appointment is made to carry out the teaching assignment. For applicable no-search options, refer to the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- None.
- Benefits are defined by the primary appointment. For the purposes of calculating the percentage of time for eligibility for benefits in the primary appointment, the sum of the two partial appointments applies.

Performance review: The unit must conduct an annual performance review, before proposing reappointment. The regular faculty with appropriate representation from other academic instructional staff of the unit must conduct a performance review related to the teaching activities at least once every six years; the faculty may delegate its review to a committee.

Notice: The appointment is typically for a single course, semester, or summer term, but may be renewed. No notice of non-reappointment related to the secondary title linked to the teaching portion of the appointment is required.

Governance: These individuals are encouraged to participate in deliberations regarding courses they teach and have input into decisions relating to the policies, courses, and programs in which they are involved.

[3] In selected academic professional research-related positions, the addition of an adjunct faculty appointment or an unpaid research faculty appointment may also be applicable with approval by the regular faculty or by a designated faculty committee.

5. Graduate Teaching Assistants

Graduate teaching assistantships are to provide financial support and training for graduate students and should help students toward educational and career goals. Teaching assistants may work under direct supervision of the faculty member responsible for a course or may be the instructor of record for an entire course. Teaching assistants provide assistance to the faculty in teaching or advising students registered for specific courses. Graduate teaching assistants are limited to students registered in a graduate or post-baccalaureate professional degree program at the University of Minnesota.

Titles: Teaching Assistant (9511), Graduate Instructor (9515), Ph.D. Candidate Graduate Instructor (9517), Advanced Masters Teaching Assistant (9518), Ph.D. Candidate Teaching Assistant (9519), Summer Term Teaching Assistant Without Tuition Benefits (9571), Summer Session Teaching Assistant With Tuition Benefits (9574), Summer Session Teaching Assistant Without Tuition Benefits (9575)

Appointment Type: Number of years restricted (Y).

For further information: Refer to the Policies and Guidelines for Graduate Assistants.

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College of Liberal Arts Supplemental Department Plans

The college plan includes a supplemental plan for any unit in which the number of FTE contract faculty positions plus the number of FTE academic professional positions with responsibilities for instruction exceeds 25% of the FTE tenured and tenure-track faculty.

Supplemental Plan for Department African American and African Studies

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for Department of American Indian Studies

Contract Faculty and Academic Professional Staff are most likely to be used to teach introductory courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of advanced undergraduate and graduate courses.

Supplemental Plan for Department of Asian Languages and Literatures

Contract Faculty and Academic Professional Staff are most likely to be used to teach introductory language courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of advanced undergraduate and graduate courses.

Supplemental Plan for Department of Art

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction or in which the skills needed for instruction are better provided by members of the art community. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for Department of Chicano & Latino Studies

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate courses.

Supplemental Plan for Department of Communication Studies

Contract Faculty and Academic Professional Staff should be limited to multi-section courses that provide entry level performance or technical skills. Otherwise, they may provide temporary support for courses in which regular faculty have taken on administrative duties and/or have research leaves. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of the undergraduate and graduate curriculum.

Supplemental Plan for the Department of Cultural Studies and Comparative Literature

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to

allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for Department of English Language and Literature

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for Department of French and Italian

Contract Faculty are most likely to be used to teach upper-level undergraduate and graduate courses and Academic Professional teaching staff are most likely to be used to teach upper-level undergraduate required courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for Department of German, Scandinavian, and Dutch

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for School of Journalism and Mass Communication

Contract Faculty and Academic Professional Staff are most likely to be used to teach professional skills courses when regular faculty cannot provide the needed instruction or in which the skills needed for instruction are better provided by members of the professional communications community. Contract Faculty and Academic Professional Staff are also used to augment the instructional capacity of the regular faculty in order to satisfy the needs of students. It is the responsibility of the director of the school to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for Department of Spanish and Portuguese

Contract Faculty and Academic Professional Staff are most likely to be used to teach introductory language courses when regular faculty cannot provide the needed instruction. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of advanced undergraduate and graduate courses.

Supplemental Plan for Department of Theatre Arts and Dance

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction or in which the skills needed for instruction are better provided by members of the professional theatre or dance community. It is the responsibility of the department chair and program heads to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

Supplemental Plan for Department of Writing Studies

Contract Faculty and Academic Professional Staff are most likely to be used to teach courses when regular faculty cannot provide the needed instruction or in which the skills needed for instruction are better provided by members of the professional technical communication community. It is the responsibility of the department chair to allocate the teaching resources of the regular faculty in a fashion that reaches a balance between the instructional needs of undergraduate and graduate courses.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*College of Pharmacy
College of Pharmacy*

*5-130 Weaver-Densford Hall
308 Harvard Street SE
Minneapolis, MN 55455*

*Office: 612-624-1900
Fax: 612-624-2974
www.pharmacy.umn.edu*

December 5, 2016

Dr. Karen Hanson, Provost
University of Minnesota
234 Morrill Hall
100 Church Street SE
Minneapolis, MN 55455

Dear Karen:

The rationale for exceeding the 25% threshold for non-tenure track faculty and academic staff for the College of Pharmacy is embedded in our Strategic Plan which is included with this rationale letter.

It is important to understand that the rationale stems from the College of Pharmacy's strategic plan, specifically from our goal "Practice", which includes the follow sub-goals from the current plan that has been in effect since 2011:

- Develop and disseminate sustainable and cost effective pharmacy practice models.
- Inspire and prepare students, faculty and pharmacists to be leaders in developing patient-centered pharmacy practices.
- Work with other health professions and health-related entities to develop innovative team-delivered health care.
- Shape policy and influence markets so that the value of pharmacists is realized.
- Strengthen the connection between practice and our teaching and research.
- Recruit, mentor and retain a diverse faculty to build a cadre of acclaimed practitioners, and provide an environment that supports their success.
- Increase the availability of advanced trained pharmacists through strategic use of residency education.
- Monitor changes in pharmacist-workforce demands and projections, and make necessary adjustments in admission numbers.

The departments that are actively engaged in the "Practice" mission of the College (Pharmacy Practice and Pharmaceutical Sciences, Experimental and Clinical Pharmacology, and Pharmaceutical Care and Health Systems) will exceed the 25% threshold as outlined by the Tenure Policy because we do not currently utilize tenure track/tenured faculty lines for our practice faculty. It is important to have these faculties remain part of the College for a multitude of reasons: It keeps the College connected with our clinical partners; adds a different dimensional layer to our professional curriculum and student education; allows for faculty to utilize their practice sites for conducting scholarship, and it provides outstanding clinical training sites for our students. Without the practice faculty we would not be able to have such a robust professional program and would not be ranked as high as we are by U.S. News and World Reports. We are currently exploring the benefits of implementing tenure track/tenured lines for practice faculty as a way of retaining our outstanding faculty engaged in these dual roles as our

faculty salaries are greatly outpaced by external clinical salaries. However, in the meantime, it is essential that more than 25% of our non-tenured faculty be devoted to our practice mission.

Please do not hesitate to contact me if you would like to discuss the contents of the personnel plan or the rationale for exceeding the 25% rule for tenure track/tenured faculty to contract (term) faculty and P&A staff with teaching responsibilities.

Sincerely,



Marilyn Speedie, Dean and Professor
College of Pharmacy

Cc: Darren Hoff, HR Director/Chief of Staff

Attachments

CoP Collegiate Personnel Plan

CoP 2011 – 2016 Strategic Plan

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University of Minnesota College of Pharmacy

2011-2016 Strategic Plan

Our Mission: The College of Pharmacy inspires and educates current and future pharmacists and scientists, engages in cutting-edge research and leads practice development to improve the health of the people of Minnesota and the world.

Our Vision: The College of Pharmacy will be a world leader in outstanding pharmacy education and research and in the improvement of health by:

- Providing a dynamic educational experience to a high-achieving, high-potential, diverse student body, thus preparing them to become leaders in patient-centered, interprofessional care.
- Leading innovative research in pharmaceutical sciences and practice while embracing the value of interdisciplinary work.
- Establishing relationships with patients, decision makers and practitioners to meet changing needs, model patient-centered care and shape the evolving health care system.
- Preparing graduate students, residents and post-doctoral fellows to become the next generation of scientists, advanced practitioners and educators.
- Attracting and retaining outstanding and diverse faculty and staff.
- Delivering effective online, blended, and face-to-face learning experiences that apply technology and innovative pedagogical strategies for both internal and external audiences.

Our Values:

Approved as a draft by the College Assembly 8/14/09

- innovation and excellence in research, practice and education
- engagement with our communities in Minnesota and throughout the world
- students as key stakeholders in all we do
- a focus on patient-centered care
- a strong partnership with the profession for the advancement of pharmacy practice
- an interprofessional approach to create change in our healthcare systems to benefit patients
- strong science and cutting edge graduate education
- responsible stewardship of resources
- leadership and collaboration in all of our work
- an orientation to the future
- respect toward all individuals

One College, Two Campuses:

Although we are on two campuses across Minnesota, we seek to be one unified college focused on our collegiate mission to deliver extraordinary performance. The value of our dual campus directly relates to the differences that we each bring to create our college as a “colorful mosaic”. This diversity broadens our scope so we can approach solutions more creatively to innovate in ways that better serves Minnesotans and our communities.

Building an effective, cohesive team is challenging due to the many personalities involved. It begins by creating a foundation of trust in which each student, staff, faculty, and administrator is open to learning about one another so genuine relationships are cultivated. Respect in differences of perspectives, values, and approaches allows for trust to mature. It requires self-awareness to determine how what one does and says impacts others. This awareness creates a “way of being” or culture in which individuals can engage in passionate debate around ideas without fear of conflict or repercussions. Good communication leads to shared commitment, around which a sense of accountability to the collective members and important collegiate goals can be developed. When individuals across our two campuses collaborate to accomplish our collective goals, it will lead to extraordinary results and a sense of pride.

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Practice

Goal: Partner with the profession of pharmacy in making a patient-centered pharmacy practice the standard of care and a vital part of the health care delivery system.

Sub goal 1: Develop and disseminate sustainable and cost effective pharmacy practice models.

Sub goal 2: Inspire and prepare students, faculty and pharmacists to be leaders in developing patient-centered pharmacy practices.

Sub goal 3: Work with other health professions and health-related entities to develop innovative team-delivered health care.

Sub goal 4: Shape policy and influence markets so that the value of pharmacists is realized.

Sub goal 5: Strengthen the connection between practice and our teaching and research.

Sub goal 6: Recruit, mentor and retain a diverse faculty to build a cadre of acclaimed practitioners, and provide an environment that supports their success.

Sub goal 7: Increase the availability of advanced trained pharmacists through strategic use of residency education.

Sub goal 8: Monitor changes in pharmacist-workforce demands and projections, and make necessary adjustments in admission numbers.

Community Engagement

Goal: Foster a culture of community engagement and facilitate partnerships.

Sub goal 1: Support and nurture student, faculty and staff participation in interprofessional community service activities to underserved populations.

Sub goal 2: Provide educational opportunities for alumni, preceptors and Minnesota pharmacists to enhance their capacities to lead the advancement of pharmacy practice.

Sub goal 3: Develop and facilitate community-engaged research opportunities that will be of mutual benefit to the College and to external constituencies.



UNIVERSITY OF MINNESOTA

College of Pharmacy

Driven to Discover™

Curriculum

Goal: Foster student success through an integrated curriculum that is reflective of and responsive to the contemporary and anticipated roles of the generalist pharmacy practitioner, embraces recognized evidence-based practices in teaching and learning, and is proactive in its evolution to continuously reflect the medication use needs of patients and a global society.

Sub goal 1: Strengthen student reflection skills required to support a life-long commitment to continuous professional development.

Sub goal 2: Expand student learning activities to facilitate awareness of the roles and skills of other health professions while establishing a well-developed understanding of the unique contributions of pharmacists to a patient-centered team.

Sub goal 3: Encourage students to explore non-traditional roles of pharmacists and/or specialty interests.

Sub goal 4: Enhance student learning opportunities across the continuum of classroom, simulation, and experiential settings to bridge clinical practice with basic sciences as well as the social and behavioral aspects of health care.

Sub goal 5: Prepare students with a global perspective of health that includes cultural competency, health disparities, and a comparison of US and global health care systems.

Sub goal 6: Prepare graduates to assume responsibility for leading change in pharmacy and health care that encourages and supports effective, safe, and efficient medication use and positive health outcomes.

Sub goal 7: Deliver a high quality cohesive curriculum that ensures a united educational vision across both campuses.



UNIVERSITY OF MINNESOTA

College of Pharmacy

Driven to Discover™

Teaching

Goal: Cultivate a teaching and learning environment to prepare students for all aspects of the profession; to nurture a passion for pharmacy and a compassion for patients.

Sub goal 1: Create an innovative, collegiate level faculty development plan for teaching which utilizes effective peer review.

Sub goal 2: Reward innovation and excellence in teaching, recognizing the scope of audiences served and the diversity of teaching roles.

Sub goal 3: Continue our leadership in dual campus and distance education which incorporates and embraces emerging technologies.

Sub goal 4: Build partnerships to advance learning with other faculty at the University of Minnesota, with other health professionals, and with other schools and colleges of pharmacy.

Sub goal 5: Provide superior practical experiences for students by strengthening the experiential program infrastructure and preceptor development programs.

Sub goal 6: Promote faculty engagement, balanced with administrative support, to effectively and efficiently assess performance of students, faculty and the curriculum.

Sub goal 7: Recruit, mentor and retain a diverse faculty to build a cadre of acclaimed teachers and educators.

Research

Goal: Be the academic home of pre-eminent, internationally-recognized pharmacy research programs.

Sub goal 1: Recruit, mentor and retain a diverse faculty to build a cadre of acclaimed researchers in strategically aligned growth areas across the breadth of disciplines.

Sub goal 2: Build and sustain a state-of-the-art infrastructure to support research on each College of Pharmacy campus.

Sub goal 3: Create and lead interdisciplinary research initiatives that encompass national and international collaborations.

Sub goal 4: Foster a culture where faculty are committed to set challenging research goals for increasing the innovation and impact of their research, securing grants, and increasing salary offset.

Sub goal 5: Expand communication of research findings to inform and impact the scientific community, health providers, the general public, and policy makers.

Sub goal 6: Position the college to be in the top 10 of all schools and colleges of pharmacy in total extramural funding and increase the ranking of grant dollars generated per tenure-track faculty member to be in the top 20.

Sub Goal 7: Increase the intellectual property output of the college leading to commercialization of discoveries and economic development.

Sub goal 8: Expands opportunities for professional students as well as other students and trainees to engage in research activities.

Sub goal 9: Secure external funding from multiple sources and agencies to build vital, sustainable research teams and research programs.



UNIVERSITY OF MINNESOTA

College of Pharmacy

Driven to Discover™

Graduate Education

Goal: Strengthen the graduate programs to prepare students as researchers, educators and for other dynamic roles in the health sciences.

Sub goal 1: Create the collegiate infrastructure necessary to support outstanding graduate education in the pharmaceutical sciences.

Sub goal 2: Ensure access and quality across both campuses in terms of programming, coursework, research opportunities, faculty appointments, and funding.

Sub goal 3: Promote a culture of interdisciplinary interaction and shared experiences among students and faculty in all graduate programs.

Sub goal 4: Strengthen financial support of graduate education.

Financial Resources

Goal: While acknowledging new economic realities, the college will develop and steward financial resources to support and strengthen its missions, and to strategically invest to achieve new levels of leadership.

Sub goal 1: Protect and expand existing revenues including tuition, grants, contracts, external sales, practice, private giving, state support, royalties and other revenues.

Sub goal 2: Implement models which capitalize on entrepreneurial opportunities that lead to new revenue streams.

Sub goal 3: Continue to use collaborative and transparent decision-making regarding the effective and efficient use of resources across all units and campuses.

People

Goal: Create a culture in which faculty and staff are highly engaged and productive in an organization that fosters respect and development and leverages opportunities for shifts in our workforce.

Sub Goal 1: Use assessments to guide programs that create a culture of inclusion across faculty, staff, and students as they interact with one another.

Sub Goal 2: Prepare for and address changes in our workforce that may include increased retirements, a multigenerational workforce, and shifts in collegiate and university leadership.

Sub Goal 3: Provide professional development opportunities for advancement of all employees.

Sub Goal 4: Foster faculty and staff development to ensure that the College has the competencies, knowledge and abilities to successfully execute the strategic plan thus aligning work with mission.

Sub Goal 5: Continue to evaluate and evolve our organization to ensure that it is efficient and effective.

Sub Goal 6: Promote faculty engagement in the curriculum and provide effective and efficient administrative support to balance each faculty member's teaching, research, service and practice.



Space

Goal: Create a plan and obtain approval for a premier physical work environment that effectively uses space to advance our missions, while, at the same time, optimizing our current space and securing additional space as needed to address our evolving needs

Sub Goal 1: Proactively coordinate the needs of the faculty with the long-range strategic plan of the University to maximize the use and generation of new space and the renovation and repurposing of older facilities.

Sub goal 2: Develop a strategy to take advantage of the interdisciplinary opportunities of the Biomedical Discovery District while minimizing fragmentation of college researchers.

Sub goal 3: Address the need for more space on the Duluth campus.

Sub goal 4: Develop a long-term strategy for the location of ITDD so that it can best serve the needs of the University.

Sub goal 5: Ensure that current and future office space is available and optimized for faculty, staff, graduate students and other trainees to promote effective administration, education, and research.

Sub goal 6: Develop approaches for design of open space to facilitate interactive experiences among staff, faculty and students.

Sub goal 7: Develop strategies for building and sustaining state of the art infrastructure.

Sub goal 8: Secure and renovate educational space to address curricular revision.

Technology

Goal: Create a premier, coordinated technology infrastructure to advance our missions.

Sub goal 1: Provide faculty, staff, and preceptors with development opportunities in designing and using technology-enhancements for didactic, simulated and experiential education.

Sub goal 2: Stimulate research and education in health informatics and its application to pharmacy.

Sub goal 3: Ensure ongoing and rapid technical support for computer technology so that personnel can efficiently meet their teaching, research, practice and service needs.

Sub goal 4: Ensure quality academic technology to facilitate technology enhanced learning.

Communications

Goal: Use effective communication to enhance relationships and build the reputation of the college and the profession of pharmacy.

Sub goal 1: Advance awareness of the pharmaceutical sciences, the pharmacy profession and the pharmacist as a patient care provider.

Sub goal 2: Promote a culture of open, intellectual, and professional dialogue and communication with both internal and external stakeholders.

Sub goal 3: Engage student pharmacists to be collegiate ambassadors whose relationships with the college extend beyond graduation.

Sub goal 4: Create public awareness of the college as an important research and educational enterprise that has significant impact on the advancement of science, the improvement of health care, and the welfare of all Minnesotans.

Sub goal 5: Use communication to develop and enhance relationships with alumni pharmacists, professional organizations and other partners in the community.

One College, Two Campuses

Goal: Build and maintain high functioning cross-campus teams of faculty, staff and students by capitalizing on the unique strengths and advantages of our two campus model.

Sub goal 1: Foster the development of cross-campus teams which utilize effective communication, establish a culture for the positive management of conflict, stimulate creative thinking, and encourage positive team decision-making.

Sub goal 2: Develop cultures for teamwork for cross-campus teams by setting clear expectations for responsibility and accountability and encouraging shared leadership.

Global Education and Research

Goal: Prepare faculty, staff, and students to be global citizens and to apply our collegiate expertise to improve global health.

Sub goal 1: Create and engage in international educational opportunities and foster reciprocal learning across cultures for faculty, staff, and students.

Sub goal 2: Thread global health education throughout the professional and graduate programs to prepare our graduates to practice as global citizens.

Sub goal 3: Engage in reciprocal development and in evaluation of innovative pharmacy practice models to improve health systems in the U.S. and abroad.

Sub goal 4: Encourage research that addresses global health needs and collaborative research with global partners.

Sub goal 5: Secure necessary funding and other resources to support international education and global health initiatives.

COLLEGE OF PHARMACY
UNIVERSITY OF MINNESOTA

COLLEGIATE PERSONNEL PLAN
FOR FACULTY APPOINTMENTS
AND P&A APPOINTMENTS WITH TEACHING RESPONSIBILITIES

November 2016

Approved by College of Pharmacy voting faculty November 15, 2016

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FACULTY APPOINTMENTS

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INTRODUCTION

The College of Pharmacy's plan is the result of collaborative efforts of the Dean, collegiate HR, tenure track/tenured and term faculty, and P&A staff with various levels of teaching responsibilities.

This Collegiate Personnel Plan outlines roles, responsibilities, and employment/appointment types and does not detail nor govern decision-making authority, voting rights, or other faculty responsibilities. These are detailed in the College of Pharmacy Constitution and By-Laws.

- The college's plan draws upon several documents:
 - The University of Minnesota Faculty Tenure Code - (https://regents.umn.edu/sites/regents.umn.edu/files/policies/FacultyTenure1_0.pdf)
 - Administrative Policy on Academic Appointments, effective May,2008 (<https://policy.umn.edu/hr/teaching>)
 - Companion Document to Administrative Policy on Academic Appointments (with Teaching Functions)- (<https://policy/umn.edu/hr/teaching-appa>)
 - Principles Regarding Instructional Personnel (Approved by Faculty Senate, November 16, 2000).
 - Board of Regents Policy Faculty Emeriti (<https://policy.umn.edu/hr/emeriti>)
 - College of Pharmacy Constitution and Bylaws (https://intranet.pharmacy.umn.edu/system/files/cop_constitution_bylaws.pdf)
- Faculty positions including tenure track/tenured, term, and adjunct, should comprise the full range of faculty to design, teach, advise, and lead the professional program. The departments' 7.12 statements define the scope, roles, responsibilities and performance expectations for tenure track/tenured faculty.
- Tenure track/tenured faculty should participate in all three missions of the college including research, education, and service (i.e. clinical, administrative, and/or leadership).
- For faculty with a clinical practice focus, the standard distribution of effort may be modified in agreement with the faculty member's department head. (These faculty members may incorporate practice into their workload). Although variations may exist, the standard distribution of effort is 40% research, 40% education, and 20% service.
- Term faculty appointments are made consistent with the University Tenure Regulations 3.3 and 3.4. Term faculty shall participate in all three missions.
- Faculty who are visiting, temporary, adjunct within the University, or adjunct outside the University will continue to be hired as needed. Within the "temporary" or "visiting" subcategories the pre-fixed professorial titles that begin with "teaching", "research" or "clinical" may be used to describe the principal focus of the appointment.

- Unpaid faculty within the adjunct category, the “clinical from outside the University” subcategory will be used for clinicians acting as preceptors for pharmacy professional students. Such individuals will be given an “affiliate” appointment. To ensure academic integrity of the program, those involved in experiential education will have an education service agreement with the clinical site.
- Some collegiate Professional & Academic (P&A) Staff with primary non-instructional duties are assigned part-time teaching responsibilities (category 4B). If these appointments are also required to perform some form of research/scholarly activity and service in addition to these teaching responsibilities, a secondary professorial title may be assigned.
- Current governance rights and responsibilities are defined within the College of Pharmacy Constitution and Bylaws, approved in September 1998 and most recently modified in May 2016.
- Promotion and tenure criteria for regular faculty are defined within the collegiate department’s 7.12 statements. Likewise, promotion criteria for contract and academic staff with faculty responsibilities will be defined within departments with participation and self-governance rights given to the appointments within the term category (2A) and academic staff with faculty responsibilities category (4B).
- The College requires a balance of tenure track/tenured faculty, term faculty, and academic professional faculty to fulfill its various missions, and to manage the financial risk to the College. As each faculty member is hired, careful consideration is given to the variety of activities and missions that person will be expected to fulfill, and the category is assigned accordingly. If the number of FTE contract faculty positions (category 2A) plus the number of FTE academic professional positions with primary responsibilities for teaching (category 4A) exceeds 25% of tenure track/tenured faculty within a department and/or the College, the Dean will prepare a supplemental report addressing the rationale for the positions and addressing the appropriateness of the balance of faculty. The supplemental report should be reviewed at least once every five years.
- In recognition of years of valued service and contribution to the institution, the University awards the title “Emeritus” to a retired faculty member who meets the standards as defined by Board of Regents Policy.

PROPOSED CATEGORIES AND SUB- CATEGORIES

Category #1 - Regular Faculty (Tenured and Tenure Track)

Titles 9401 Professor 9402 Associate Professor 9403 Assistant Professor

Responsibilities and Circumstances:

Teaching, research, service, and practice as defined in the departmental 7.12 statements. In order to meet collegiate and departmental strategic initiatives, responsibilities are determined in consultation with the department head consistent with the University's Faculty Tenure Regulations.

Category #2 - Term Faculty (Non Tenure Track)

2A Sub-Category – Contract Faculty (appointment term over one year and up to five years, renewable)

Titles 9401 Professor 9402 Associate Professor 9403 Assistant Professor

Responsibilities and Circumstances:

Teaching, research and service as defined in the departmental 7.12 statements or departmental promotion process for term faculty. In order to meet collegiate and departmental strategic initiatives, responsibilities are determined in consultation with the department head. This track is distinguished from tenured and tenure track faculty by one of the circumstances as outlined in the *Faculty Tenure Regulation, 3.4, appropriate uses of term appointments* and as embodied in the attached template and discussed by the College's Central Council as the search is initiated. Promotions within the faculty part of these titles are defined within the departments' 7.12 statements or promotion guidelines for term faculty appointments set forth in this personnel plan. Changes in circumstances for individuals originally hired as term faculty will not result in changes of appointment categories without the creation of a tenured or tenure track positions and appropriate searches and/or approval by the VPOHR, Provost, and Director of EOAA for an "exceptional no search hire".

2B Sub-Category – Temporary Faculty (*one year or less*)

Titles 9401 Professor (T/R/C) 9402 Associate Professor (T/R/C) 9403 Assistant Professor(T/R/C)

Responsibilities and Circumstances:

Typically, these appointments will be used to substitute for a faculty member who is on leave, for other short term needs, or because the funding for a position is for a limited time of one year or less. These positions may be designated by their area of focus, such as Clinical Professor, Teaching Associate Professor, or Research Assistant Professor.

2C Sub-Category – Visiting Faculty (typically one year or less)

Titles	9401V Visiting Professor	9402V Visiting Associate Professor	9403V Visiting Assistant Professor
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Responsibilities and Circumstances:

As defined in the University’s *Faculty Tenure Regulations 3.4*; the faculty member is from another educational institution or is a qualified professional from government or a private agency on a leave of absence to accept a temporary appointment at this University.

Category #3 – Adjunct Faculty

3A Sub-Category – Adjunct Faculty *From Within the University* (Reviewed annually)

Titles	9401A Adjunct Professor	9402A Adjunct Associate Professor	9403A Adjunct Assistant Prof.	9404A Adjunct Instructor
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Responsibilities and Circumstances:

This faculty member has an association with one or more of the College’s missions, but maintains a primary regular or term appointment in a different unit within the University. Circumstances are defined in the University’s *Faculty Tenure Regulations 3.4*, the faculty member’s primary employment is in another unit of the University. These faculty members will be given an “affiliate” appointment within the Department and College.

3B, 1 Sub-Category – Adjunct Faculty (Preceptors) *Outside of the University* (indefinite term – Reviewed annually)

Titles	9401A Adjunct Professor	9402A Adjunct Assoc. Prof.	9403A Adjunct Assist. Prof.	9404A Adjunct Instructor
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Responsibilities and Circumstances:

The appointee holds a principal occupation in their profession outside of the University or is retired from such occupation and is hired to support one or more of the College’s mission. Typically, these appointments are 20% to 0% paid.

3B, 2 Sub-Category – Clinical Faculty *Outside of the University* (indefinite term – Reviewed annually)

Titles	9401C Clinical Professor	9402C Clinical Assoc. Prof.	9403C Clinical Assist. Prof.	9404C Clinical Instructor
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Responsibilities and Circumstances:

For clinical appointments the faculty member is typically a pharmacist who has a primary position outside of the University, who teaches students at the faculty member’s outside practice site. The clinical positions are typically limited to 20% to 0% paid time position. As defined in

the *University's Faculty Tenure Regulations 3.4*, the faculty member is a clinical pharmacist in the community who provides service to the University part-time. These appointments are differentiated from other term faculty with a clinical component as part of their responsibilities that fall under category 2A, as they are primarily focused on providing experiential education within the Professional Program at their site of employment (not the College of Pharmacy). These individuals typically do not engage in didactic teaching and are not involved in graduate education.

Category #4 - Academic Staff (All appointments in this category will be in accordance with University Policy "Academic Appointments Category Details" for 4A & 4B)

4A Sub-Category – Academic Professionals with Primarily Teaching Responsibilities
(annually renewable)

Titles	9754 Teaching Specialist	9771 Sr. Teaching Specialist	9753 Lecturer	9770 Sr. Lecturer
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Responsibilities and Circumstances:

These types of appointments are used within the College of Pharmacy for positions that are full or part-time with teaching, lecture (including on-line) and/or lab, as their primary responsibility. In a limited number of situations, individuals are appointed as instructional academic professional staff to fulfill responsibilities primarily in instruction. If the role expands to include responsibilities beyond teaching an alternate appointment should be considered. The University requires that the Teaching Specialist/Sr. Teaching Specialist have a minimum of a master's degree, and that the Lecturer/Sr. Lecturer requires a degree expected of the faculty in the department, or substantial professional recognition in the field. Courtesy professorial titles may also be used if warranted by their qualifications.

4B Sub-Category – Academic Professionals or Administrative Staff with primarily non-instructional duties who assume part-time instructional duties.
(Appointment term is typically one to five years, renewable)

Example 1

P&A Title	9702 Research Associate		
Faculty Title	9401 Professor	9402 Associate Professor	9403 Assistant Professor

Example 2

P&A Title	9340 Program Director		
Faculty Title	9401 Professor	9402 Associate Professor	9403 Assistant Professor

Responsibilities and Circumstances:

For these appointments the primary positions are within P&A classifications such as Program Director, Research associate or Clinical Coordinator. In addition to duties assigned to the primary appointment, these positions may have additional responsibilities in three mission related areas: 1. Part-time teaching. 2. Research/scholarly activity. 3. Service/outreach. If these P&A positions are also performing the three mission related responsibilities, the positions have a second, non-paid appointment in the faculty title series. Promotions within the faculty part of

these titles are defined within the departments' 7.12 statements or promotional guidelines for term faculty appointments set forth in this personnel plan. Promotion within the P&A portion of these jobs are separate from the faculty title promotional criteria.

Category #5 – Emeritus Faculty (tenured faculty who has retired from University with at least 5 years of service)

Titles 9401 Professor Emeritus 9402 Associate Professor Emeritus

Responsibilities and Circumstances:

Faculty member will hold the rank designated at the time of retirement. Granting this title does not confer or provide employment status or employee rights. The University will provide e-mail account, library privileges, listing in the University directory, faculty discounts as identified in administrative procedures, and other services of cost and nature as those listed in administrative procedure. The University shall extend access to the University's health and dental insurance plans who meet criteria established in the administrative procedures. The College of Pharmacy shall provide office space (shared), access to laboratories, computer, mail, telephone, and other routine office services.

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**REFERENCE BY
APPOINTMENT TYPES AND
TEACHING RESPONSIBILITIES**

Faculty Group	Job Code	Job Title	Teaching Responsibilities	Possible Appointment Terms
1. Regular Faculty	9401 9402 9403	Professor Assoc. Prof. Assist. Prof.	Course Director PharmD classes Graduate classes Non-traditional classes Advising and mentoring Special programs and seminars Teaching fellows and post-docs	(tenure) (probationary) (retired) (outside term of appointment for B term) (non-credit teaching/other professional work) (other such as Morse Alumni Awards)
2A. Term Faculty	9401 9402 9403	Professor Assoc. Prof. Assist. Prof.	Course Director PharmD classes Graduate classes Non-traditional classes Advising and Mentoring Special programs and seminars Teaching fellows and post-docs	(multi-year) (annual renew) (retired) (outside term of appointment for B term) (non-credit teaching/other professional work) (other)
2B. Temporary Faculty	9401T 9402T 9403T	Professor Assoc. Prof. Assist. Prof.	PharmD classes Graduate classes Non-traditional classes Special programs and seminars	(temporary) * “C” for Clinical, “T” Teaching or “R” for Research may be used in the title and job code
2C. Visiting Faculty	9401V 9402V 9403V	Professor Assoc. Prof. Assist. Prof.	PharmD classes Graduate classes Non-traditional classes Special programs and seminars Mentoring	V (visiting) * “C” for Clinical, “T” Teaching or “R” for Research may be used in the title and job code

Faculty Group	Job Code	Job Title	Teaching Responsibilities	Possible Appointment Terms
3A. Adjunct Faculty Within the University	9401A 9402A 9403A 9404A	Professor Associate Prof. Assist. Prof Instructor	PharmD classes Graduate classes Non-traditional classes Special programs and seminars Advising and mentoring Teaching fellows and post-docs	(adjunct from within the University)
3B - 1. Adjunct Faculty Outside the University	9401A 9402A 9403A 9404A	Professor Assoc. Prof. Assist. Prof. Instructor	PharmD classes Graduate classes Non-traditional classes Special programs and seminars Mentoring Teaching fellows and post-docs	(adjunct from outside the University)
3B - 2. Clinical Faculty (All are paid 20% to non- paid)	9401C 9402C 9403C 9404C	Professor Assoc. Professor Assist. Professor Instructor	Clinical preceptors Formal mentoring Non-traditional classes Special programs and seminars Occasional PharmD advising	(clinical)

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P&A Group	Job Code	Job Title	Teaching Responsibilities	Possible Appointment Terms
4A. With Primary Teaching Responsibility	9754 9771 9753 9770	Teaching Spec. Teaching Spec. Lecturer Sr. Lecturer & (May have an unpaid faculty courtesy title.)	Course Director PharmD classes Graduate classes Non-traditional classes Advising and mentoring Special programs and seminars Teaching fellows and post-docs	(annual renewable contract) (multiple year contract) (continuous) (probationary) (retired) (outside term of appointment dates) (non-credit tchng, other professional wk) (additional appt. teaching) (other)
4B. Primary Non- Instructional Responsibilities	Admin P&As (93XX, 9631- 9640) Prof P&As (97XX, 9621- 9630)	P&A Title & Second unpaid faculty title	Course Director PharmD classes Graduate classes Non-traditional classes Advising and mentoring Special programs and seminars Teaching fellows and post-docs	Administrative P&A (annual renewable contract) (multiple year contract) (limited, selected senior administrators) (acting/interim) (retired) (outside term of appointment dates) Professional P&A (annual renewable contract) (multiple year contract) (continuous) (probationary) (retired) (outside term of appointment dates) (non-credit tchng, other professional wk) (additional <i>appt. teaching</i>) (other)

Contract Term Faculty Template Request

This form does not apply to use of temporary, visiting, or adjunct term faculty.

College/Campus	
Contact Person	Title
Campus Phone	E-mail Address

Rationale for use of contract faculty appointments. This list is based on language from the Board of Regents Policy: *Faculty Tenure*, Section 3.4 regarding appropriate uses of term appointments. **Check all that apply.**

- 1. The duration, the percentage of time, or both, require less than service for two-thirds time for the academic year;
- 2. The appointment concerns a faculty member who principally is engaged in and primarily is supported by clinical activities or by discipline-related service;
- 3. The position is subject to the joint control of the University and another institution;
- 4. The specific funding for the position is subject to the discretion of another institution;
- 5. The funding for the position is for a limited time;
- 6. The appointment is in a unit or program that is experimental or otherwise restricted in nature;
- 7. The person is enrolled in a University of Minnesota degree program. A regular faculty member on a probationary appointment may transfer to term status during enrollment in such a program if the faculty member and the senior administrator agree. The transfer suspends the running of the maximum period of probationary service, but the faculty member retains other rights if regular appointment, including annual review, the right to timely notice and a terminal appointment period as provided in Section 6.
- 8. Other—please describe:

In order to help better understand the planned use of contract faculty in your unit, please elaborate:

Estimated number of appointments in this category:

Anticipated length of appointments:

- Annual Renewable
- 3 Years
- 5 Years
- Other. Please explain:

Approved Vice President, Human Resources	Date
Approved Executive Vice President and Provost	Date

College of Pharmacy

Appointment and Promotion Procedures for Collegiate Category 2A, 2B,2C, 3A, 3B, 3C, and 4B Faculty Appointments

approved by Faculty Consultative Committee
approved by College Assembly November 15, 2016

These procedures will be applied in accordance with all relevant University of Minnesota and College of Pharmacy policies. Faculty appointment categories are defined in the College of Pharmacy *Collegiate Personnel Plan for Faculty Appointments and P&A Appointments with Teaching Responsibilities*.

Collegiate Contributions. The University of Minnesota recognizes those individuals who volunteer their time in support of its educational and research programs by appointing them to the faculty. The College of Pharmacy offers “Affiliate” (formerly known as without salary appointment) appointments in these categories: clinical, adjunct, and visiting. The University’s definitions of clinical, adjunct, and visiting appointments are:

- “The appointment is designated a Clinical appointment because the faculty member is a clinician in the community who gives service to the University part-time.” (Category 3B2)
- “The appointment is designated an Adjunct appointment because the faculty member’s primary employment is outside the University or is in another unit of the University.” (Category 3B1)
- “The appointment is designated a Visiting appointment because the faculty member is from another educational institution or is a qualified professional from a government or private agency on a leave of absence to accept a temporary appointment at this University.” (Category 2C)

Within the College of Pharmacy, Clinical faculty appointments generally apply to those who teach in our experiential (externship and clerkship) courses or classroom courses directly associated with clinical activities. Adjunct faculty appointments are generally conferred on those who teach in courses focusing on theory or non-clinical aspects of pharmacy. These appointment designations have the same benefits and collegiate privileges.

Clinical and adjunct faculty appointments will be based primarily on the quality and extent of participation in the College’s educational programs: professional, residency, fellowships, and graduate. Achievements in scholarship, practice, and service will also be considered.

Departmental Contributions. Individual Departments within the College may also extend appointments and promotions to Category 2C, 3A, and 3B appointments according to established Departmental procedures. Faculty with joint Collegiate-Departmental appointments will follow the Department’s guidelines for appointment and promotion.

Procedure for Appointment of Collegiate Category 2C and 3B Appointment Faculty

1. The appropriate Associate Dean/Department Head initiates the appointment based on the candidate's proposed contributions to the College. He/She recommends an appropriate rank based on a review of the candidate's credentials and the established standards and criteria for each rank.
2. The Associate Dean/Department Head forwards the appointment request to the Collegiate Review Committee (CRC) for review and approval. [See College of Pharmacy Collegiate Review Committee Guidelines.]
3. The CRC-approved request is forwarded to the Dean's Office for processing. Requests not approved by CRC are returned to the initiating Associate Dean/Department Head.
4. The Dean's Office processes the appointment.

Supporting Documentation

Required:

1. Appointment Request for Category 2C or 3B Appointment Faculty Form.
2. Preceptor Profile (required for preceptors).

Desired:

3. Curriculum Vitae.
4. Cover letter and/or other materials from the candidate.

After appointment is approved

5. College of Pharmacy Human Resources Information Form.

Procedure for Promotion of Collegiate Category 2C or 3B Appointment Faculty

1. Candidates for promotion, who have either self-identified or have been identified by the College, prepare documentation in consultation with the relevant Associate Dean/Department Head.
2. The appropriate Associate Dean/Department Head initially evaluates the documentation, and makes a recommendation.
3. The Collegiate Review Committee reviews the documentation and recommendation, and makes a recommendation to the Dean.
4. Per a December 30, 1993 memo from then Interim Deputy VP for Health Sciences R.P. Elzay, promotions for term faculty are to be made at the Dean level, with a notification to be sent to the Office of the Vice President for Health Sciences.
5. If the Dean approves the promotion, the Dean's Office processes the promotion paperwork.

Supporting Documentation

Required:

1. Description of the candidate's teaching contributions, including amount of teaching, and how they meet the established promotion criteria for the proposed rank.
2. Curriculum Vitae.
3. Teaching evaluations.

Desired:

4. Other supporting materials describing scholarly activities (presentations, publications, etc.) and participation in professional/scientific organizations.

Timeline

1. Promotions for Category 2C or 3B appointment faculty will be considered once during each fiscal year.
2. Candidates who wish to be considered for promotion must submit their supporting documentation to the appropriate Associate Dean/Department Head by January 15 of any given year.
3. The Associate Dean/Department Head reviews the documentation, makes a recommendation, and forwards the documentation and recommendation to the Collegiate Review Committee by March 1.
4. The Collegiate Review Committee completes its review and makes a recommendation to the Dean by May 15.
6. Promotions take effect the first day of the new fiscal year.
7. The Deans office processes the promotion.

Collegiate Standards for Various Faculty Ranks

Appointment and/or promotion to the various ranks will be based on the quality and quantity of current or proposed participation in the College's programs. Consideration will be given to level of education, previous academic appointments, proposed participation in educational programs, and achievements in scholarship, practice, and service. Primary emphasis will be placed on teaching effort; other areas will provide supplemental support. Visiting faculty will be appointed at the rank they hold at their home institutions or, if from a government or private agency, follow the criteria set below.

Instructor

Appointment Criteria

1. entry level professional degree
and
2. limited or new involvement in educational programs

Assistant Professor

Appointment Criteria

1. doctoral degree or advanced professional degree, e.g., M.S. hospital pharmacy
and
2. post-graduate training, e.g., fellowship or residency
or
3. previous appointment as Assistant Professor

Criteria for promotion to Assistant Professor

Meet appointment criteria for Assistant Professor, or

Required qualifications:

1. appointment as an instructor for at least 4 years
2. a minimum of 20 teaching hours or equivalent student instruction, such as an equivalent effort in precepting externship/clerkship students, or combination of the preceding
3. teaching evaluations from students and/or an evaluation from the course director and/or peer evaluation, rated as good or better

Desired qualifications:

4. participation in appropriate professional/scientific organizations
5. some evidence of scholarly activity, e.g., development of practice guidelines, staff development program, presentations, publications

Associate Professor

Appointment Criteria

1. extensive past involvement in educational programs, e.g., course director, more than 10 teaching hours/year or more than 6 clerkship students or more than 2 graduate student advisees, or some combination of preceding
or
2. previous appointment as Associate Professor

Criteria for promotion to Associate Professor

Meet appointment criteria for Associate Professor,

or

Required qualifications:

1. appointment as an adjunct or clinical assistant professor for at least 6 years
2. a minimum of 40 cumulative teaching hours or equivalent student instruction, such as an equivalent effort in precepting externship/clerkship students, or combination of the preceding
3. teaching evaluations from students and/or an evaluation from the course director and/or peer evaluation, rated as very good or better

Desired qualifications:

4. leadership in appropriate professional/scientific organizations (e.g., committee member, officer)
5. evidence of scholarly activity e.g., publications, research abstracts

Professor

Appointment Criteria

1. extensive past involvement in educational programs, e.g., more than 10 teaching hours/year or more than 6 clerkship students or more than 2 graduate student advisees, or some combination of preceding
or
2. previous appointment as Professor

Criteria for promotion to Professor

Meet appointment criteria for Professor, or

Required qualifications:

1. appointment as an adjunct or clinical associate professor for at least 6 years
2. a minimum of 60 cumulative teaching hours or equivalent student instruction, such as an equivalent effort in precepting externship/clerkship students, or combination of the preceding
3. teaching evaluations from students and/or an evaluation from the course director and/or peer evaluation, rated as excellent
4. leadership in appropriate professional/scientific organizations, e.g., elected officer, chair of major committees
5. strong record of scholarly activity, e.g., peer-reviewed publications and extramural funding

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**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

Steven L. Crouch, Dean

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1. Preamble

On July 18, 2016, Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs, requested that University of Minnesota campuses and colleges with tenure-initiating units provide updated academic personnel plans as required by the University of Minnesota administrative policy *Academic Appointments with Teaching Functions*. A copy of the memo making that request is provided as Appendix A.

2. Guiding Principles for Academic Appointments in CSE Units

The College of Science and Engineering is committed to excellence in its instructional activities at all levels. These levels include K-12 students (e.g., through outreach activities and the University of Minnesota Talented Youth Math Program), undergraduate students, post-baccalaureate students pursuing certificates, masters, and doctoral degrees (both research-based and non-research-based), and occasional non-degree-seeking students pursuing continuing education opportunities. The College is also committed to research, scholarship, service, and public engagement activities that may extend beyond the instructional mission, noting, though, that it is particularly difficult to tease apart what is and is not “instructional” when often students are directly involved in these other activities. Thus, for example, not all teaching is research, but a great deal of research is also teaching owing to the involvement of students or other junior personnel.

As defined in the University of Minnesota administrative policy *Academic Appointments with Teaching Functions*, there are 5 appointment categories for personnel delivering instruction. They are:

- i) Regular (Tenured and Tenure-Track) Faculty
- ii) Term (Non Tenure-Track) Faculty
- iii) Adjunct Faculty
- iv) Academic Staff
- v) Graduate Teaching Assistants

The principles that guide appointments of instructors to the different categories enumerated above include:

- i) Duties and responsibilities associated with the appointment
- ii) Qualifications of the individual appointed
- iii) Effort commitment of the individual appointed
- iv) Expected duration of the instructional need leading to the appointment
- v) Any special circumstances associated with resources supporting the appointment

- vi) The nature of the instructional unit itself

With respect to point vi, for purposes of this report, the instructional units within CSE include 12 departments, the History of Science and Technology (HST) Program, and the Technological Leadership Institute (TLI). University reports distinguish the Minnesota Institute for Astrophysics (MifA) from the School of Physics and Astronomy (SPA), but the faculty of MifA report to the head of SPA, and the combined faculty constitute a single voting unit for purposes of regular faculty hires and tenure, so further discussion in this report encompasses both when referring to SPA.

Given the principles enumerated above, it is appropriate to consider the various roles and responsibilities of instructional personnel within the College.

3. Roles and Responsibilities of Instructional Personnel

a. Regular faculty. The regular faculty of the College are the bedrock of each unit. They are hired as dictated by the *Regents Policy on Faculty Tenure* and its associated University of Minnesota administrative policies. The CSE regular faculty have a consultative governing role within the College, as described in detail in the College's Constitution (the most recent version of which was approved by the Faculty Assembly in 2015 and is attached as Appendix B). Regular faculty are expected to contribute broadly to the research, teaching, service, and public engagement activities of CSE, with specific goals and expectations for each faculty member spelled out in their respective unit's 7.12 statements as required by the *Regents Policy on Faculty Tenure*. There is a general expectation that regular faculty members will contribute to all or nearly all of the research, teaching, service, and public engagement missions of each unit, but the relative amount of time any individual faculty member spends on each mission is subject to considerable variation and is in general discussed with the department head (or dean) to which that faculty member reports on an annual basis.

The regular faculty all have appointments as graduate faculty in one or more graduate programs. Moreover, they have appointments as senior members of the graduate faculty in at least one graduate program (recall that University of Minnesota Graduate School policy establishes four categories of graduate faculty, namely, senior member, affiliate senior member, member, and affiliate member). As such, regular faculty generally actively advise graduate students. Regular faculty may also have advisory responsibilities to upper-division and possibly lower-division undergraduates as well, subject to the structure that each individual unit employs to provide such advising. All CSE undergraduates have access to a professional advising staff (not appointed to instructional job codes) that reports to the Associate Dean for Undergraduate Programs for the College. For lower-division students, the professional staff generally provide the bulk of advising, while upper-division students receive most of their advising from their major's unit.

b. Term (Non Tenure-track) Faculty. CSE has a detailed policy for the Hiring, Renewal, and Promotion of Term Faculty Members; it is attached hereto as Appendix C. The policy distinguishes between contract faculty, adjunct faculty, visiting faculty, and temporary faculty, all of which fell within the general definition of Term Faculty at the time of the policy's adoption. Since then, the revised University of Minnesota administrative policy *Academic Appointments with Teaching Functions* has broken out Adjunct Faculty as a separate category from Term Faculty, and we adopt that distinction in this report for organizational purposes, but now discuss all such faculty below.

While full details are available in the policy, as a general overview, the responsibilities of contract faculty are generally expected to be restricted to a single mission—most often teaching, but occasionally research—and they are expected to be ongoing (i.e., a unit expects the contract faculty member to have a relationship with the unit extending beyond a single semester or year) and significant. Examples of positions to which contract faculty in the various units might be appointed include, but are not limited to, directors of large undergraduate laboratory operations (with teaching responsibilities), directors of large undergraduate courses for which multiple sections are taught and the contract faculty member coordinates across all instructors (again, with teaching responsibilities), instructors of specialized courses offered on a recurring basis where the instructor brings an expertise greater than that present in members of the regular faculty, or researchers hired as part of special initiatives (e.g., MnDRIVE). As a rule, contract faculty members contributing to the *teaching* mission are not only expected to *deliver* instructional content, but also to take an active role in developing and improving their curricula over time. Contract faculty members contributing exclusively (or nearly so) to the *research* mission are expected to successfully raise funds to support their research and often are like independent post-doctoral scholars, i.e., individuals who have as a goal becoming regular faculty at some research institution and consider the contract-faculty appointment an appropriate step for their career development. A final category are contract faculty who contribute almost exclusively to the teaching mission, but whose responsibilities are primarily administrative in nature, e.g., the current Director of Undergraduate Studies in the School of Mathematics and the Director of the Minnesota Center for Financial and Actuarial Mathematics. All hires (and promotions) of contract faculty require the Dean's approval.

Adjunct faculty members in CSE have appointments below 33% time as their principal occupation in their profession is outside the College, either within a different unit at the University of Minnesota or outside of the institution. In practice, the contributions of adjunct faculty have been more to the teaching mission, delivering instructional content in a fashion similar to that outlined above for contract faculty. However, there is no restriction on their focus, so that appointments may also be designed to contribute strongly or exclusively to the research mission, for example. Again, full details may be found in Appendix C. In Fall 2015, the total

adjunct faculty FTEs were 3.29, which was 0.7% of all instructional FTEs (data provided in Appendix D).

Visiting faculty members are just that, i.e., short-term visitors (often on sabbatical leaves) who may choose to contribute to the teaching or other missions of the institution during the period of their visit. As they often bring specialized expertise, they make valuable contributions to individual programs when they choose to do so, and the College appoints individuals to this category when opportunities arise.

Temporary faculty are appointed on a term-by-term basis as dictated by individual unit needs and have essentially exclusively instructional roles across the College. They fulfill teaching needs that arise owing to, for instance, sabbatical leaves, unexpected faculty departures, or more general enrollment increases in a unit's course offerings that exceed the unit's capacity to hire regular faculty to cover (limitations on the hiring of regular faculty in CSE units can be associated especially with space constraints for the research programs that such faculty are expected to maintain). When a long-term need for such instructors, associated with specific courses or curricula, can be identified, units are encouraged to explore whether the hire of a long-term contract faculty member may be warranted, but inevitably some number of temporary faculty is needed to handle term-by-term fluctuations in the supply of and demand for instructional staff.

As a rule, the College discourages appointing individuals as temporary faculty members (carrying a 94xx job code), as opposed to appointments as academic staff (carrying a 97xx job code, e.g., 9753 Lecturer and 9754 Teaching Specialist) when their duties are those outlined in the preceding paragraph. However, the distinction in job descriptions and duties for these various appointments tend to be essentially nil, and a legacy of different practices exists within different units.

c. Adjunct Faculty. See section **2.b**, immediately above, and Appendix C for full details.

d. Academic Staff. As noted in Section **2.b**, the College encourages the use of Academic Staff appointments for individuals with instructional duties only when those duties are expected to have very short durations, e.g., term to term, as described for the temporary faculty category. For longer-term instructional relationships, the College encourages units to appoint individuals as contract faculty members.

Within the various units, there *are* a number of academic professional staff who play key roles in the overall teaching mission, including, but not limited to, individuals managing upper-division advising operations, individuals managing laboratories and service facilities used by students, and individuals providing support for instructional technologies. These staff are not appointed

into instructional job codes, however, and do not deliver instruction directly, except perhaps in the form of training students to use specific instruments, or other incidental interactions.

e. Graduate Teaching Assistants. While graduate students play critical roles as teaching assistants in most CSE units, they are nearly always supervised directly by a faculty member who is the instructor of record for a given course. In many units, opportunities exist for graduate students to take on expanded instructional duties, typically sought out as the student wishes to prepare her- or himself for a future role as a faculty member, but in those situations as well, a faculty member is supervising the student directly. In the School of Mathematics, advanced graduate students are on rare occasions given full responsibility for a course, typically at the advanced level, that is associated with their research specialty. Such assignments are viewed as training opportunities by the School and monitored appropriately by faculty members assigned that responsibility.

4. Current Appointment Distributions

Attached as Appendix D are the F15 reports provided by the Vice Provost for Faculty and Academic Affairs that detail CSE's use of various appointments for instructional personnel. For the College as a whole, out of 493.06 full-time equivalent (FTE) appointments, 408.3 (83%) were regular faculty, 48.99 were non-regular faculty (8%, distributed as 3.29 adjunct faculty and the remaining 45.7 in other categories), and 35.77 were academic staff (7%). As such, for the College as a whole, the non-regular FTEs (84.76) are 20.8% of the regular FTEs (408.3), which falls below the limit of 25% required to trigger a Supplemental Plan as described in the University of Minnesota administrative policy *Academic Appointments with Teaching Functions*.

Considering individual units, almost all have regular faculty comprising somewhere between 80–95% of their FTEs. Only two, namely, the School of Mathematics (to which we assign the data for the Math Center for Educational Programs that were broken out as a separate report) and the Technological Leadership Institute have a regular faculty representation below 80%, and the necessary supplemental plans for these units follow.

Two other units are at precisely 80% regular faculty, namely, Computer Science & Engineering (CS&E) and Industrial and Systems Engineering (ISyE). In both cases, a large number of temporary instructional staff have been hired over the last few years as *very* large increases in student demand (both in terms of course enrollments and selection as a major) have outpaced our ability to hire regular faculty. A plan has been submitted by the College to the Provost for presentation to the Minnesota Legislature to provide funding to expand CS&E, in order to cope with what is expected to be a steady increase in this demand for the foreseeable future. As for ISyE, two new regular faculty members began in 2016, and their inclusion in future data will put the department in the range observed for most others in the College.

5. Appointing, Mentoring, Reviewing, Consulting Practices

As noted above, Appendix C contains detailed procedures describing how to hire, evaluate, and promote term faculty members, with most of the attention being devoted to contract faculty given their expected long-term relationship with individual units. In this regard, units employing such faculty are expected to adopt, with the approval of the unit's faculty, a 7.12-like document setting out criteria for appraisal and promotion. A copy of one example, from the Department of Chemistry, is included as Appendix E. Such faculty receive annual reviews (either from the department head, or a regular faculty member serving in an appropriate administrative role, e.g., Associate Head or Director of Undergraduate Studies) and are mentored following unit norms.

The appointment, mentoring, and reviewing of adjunct, visiting, and temporary faculty or academic staff is handled at the unit level, typically by a regular faculty member serving in an appropriate administrative role, e.g., Associate Head or Director of Undergraduate Studies. In essentially all cases for courses taught within the College, a doctoral degree is required, and credentials are checked by the hiring authority. Student reviews of teaching, as well as faculty evaluation, are employed as available for appointment and review purposes. Consultation for such hiring (and related processes) occurs at the unit level since it is at that level that the hiring authority resides.

With respect to this policy, consultation with the College's Administrative Council and Consultative Committee was undertaken during the generation of an initial draft. These committees, which include representation from faculty, P&A and Civil Service staff, and graduate and undergraduate students, are described in the bylaws to the CSE Constitution attached as Appendix B. Subsequently, this policy was distributed to all departments with a request that it be further distributed to all academic personnel to provide additional opportunity for comments.

6. Supplemental Plan for the School of Mathematics

The School of Mathematics in Fall 2015 had FTEs of 59.33 regular faculty, 15.04 term faculty, and 17.54 academic staff. In addition, 3 FTEs of term faculty are found in the Math Center for Educational programs.

However, many of the non-regular-faculty FTEs are associated with aspects of Math's teaching mission that are unique. The Math Center for Educational programs, for example, manages K-12 programs like the University of Minnesota's Talented Youth Math Program, and its professional staff do not have a mission akin to regular faculty. Similarly, the School offers focused professional training, through its Masters in Financial Mathematics program and the Minnesota

Center for Financial and Actuarial Mathematics, and the instructors who populate these programs are drawn from the professional community, in many instances devoting only a portion of their time to their University teaching activities, while those directing the programs are full-time, but appropriately not appointed as regular faculty.

In addition, as an academic field, Mathematics has a tradition of having Ph.D.'s interested in academic positions begin their academic careers with appointments to "postdoctoral" positions that may be thought of as "assistant-professor-in-training" appointments. These appointments are often considered to be quite prestigious and are supported with endowed funds. The individuals act with the autonomy of an assistant professor with respect to managing their own research program and developing and delivering curricula within the classroom, and they do so with the expectation that after a fixed term, they will apply for a tenure-track position in the usual fashion (generally to a full range of institutions). Such individuals comprise 9 term faculty FTEs in Math's Fall 2015 report.

Finally, Math does teach an enormous enrollment in introductory, service courses, and, without substantially increasing the sizes of sections, which would be detrimental to the student learning experience, it is not presently financially practical to maintain a regular faculty size large enough to avoid the hiring of temporary professionals to teach some of those sections. These individuals are hired and monitored by a long-term Director of Undergraduate Studies and a dedicated lower-level coordinator.

The faculty of the School of Mathematics actively monitor their distribution of academic personnel and we do not anticipate changes in the current distribution in the near to mid-term future.

7. Supplemental Plan for the Technological Leadership Institute

TLI is a special unit within the College that primarily offers Masters programs targeted to professionals in specific industries (e.g., security systems and medical devices). The Director of TLI is a full time regular faculty member (with a tenure home in a departmental unit), while individual faculty within TLI are hired as professional academic staff. These staff are selected based on their special expertise of the relevant subject matter, they generally have appointments well below 1 FTE, and their responsibilities are purely instructional.

Hiring, reviewing, and mentoring are accomplished by the Director and senior staff of the Institute (which also has an external Advisory Board), with approval of the Dean required for all new hires.

We expect the current distribution of instructional appointments for TLI to be maintained in the future.

8. Additional Administrative Details

The last CSE Collegiate Personnel Plan prior to this was submitted in 2009. It is included as Appendix F. In addition, while the most recent version of the University of Minnesota administrative policy *Academic Appointments with Teaching Functions* does not make entirely clear whether Form UM 1538 continues to be required as a part of this updated Plan, a copy is provided as Appendix G.

DRAFT

**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

APPENDIX A

DRAFT

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office of the Vice Provost for Faculty
and Academic Affairs

Office of the Executive Vice President and Provost

110 Morrill Hall
100 Church Street S.E.
Minneapolis MN 55455-0110

Office: 612-626-9545
Fax: 612-626-8388

To: Chancellors (UMM, UMR); TC Deans of Colleges with Tenure-Initiating Units

From: Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs

Date: July 18, 2016

Re: Request for Updated Collegiate Academic Personnel Plans; Due October 19, 2016

C: Karen Hanson, Executive Vice President and Provost
Kathryn Brown, Vice President, Office of Human Resources

Attachments: College data displays

I write to request that you submit by October 19, 2016, an updated collegiate personnel plan for your college or campus. While units have submitted plans previously, we have partnered with faculty governance to improve this process. Additionally, as specified in the policy, the Faculty Senate Committee on Academic Freedom and Tenure will participate in reviewing these plans. We hope that the plans will reflect your unit's priorities in relation to its educational mission and identify needs you may have in relation to meeting that mission.

The administrative policy [Academic Appointments with Teaching Functions](#) establishes internal guidelines for appointments of individuals with teaching functions and is intended to:

- Ensure that our students are taught by outstanding instructors;
- Articulate the appropriate balance of academic responsibilities carried out by tenure system faculty and those carried out by academic professional staff;
- Assure that broad consultation, including with collegiate tenure-track faculty governance, takes place in the development of new and revised academic personnel plans.

The collegiate personnel plan should provide a rationale for what the college considers the appropriate balance of responsibilities carried out by individuals in the five broad appointment categories eligible to provide instruction for credit (see *Academic Appointments with Teaching Functions* for definitions). In addition, for each department in which the number of FTEs in non-tenure appointment types (as defined in the policy) exceeds 25% of the number of tenure system faculty, the college must address in a supplemental plan the appropriate balance of tenure system faculty and academic staff responsibilities.

Attached are reports with data collected from the ninth pay period of fall 2015 which provide an overview of the ratio of tenure system to non-tenure system instructional FTEs for each tenure-initiating unit in your college. These reports will be provided to each college by my office on an annual basis with the goal

of providing information to colleges about any significant variations from the established collegiate patterns over time.

Reports are based on “ZdeptIDs”, which correspond most closely to the academic departments in each college. Please note that FTE is calculated based on FTE and standard hour information entered in PeopleSoft by colleges and departments. In some cases, FTE counts may be inflated if part-time employees worked fewer hours than was initially entered into PeopleSoft. We therefore encourage units to review the list of individuals on the data displays for accuracy. If there are inaccuracies in the reporting, departments and colleges should correct the information in the PeopleSoft system in order to accurately reflect appointments in future reports.

As you consult the administrative policy *Academic Appointments with Teaching Functions* for provisions and terms related to the completion of the personnel plan, please make certain to address the following elements in your report:

- Balance of academic responsibilities carried out by individuals in the appointment categories listed in the policy statement;
- Process for ensuring appropriate credentials of employees in any appointment category listed in the policy statement other than tenure system faculty;
- Principles guiding the appointment of non-tenure system faculty by appointment category. In units in which the number of FTEs in non-tenure system appointment types exceeds 25% of the number of tenure system faculty, please provide a supplemental narrative;
- Collegiate and departmental guidelines for the use of instructors with different appointment categories in the delivery of the curriculum such as parameters around instruction by course type;
- Mentoring and professional development focused on teaching provided for individuals in each of the appointment categories;
- Career advancement options and systematic reviews for non-tenure system appointments;
- Evidence of consultation with representatives from the appointment categories listed in the policy statement. Please provide a narrative describing your consultation process.

The administrative policy requires that campuses and colleges have in place an approved collegiate academic personnel plan and that it be resubmitted every five years or as necessitated by changes in the balance of individuals in the appointment categories listed in the policy.

In the past, collegiate plans have varied in their content and structure. My intention is to establish a system to gather common information across colleges and to identify best practices that can be shared widely. Additionally, these plans can signal to administrative bodies how we might be of assistance in relation to faculty and instructional staff appointments across our campuses.

If you have any questions about these plans, please be in touch with Ole Gram (gram@umn.edu) or me (ropers@umn.edu). We can be reached via e-mail or at 612-626-9545. Thank you in advance for your responsiveness to this request. I look forward to reviewing your plans.

**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

APPENDIX B

DRAFT

1
2 **College of Science and Engineering Constitution**
3

4
5 **Adopted: November 1992**
6 **Amended: February 1998, December 2011, February 2015**
7

8
9 **PREAMBLE**
10

11
12 **SECTION 1. Collegiate Name and Purpose**
13

14 1.1 The College of Science and Engineering (CSE), a collegiate unit of the University of Minnesota, is dedicated to
15 education and scholarship in engineering, the physical sciences, and mathematics. The purpose of these educational
16 programs is to offer instruction and degree programs at the undergraduate, graduate, and continuing education
17 levels. It is equally CSE's responsibility to encourage and maintain research and service activities which will enlarge
18 these bodies of knowledge and serve society. Prior to July 1, 2010, the College of Science and Engineering was
19 known as the Institute of Technology.
20

21 **SECTION 2. Constitution**
22

23 2.1 The purpose of the constitution of the College of Science and Engineering is to foster an active, informed faculty
24 and to promote open communication among the faculty, professional and academic staff, civil service staff,
25 student/professional training appointees, students, and the administration of the College of Science and Engineering.
26 The constitution provides a framework in which the roles of these groups are defined in the initiation of
27 recommendations, the formulation of decisions, and the communication of the basis for decisions to those affected.
28

29 2.2 This constitution is not part of the employment contract between the University and its employees. It does not
30 establish terms and conditions of employment.
31

32 **ARTICLE I. General Powers**
33

34 **SECTION 1. Distribution of Powers**
35

36 I.1.1 All matters relating to CSE's educational and administrative affairs are committed to the Dean and the CSE
37 faculty, as delegated by the Board of Regents and in accord with the constitution of the University Senate, and
38 consistent with actions of these bodies heretofore or hereafter taken.
39

40 **ARTICLE II. Dean of the College of Science and Engineering**
41

42 **SECTION 1. Duties and Authority**
43

44 II.1.1 The Dean of the College of Science and Engineering, as the chief representative and executive officer, shall
45 have general administrative authority over College of Science and Engineering affairs. The Dean must be a tenured
46 member of the faculty in one of CSE's departments and schools listed in Article I, Section 1 of the Bylaws. The
47 Dean shall be responsible for:
48

- 49 • formulating policies, introducing and testing educational ideas and proposals, and stimulating collegiate
50 discussions leading to improvement of CSE's educational programs.

- 51 • encouraging faculty in their efforts to conduct research that it is at the forefront of work being done
- 52 worldwide.
- 53 • supporting CSE personnel in their mission to serve the University and professional organizations, and to
- 54 engage with the public.
- 55 • preparing CSE's annual budget.
- 56

57 The Dean shall also have the responsibility to establish reviews of the various schools and departments listed in
58 Article I, Section 1, of the Bylaws and also the College of Science and Engineering as a whole or in part. The Dean
59 shall send copies of the review summary to the school or department concerned, the Senior Vice President and
60 Provost, and the Board of Regents. The Dean's responsibilities shall also include both strengthening the College of
61 Science and Engineering and its programs and interpreting those programs to the University and the community.
62

63 II.1.2 In order to further these aims, the Dean shall have the right to appoint Associate Deans, Assistant Deans, and
64 other administrative officers who will serve at the Dean's pleasure. These appointments shall be made in a manner
65 consistent with University search and tenure policies.
66

67 **SECTION 2. Appointment of the Dean**

68
69 II.2.1 The Dean of the College of Science and Engineering shall be appointed by the Senior Vice President and
70 Provost, subject to the approval of the Board of Regents. When a decanal search committee is to be appointed,
71 department faculties will be invited to provide a list of nominations for search committee membership. The Senior
72 Vice President and Provost can choose members of the search committee from these nominations and has the
73 prerogative to add other members. The search process should provide faculty, staff, and students with an opportunity
74 to meet with or hear from candidates who are publicly announced as finalists for the position.
75

76 II.2.2 Periodic review of the Dean's performance and decisions on continued appointment or termination shall be at
77 the discretion of the Senior Vice President and Provost.
78

79 II.2.3 The procedure for the CSE faculty to recommend a recall of the Dean is initiated by the filing with the Senior
80 Vice President and Provost of a petition to recall signed by a minimum of 30 percent of the regular CSE faculty, as
81 defined in paragraph III.1.2. The Senior Vice President and Provost will then be invited to a meeting of the CSE
82 faculty in order to discuss and vote on the motion to recall. A two-thirds vote of the regular faculty of the College of
83 Science and Engineering shall be required to recommend to the Senior Vice President and Provost that the Dean be
84 terminated..
85

86 **SECTION 3. Faculty Recommendations**

87
88 II.3.1 The Dean shall make recommendations to the Senior Vice President and Provost or the Senior Vice President
89 and Provost's designee of all faculty appointments, promotion, tenure, and salary adjustments following consultative
90 procedures within CSE described in Article VI, Section 5.
91

92 **SECTION 4. Consultation on Budget**

93
94 II.4.1 The Dean, as CSE's chief executive officer, shall have final authority to make budgetary recommendations to
95 the Senior Vice President and Provost or the Senior Vice President and Provost's designee. The Dean shall, however,
96 consult with school and department heads concerning budgetary matters which affect CSE as a whole. Consultation
97 on individual department budgets shall follow procedures described in Article VI, Section 5.
98

99 **SECTION 5. Dean's Committees**

100
101 II.5.1 The Dean may constitute Dean's committees to act in advisory capacities. Unless specified elsewhere, the
102 Dean may appoint members of these committees. These committees shall file reports with the Dean.
103
104

105 **ARTICLE III. The Faculty**

106
107 **SECTION 1. Membership**

108
109 III.1.1 The faculty of the College of Science and Engineering shall consist of all faculty personnel, as defined by the
110 University, holding appointments as instructor, assistant professor, associate professor, professor, or Regents
111 Professor who are budgeted through the departments, schools, or other units of the College of Science and
112 Engineering, including members on leave, and the Dean and Associate or Assistant Deans, if they hold faculty rank.
113

114 III.1.2 The regular faculty of the College of Science and Engineering are those individuals in the ranks specified
115 above with either a probationary or tenured appointment.
116

117 III.1.3 The non-regular faculty of the College of Science and Engineering are those individuals in the ranks specified
118 above with neither a probationary nor tenured appointment.
119

120 III.1.4 Faculty of other units which are not administratively within CSE may, upon their request, be granted
121 membership in the CSE Faculty Assembly by action of the Faculty Assembly as specified in Article V, Section 2.
122

123 III.2.1 The CSE faculty shall be governed by the policies (and constitution, where applicable) of the Board of
124 Regents, the Senate, the University's central administration, and by the Board of Regents policy on Faculty Tenure,
125 in all matters addressed by those documents or policies, including, but not limited to, academic freedom and
126 responsibility, code of conduct, and promotion and tenure.
127

128 III.2.2 Each regular faculty member shall have the right to vote in the CSE Faculty Assembly and in meetings of the
129 faculty member's department. In addition, those regular members specified in the University Senate Constitution
130 shall have the right to vote in University Senate elections.
131

132 III.2.3 A non-regular faculty member does not have voting privileges in the CSE Faculty Assembly, unless granted
133 such privileges under the special provisions specified in Article V, Section 2.
134

135 **SECTION 2. Faculty Tenure**

136
137 Policies and procedures concerning faculty tenure, including removal for cause, shall be identical at all times to
138 policies and procedures described in the Board of Regents policy on Faculty Tenure and in the Procedures for
139 Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty.
140

141 **ARTICLE IV. Other Constituencies**

142
143 **SECTION 1. Definitions**

144
145 IV.1.1 Other constituencies are groups other than the faculty that participate in activities of the College of Science
146 and Engineering.
147

148 **SECTION 2. Academic Professional and Administrative (P&A) Staff**

149
150 IV.2.1 Academic professional and administrative (P&A) staff shall consist of professional personnel who are
151 assigned to duties enhancing the research, teaching, and service functions of the College of Science and Engineering
152 and administrative personnel who are involved in policy development or execution or in directing, coordinating, or
153 supervising activities in the College of Science and Engineering.
154

155 IV.2.2 Academic professional and administrative (P&A) staff in the College of Science and Engineering shall be
156 governed by the University's Academic Professional and Administrative Staff Policies and Procedures in all matters
157 addressed by this document which are in effect at the time of adoption or amendment of this constitution or as said
158 document is subsequently amended, including, but not limited to, policies on appointment, evaluation, termination,
159 grievance procedures, and salaries and benefits.

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SECTION 3. Civil Service Staff

IV.3.1 Civil service employees are support staff and scientific/technical staff hired through the University's Office of Human Resources and affiliated with units administratively within CSE.

IV.3.2 Civil service employees in CSE shall be governed by the University's Civil Service Rules in all matters addressed by this document which are in effect at the time of adoption or amendment of this constitution or as said document may be subsequently amended, including, but not limited to, policies and procedures on position classification, compensation, probationary period, performance rating, dismissal, and grievance procedures.

SECTION 4. Student/Professional Training Appointees

IV.4.1 Bargaining unit employees are labor represented employees and are support staff hired through the University's Office of Human Resources and affiliated with units administratively within CSE.

IV.4.2. Bargaining unit employees in CSE shall be governed by the University's bargaining unit contracts in all matters addressed by this document which are in effect at the time of adoption or amendment of this constitution or as said document may be subsequently amended, including, but not limited to, policies and procedures on position classification, compensation, probationary period, performance rating, dismissal, and grievance procedures.

SECTION 5. Student/Professional Training Appointees

IV.5.1 Student/professional training appointees are those holding appointments in the 95xx classes, such as graduate assistants and post-doctoral Associates.

SECTION 6. Students

IV.6.1 Students are those undergraduate students enrolled and currently registered in undergraduate degree programs or the Lower Division of CSE and all those graduate students admitted to a graduate degree program offered by one of CSE's departments, schools or programs.

SECTION 7. Rights and Privileges

IV.7.1 Members of these other constituencies are expected to participate in the affairs of CSE, including its governance, its committee structure, and its grievance procedures. Representation on College of Science and Engineering committees shall be according to policies and procedures specified in the Bylaws.

ARTICLE V. CSE Faculty Assembly

SECTION 1. Definition and Function

V.1.1 The policy-making and legislative body of the College of Science and Engineering shall be the CSE Faculty Assembly.

SECTION 2. Membership

V.2.1 The CSE Faculty Assembly shall consist of all members of the CSE faculty, as defined in Article III. Voting members of the CSE Faculty Assembly shall consist of all members of the regular faculty of the College of Science and Engineering, as defined in Article III. With the approval of the voting members of the CSE Faculty Assembly, other individuals, by reason of their academic interests, may be invited to become voting members of the CSE Faculty Assembly for specific terms.

214 **SECTION 3. Officers**

215
216 V.3.1 The Dean of the College of Science and Engineering shall be the chair of the Faculty Assembly. The
217 Associate Dean for Academic Affairs shall serve as vice chair and shall keep minutes of meetings and perform other
218 functions as may be assigned by the Assembly or by the Dean.

219
220 **SECTION 4. Meetings**

221
222 V.4.1 The Faculty Assembly shall meet at least once during the academic year. Special meetings of the Assembly
223 may be called by petition of ten percent of the voting members presented to the Associate Dean for Academic
224 Affairs or by the Dean. Meeting agenda for regular and special meetings shall be circulated to the faculty at least 5
225 days prior to meetings. For special meetings called by petition, the agenda items shall be confined to those issues
226 mentioned in the petition. Items for the agenda must be submitted by a voting member of the Faculty Assembly to
227 the Associate Dean for Academic Affairs at least 7 days prior to meetings. The Faculty Assembly may determine the
228 rights of attendance and participation by other individuals. Student and staff members of Faculty assembly
229 committee shall have the privilege of speaking on the report of their committee before the Faculty Assembly. The
230 minutes of each Assembly meeting shall be available in the Dean's office.

231
232 **SECTION 5. Quorum and Rules**

233
234 V.5.1 Ten percent of the regular faculty at the beginning of fall term shall constitute a quorum for that year. The
235 assembly shall make its own rules of procedure, but in each case to which no explicit rule applies, or when
236 applicability or interpretation of rules is in doubt, Robert's Rules of Order shall govern. If action on agenda items
237 cannot be taken because of lack of a quorum of voting members and the Dean determines that action cannot be
238 delayed until the meeting of the subsequent term, the Dean may call a special meeting of the faculty to take
239 necessary action or may conduct a mail or electronic ballot of the voting faculty. If a special meeting fails to produce
240 a quorum or a quorum does not vote in a mail or electronic ballot, the Dean may take action on those items for
241 which action is required.

242
243 **SECTION 6. Authority and Responsibility**

244
245 V.6.1 The Faculty Assembly shall have general legislative authority over educational matters affecting CSE as a
246 whole, including the power and responsibility to:

- 247 Make Bylaws for the implementation of the Constitution.
249 Make provisions, rules, and regulations necessary for the governance of the College of Science and Engineering.
250 Discuss and act upon matters involving CSE's educational policies, including all matters concerning courses,
251 curriculum, and degree programs.
252 Receive and discuss reports or recommendations submitted by the Dean, or request such reports or
253 recommendations on any matter affecting policy regarding CSE's activities.

254
255 **SECTION 7. Creation of Assembly Committees**

256
257 V.7.1 The Faculty Assembly may create other assembly committees as are required by policies established by the
258 Board of Regents or are considered necessary for accomplishing the objectives of the College of Science and
259 Engineering. Assembly committees may create subcommittees when necessary. Committees and subcommittees are
260 responsible to the body that created them. Subcommittee membership, unless specified to the contrary, may include
261 persons who are not members of the committee to which the subcommittee is responsible.

262
263 **SECTION 8. Appointment of Members to the Assembly Committees**

264
265 V.8.1 Except in cases in which the selection of members is specified in the establishment of the committee, all
266 members of assembly committees shall be appointed by the Dean. Membership in the College of Science and
267 Engineering faculty shall not be prerequisite to such appointments.

268
269

270 **SECTION 9. Minutes of Assembly Committees**

271
272 V.9.1 All assembly committees shall keep minutes of their meetings and proceedings. Copies of these minutes shall
273 be placed on file in the Dean's office and shall be available to anyone.
274

275 **ARTICLE VI. Departments and Schools**

276
277 **SECTION 1. Organizational Units**

278
279 VI.1.1 The department or school as established by the Board of Regents and as specified in the Bylaws, Article I,
280 Section 1, shall be considered the basic organizational unit of the College of Science and Engineering. Proposals to
281 change the collegiate structure shall be presented by the Dean to the Faculty Assembly. Approval or disapproval by
282 a majority of those present at a meeting of the Faculty Assembly shall constitute the recommendation of the Faculty
283 Assembly to the Board of Regents. This recommendation shall be transmitted promptly to the Board of Regents by
284 the secretary.
285

286 VI.1.2 Organizational units reporting directly to the Dean other than departments and schools (for example,
287 "programs", "institutes" or "centers") may be created by the Dean in order to carry out CSE's mission. The creation
288 or disestablishment of such units must be reported to the Senior Vice President and Provost and to the CSE faculty.
289 In creating such a unit, the dean must specify appropriate appointment and review procedures for the unit director.
290 The unit must also establish appointment criteria and review procedures for its members and employees. All
291 personnel in such units with faculty rank must hold faculty appointments in CSE's departments, schools or
292 programs. All non-faculty personnel in such units shall be considered to be Associated with the CSE Administration
293 for the purpose of committee representation and other such purposes, as established in this Constitution and its
294 Bylaws.
295

296 **SECTION 2. Membership**

297
298 VI.2.1 The membership of a department shall consist of those faculty, academic professional and administrative
299 staff, civil service staff, and students related to the department. The department faculty shall consist of all
300 individuals assigned to the department who are defined as faculty members in Article III. Academic professional and
301 administrative staff shall consist of those individuals in those categories who are assigned to that department. Civil
302 service staff shall consist of those individuals in that category who are assigned to that department. Student
303 membership in the department is defined to be all students who are degree candidates in the department and such
304 other groups of students designated by the department faculty.
305

306 **SECTION 3. Department and School Heads and Chairs**

307
308 VI.3.1 Department and school heads and chairs are responsible for the general administration of the department.
309 These responsibilities shall include consulting with department faculty, staff, and students and making
310 recommendations to the Dean, execution of University, college, and department policies, and the management of
311 department funds and department governance procedures. The head or chair is also responsible for the
312 encouragement of the educational, research, and service efforts of the department, and in particular have the
313 authority and discretion to assign teaching in accordance with departmental and collegiate workload policies (and in
314 accordance with Interpretation 4 of the the Board of Regents policy: Faculty Tenure).
315

316
317 VI.3.2 Heads or chairs of departments and schools shall be appointed by the Dean for terms not longer than 5 years
318 and shall be eligible for additional terms. For the original appointment, the Dean shall appoint a search committee to
319 recommend candidates for the head or chair. The department faculty will be invited to provide nominations of
320 members for the search committee. The Dean shall choose members of the search committee from the nominations
321 and has the prerogative to add other members to the search committee. The Dean shall provide the search committee
322 with a written charge, which will include the number of names of candidates to be submitted for consideration.
323

324 VI.3.3 The Dean shall have the right to initiate a review of the performance of a department or school head or chair.
325 This review is mandatory before reappointment to a new term of office, but may be initiated at an earlier time, if the
326 Dean believes it advisable. The department faculty will be invited to provide nominations of members for the review
327 committee. The Dean will appoint the review committee, which will be principally composed of members of the
328 CSE faculty. A written report of the review shall be provided to the Dean, to the faculty of the department, to the
329 President, and to the Senior Vice President and Provost.
330

331 VI.3.4 Concurrent with the second five year review, as the head or chair is finishing the tenth year of service, the
332 regular faculty of the department will vote to recommend whether or not the term of office should be extended for
333 an additional five years, on an annual and renewable basis, subject to annual performance evaluations. Concurrent
334 with a third or later five years review, as the head or chair is finishing the fifteenth or later year of service, the
335 faculty will again vote to recommend whether or not the term of office should be extended for an additional five
336 years. It will be the responsibility of the review committee to organize, tabulate, consider, and report the vote of the
337 faculty in conjunction with the second and later five year reviews.
338

339 VI.3.5 The procedure for the faculty of a department to recommend a recall of a department or school head or chair
340 is initiated by the filing with the Dean of a petition to recall signed by a minimum of 30% of the regular faculty of
341 the department. The Dean shall then schedule a meeting of the faculty in order to discuss and vote on the motion to
342 recall. A two-thirds vote of the regular faculty of the department shall be required to recommend to the Dean that the
343 Dean declare a vacancy to exist in the position of head or chair.
344

345 **SECTION 4. Meetings**

346

347 VI.4.1 Each department, school or program shall hold at least one faculty meeting in each term of the academic year
348 for consideration of matters concerning department policy. Agenda for such meetings shall be transmitted one week
349 in advance to all persons eligible to attend. Minutes shall be kept at all department faculty meetings. These minutes
350 shall be made available to all faculty eligible to attend the meeting to which the minutes refer and to other
351 individuals to be determined by the particular faculty. The regular faculty of a department shall have the right to
352 determine attendance, participation, and voting privileges for student and staff members of that department at the
353 department faculty meetings. Voting shall be by secret ballot on any occasion on which ten percent of the faculty
354 membership of the department requests this procedure.
355

356 **SECTION 5. Consultation on Budget and Rank**

357

358 VI.5.1 Recommendations on matters of general concern regarding departmental budgets shall be made to the Dean
359 by the department or school head or chair after consultation with members of the department or school.
360 Recommendations concerning the rank and tenure of current faculty members shall be made to the Dean according
361 to procedures described in the current Board of Regents Policy on Faculty Tenure. Recommendations concerning
362 the rank and tenure of prospective faculty members shall be made to the Dean according to established University
363 search procedures and procedures described in the current Board of Regents Policy on Faculty Tenure.
364 Recommendations dealing with salaries of individuals shall be made to the Dean by the head or chair of the
365 department, school or program.
366

367 **SECTION 6. Grievance Policies and Procedures**

368

369 VI.6.1 Grievance policies and procedures for CSE's faculty, staff, and students are as specified in the University's
370 applicable grievance policies and procedures.
371

372 **ARTICLE VII. Faculty Representatives to the University Senate**

373
374 **SECTION 1. Eligibility**

375
376 VII.1.1 The Constitution of the University Senate specifies (a) who shall be eligible for election to that body, (b) the
377 number of Senate members each college, school or other unit may elect and (c) who shall be eligible for reelection.
378

379 **SECTION 2. Invitations for Nominations of Faculty Representatives**

380
381 VII.2.1 The information dealing with faculty representatives referred to in Section 1 shall be transmitted annually in
382 the spring term, by the Dean, to all departments, schools and other units administratively within CSE. At the same
383 time that the Dean transmits this information, the Dean shall solicit nominations for faculty representatives to the
384 University Senate from each eligible unit of CSE.
385

386 **SECTION 3. Nominating Procedures**

387
388 VII.3.1 Each department, school or other unit administratively within CSE shall designate a number of nominees
389 proportionate to its representation in the faculty. The Dean shall annually inform each eligible unit of the number of
390 nominations it may make, and the departments, schools or other units shall submit their slates of nominations to the
391 Dean. Nothing shall prohibit any eligible unit from nominating faculty members from units of CSE other than its
392 own or from the list of academic staff members not regularly attached to an existing faculty who vote with and may
393 serve as representatives of CSE. The Dean shall make the nominations known sufficiently before the time of
394 election so that additional persons may be nominated on petition to the Dean. Such petitions shall be signed by at
395 least fifteen members of CSE's regular faculty.
396

397 **SECTION 4. Alternate Representatives**

398
399 VII.4.1 Any eligible elector within the College of Science and Engineering may serve as an alternate senator when
400 elected senators are unable to attend a Senate meeting due to schedule conflicts. Any representative may designate
401 any alternate from CSE to serve in the representative's place and stead by written notice to the clerk prior to the
402 commencement of any meeting. No alternates may substitute for more than one representative at any given meeting.
403 Service as an alternate shall not be counted with respect to eligibility as a representative.
404

405 **SECTION 5. Methods of Election**

406
407 VII.5.1 Election to the University Senate shall be by secret ballot. The ballots shall be prepared in the office of the
408 Dean, and, after the faculty has voted, shall be counted there by the Associate Dean for Academic Affairs. These
409 ballots shall be distributed to all faculty who are defined to be eligible by the University Senate Constitution and
410 Bylaws and are administratively within CSE. A list of candidates arranged in the order of number of votes cast for
411 each, beginning with the largest number, shall be prepared. In an election in which N representatives are to be
412 chosen, the N individuals on this list shall be elected representatives. In a circumstance in which an election for one
413 or more of the senate seats is for part of a full term, those seats which carry a full term shall be assigned to those
414 nominees with the highest number of votes, next, the seats with the largest fractional term shall be assigned. This
415 procedure shall be followed until all N positions are filled. Ties will be broken by a coin flip or equivalent method.
416 The results of the election, including the number of votes received by each candidate, shall be reported to the clerk
417 of the University Senate, and made available upon request to members of the faculty.
418

419 VII.5.2 Vacancies which occur in the list of Senate representatives shall be filled with an appointment by the Dean.
420

421 **ARTICLE VIII. Amendments, Interpretations, Implementation**

422
423 **SECTION 1. Amendments**

424
425 VIII.1.1 The Constitution and Bylaws of the College of Science and Engineering may be amended by a two-thirds
426 majority of those voting members present at a meeting of the Faculty Assembly, such amendment(s) to be

introduced by proposal from a standing committee or by a petition signed by ten percent of the regular faculty and presented to the Secretary of the Faculty. All amendments shall be reviewed by the CSE Consultative Committee and their recommendation presented to the Faculty Assembly. Notice of such proposed amendments, together with the recommendation of the CSE Consultative Committee, shall be given in writing to all members of the faculty at least 30 days before the Faculty Assembly is called upon to act on them. Amendment(s) to the Constitution will become effective when approved by the Dean and the Senior Vice President and Provost. Amendments to the Bylaws become effective when approved by the Faculty Assembly.

SECTION 2. Interpretation

VIII.2.1 Final authority to interpret this Constitution shall reside in the Faculty Assembly.

SECTION 3. Implementation

VIII.3.1 This Constitution shall become effective immediately after its adoption by the CSE faculty in a Faculty Assembly and its approval by the Dean and the Senior Vice President and Provost. Adoption will require a majority vote of the CSE faculty. If a majority vote is not obtained, a mail ballot of the College of Science and Engineering faculty shall be conducted.

BYLAWS

ARTICLE I. The Faculty

SECTION 1. Membership

I.1.1 For faculty membership purposes, the following departments, schools and programs shall be considered to be within the College of Science and Engineering:

- Department of Aerospace Engineering and Mechanics
- Department of Biomedical Engineering
- Department of Chemical Engineering and Materials Science
- Department of Chemistry
- Department of Civil, Environmental, and Geo- Engineering
- Department of Computer Science and Engineering
- Department of Earth Sciences
- Department of Electrical and Computer Engineering
- Department of Industrial and Systems Engineering
- School of Mathematics
- Department of Mechanical Engineering
- School of Physics and Astronomy
- History of Science, Technology and Medicine

I.1.2 Except for Senate representation, this faculty membership shall also extend individually and collectively to the faculty of the Department of Bioproducts and Biosystems Engineering and to the faculty of the School of Statistics.

I.1.3 For purposes of University Senate representation and voting, individuals appointed in the Office of the Dean who are eligible to vote in Senate elections will be assigned to an appropriate department or school in the above list.

ARTICLE II. Standing Committees

SECTION I. Administrative Council

II.1.1 The Administrative Council of the College of Science and Engineering is established as a Dean's committee and shall consist of the heads and chairs of the various departments, programs and schools of CSE. The Dean and

481 Associate Deans, as determined by the Dean, act as chair and vice chairs of the council, respectively. The council is
482 the direct channel of communication between the Dean's office and the academic units.

483

484 **SECTION 2. Curriculum Committee**

485

486 II.2.1 The Curriculum Committee is established as an assembly committee and shall consist of representatives from
487 each department or school offering a curriculum in the College of Science and Engineering. These representatives
488 shall be selected by each department or school. The committee shall also have four student representatives, with at
489 least one from CSE's senior class and at least one from recommendations by the Associate Dean for Undergraduate
490 Programs in consultation with the CSE Student Board. The chair of the committee shall be chosen by the Dean from
491 among the faculty members of the committee. The Associate Dean for Undergraduate Programs is an ex-officio non-
492 voting member of the committee.

493

494 II.2.2 The Curriculum Committee shall consider issues dealing with CSE's undergraduate courses and curriculum.
495 The committee shall consider all matters of course additions, course deletions, significant changes in course content,
496 changes in course prerequisites and other related questions brought before it by the various units of CSE.
497 Recommendations of the committee shall be reported to the Faculty Assembly

498

499 II.2.3 Changes in each undergraduate curriculum shall be reported to the Curriculum Committee for information.
500 The Dean shall have the power to request a study of a particular curriculum by the Curriculum Committee. Its
501 recommendations in this matter shall be reported to the Faculty Assembly.

502

503 II.2.4 The chair of the CSE Curriculum Committee may refer matters of common concern of a particular group of
504 departments within CSE to a subcommittee consisting of representatives from those departments concerned. The
505 Dean may call a meeting of the faculty of the group of departments in order to consider recommendations of this
506 sub-committee.

507

508 **SECTION 3. CSE Consultative Committee**

509

510 II.3.1 The CSE Consultative Committee is established as an assembly committee. The committee shall be composed
511 of five elected members of the regular faculty, two members of the regular faculty appointed by the Dean, one
512 elected representative of the academic professional and administrative staff, one elected representative of the civil
513 service staff, one undergraduate student selected by the CSE Student Board, and one graduate student selected by
514 CSE members of the Council of Graduate Students.

515

516 II.3.2 Each department and school administratively within CSE shall designate a number of faculty nominees
517 proportionate to its representation in the faculty. The Dean shall annually inform each eligible unit of the number of
518 faculty nominations it may make, and the departments and schools shall submit their suggestions of faculty
519 nominations to the Dean. The nomination process and election of faculty members of the committee shall take place
520 at the same time as the nomination process and election for the University Senate.

521

522 II.3.3 At the same time the departments and schools submit their slates of faculty nominees, notice will be sent to all
523 of CSE's academic professional and administrative staff and to all of CSE's civil service staff asking for nominations
524 for representatives of these constituencies. The academic professional and administrative staff and the civil service
525 staff will then elect by mail ballot their representatives from among the nominees. The CSE Student Board and the
526 CSE members of the Council of Graduate Students will be consulted with respect to the appointment of the
527 undergraduate and graduate student representatives at the beginning of each academic year.

528

529 II.3.4 Elected members on the CSE Consultative Committee shall serve for terms of three years, so adjusted that the
530 terms of approximately one third of the members expire each year. All members of the CSE Consultative
531 Committee, whether elected or appointed, are eligible for reelection or reappointment. The Consultative Committee
532 at its first meeting of each academic year shall elect a chair from among the faculty members of the committee.

533

534 II.3.5 The duties of the CSE Consultative Committee shall be to conduct reviews and make recommendations to the
535 Dean concerning matters related to the welfare of the faculty, students, and staff of CSE and to offer advice to the
536 Dean regarding the instructional, research, and service activities of CSE. Regular meetings of this committee will be

537 held at least once during each term of the academic year and reports of the activities of the committee shall be made
538 once each term of the academic year to the Faculty Assembly.

539
540 II.3.6 The faculty members of the CSE Consultative Committee shall constitute an Executive Consultative
541 Committee that the Dean may use for advisory purposes.

542
543 **SECTION 4. Academic Standards and Student Affairs Committee**

544
545 II.4.1 The Academic Standards and Student Affairs Committee is established as an assembly committee and shall
546 consist of one faculty member chosen by each department or school offering curriculum within CSE, the Associate
547 Dean for undergraduate programs as an ex-officio voting member and chair of the committee, and at least two
548 student voting members of this committee nominated by the chair in consultation with the CSE Student Board and
549 appointed by the Dean.

550
551 II.4.2 The Academic Standards and Student Affairs Committee is charged with review and implementation of
552 standards for student admission and student retention, for grading policies, and for classroom conduct guides. The
553 committee also acts on academic petitions submitted by students. In addition, all proposed changes in entrance
554 requirements and continuation requirements must be recommended by this committee for action to the Faculty
555 Assembly.

556
557 **Section 5. Graduate Education Committee**

558
559 II.4.1 The Graduate Education Committee is established as an assembly committee and shall consist of five faculty
560 members and one graduate student appointed by the Dean and the Associate Dean for Academic Affairs who serves
561 as an ex-officio voting member and chair of the committee.

562
563 II.4.2 The Graduate Education Committee is charged with review and implementation of policies impacting the
564 graduate programs within CSE and interdisciplinary programs associated with CSE. This will include approval of
565 new programs or significant changes in existing programs, review of existing programs, and implementing
566 University of Minnesota graduate school policies.

567

**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

APPENDIX C

DRAFT

College of Science and Engineering Policy for Hiring, Renewal, and Promotion of Term Faculty Members

Policy Statement. Consistent with the Regents Policy on Faculty Tenure (as amended June 10, 2011), term faculty appointments are appropriate in collegiate units under certain circumstances. Such appointments are governed by specific University policies (“Academic Appointments with Teaching Functions”, updated May 2008, and “Recruitment and Selection of Faculty and Academic Professional and Administrative Employees”, updated October 2012) and procedures (“Hiring Term Faculty (94XX)”).

Subject in some instances to approval by the Dean of the College, departments and programs may appoint individuals to term faculty positions, including contract, adjunct, visiting, and temporary faculty positions. Proposed individuals may be chosen with or without a formal search process, as appropriate for the specific position.

During the course of their appointments, term faculty members serving for one or more years will receive annual performance reviews. Term faculty members eligible for promotion will be provided specific criteria governing promotion decisions associated with their positions. Changes in appointment will take effect in the College’s next fiscal year unless otherwise approved by the Dean.

Non-renewal of the appointment of a term faculty member may be based on no reason or any reason which does not violate the legal rights of the P&A employee. Non-renewal is not a dismissal for cause.

College of Science and Engineering Procedures for Hiring, Renewal, and Promotion of Term Faculty Members

Definitions. The following comprise possible faculty appointments and best practices for usage within the College of Science and Engineering.

Regular faculty: This group includes tenured faculty and probationary tenure-track faculty.

Term faculty: Non-tenure/tenure-track faculty are grouped into the following 4 categories:

Contract faculty: Contract faculty are appointed for specific terms that can exceed one year. And, even if the term of appointment is for only one year, the position is the primary employment of the contract faculty member and there is *an expectation of a long-term relationship between the appointing department and the faculty member.*

Adjunct faculty: Adjunct faculty have primary positions elsewhere in the University or in the outside community and are appointed for short terms with appointment levels of 33% or lower.

Visiting faculty: Visiting faculty are academicians temporarily at the University of Minnesota while holding regular appointments at another institution.

Temporary faculty: Temporary faculty are appointed for specific terms of less than or equal to one year, usually to cover specific teaching needs associated with temporary shortages of other faculty (e.g., arising from sabbaticals, single semester leaves, or other circumstances). However, even if the term of appointment is for a full year, there is *no expectation that there will be a long-term relationship between the appointing department and the faculty member.*

Faculty ranks. For both regular and term faculty, available ranks include instructor, assistant professor, associate professor, and professor. The rank of instructor is rarely used for regular faculty (usually only while awaiting conferral of a doctoral degree that has not yet been awarded) but it may be used for term faculty as appropriate. Regents professor is an additional rank available to regular faculty.

Faculty-like professional and administrative (P&A) staff: P&A staff members may have duties that are categorized as faculty-like, that is, they include teaching (and possibly research) responsibilities. For such staff, associated ranks are teaching specialist, lecturer, and senior lecturer. When considering whether to appoint individuals as term faculty vs. P&A staff, it is worth noting that P&A staff at 75% appointment level or higher accrue both retirement benefits and severance benefits (the latter begins immediately, the former may take up to 3 years depending on salary) while contract faculty at 75% appointment level or higher accrue retirement benefits immediately but do *not* have a severance benefit.

Contract Faculty. The primary responsibilities of contract faculty may focus on research (Academic Job Code 94xxR), or on teaching (Academic Job Code 94xxT), but it is acceptable for their responsibilities also to include other contributions. For example, a department may expect that a research or teaching faculty member will serve on departmental, collegiate, or university committees. In rare instances, a contract faculty member may have blended research and teaching (and possibly other) responsibilities (Academic Job Code 94xx without a suffix), but in such instances there must be a clear justification with respect to why the position has not been filled with a regular faculty appointment. Research contract faculty may be appointed initially for a probationary term of three years; other contract faculty may be appointed initially for terms of one to five years.

Hiring. The following steps are followed for the hiring of contract faculty:

- 1) A position description with responsibilities and qualifications is prepared.
- 2) If highly qualified individuals have already been identified within the College, permission to promote internally should be secured from the Associate Dean for Academic Affairs. If instead a search process is undertaken, it should conform to the steps outlined in the University procedure “Hiring Term Faculty (94XX)”.
- 3) Irrespective of whether there is a full or limited search, all candidates must provide *at least* two letters of recommendation and a confirmation of receipt of their doctoral (or other appropriate terminal) degree.
- 4) Consideration of candidates should follow a process analogous to that followed by individual departments for regular faculty appointments. That is, opportunities for departmental faculty to meet the candidate should be provided, and presentations by the candidate in public or private forums should be scheduled, consistent with typical departmental protocol.
- 5) The same procedure for soliciting departmental faculty input on the proposed hire should be used as would be used for a regular faculty hire, with the exception that other non-regular faculty in the unit having responsibilities encompassing those of the proposed appointee should also be included in the group from which opinions or votes are solicited. Thus, if a department is considering hiring a teaching contract faculty member, and that department in general votes on hiring decisions, then the voting pool should include both the regular faculty of the department *and* the other teaching contract faculty in the department, but *not* the research contract faculty, as the latter would not have responsibilities encompassing those of the proposed appointee.
- 6) The level of appointment (assistant vs. associate vs. full) may take into consideration the candidate’s post-graduate experience. If a candidate has five years of experience in relevant activities, appointment at the level of contract Associate Professor may be considered. Ten years of experience are required for appointment as a full contract Professor.
- 7) The head of the department will prepare a dossier summarizing the hiring process and making a recommendation to the Dean. The dossier will include a completed UM Form 1538 “Contract Term Faculty Template” (found at <http://policy.umn.edu/categories/hr/form/contractfacp.pdf>).
- 8) The Dean will consider proposed contract faculty hires beginning January 1 of each new calendar year. Approved hires may be appointed at the beginning of the subsequent fiscal year.

Annual Reviews. If a contract faculty member’s period of appointment exceeds one year, the candidate’s performance must be reviewed annually. Such reviews will be used to inform possible promotion decisions.

Probationary Period for Research Contract Faculty. It is expected that research contract faculty will support all or a substantial fraction of their salaries and benefits

through their activities as principal investigators on sponsored projects. At the end of the second year of appointment of a contract faculty member, the department Head will report to the Dean on the contract faculty member's activities with respect to seeking and receiving external support. The Dean will then make a decision with respect to the reappointment of the research contract faculty member beyond the third year.

Promotion of Contract Faculty. The procedures for promoting contract faculty should generally conform to those for regular faculty, except that recommendations are transmitted by the department head directly to the Dean and do not require any higher level of approval (nor do they require consideration by the Collegiate Promotion and Tenure Committee).

At their first annual performance review, departments and programs will provide contract faculty with (i) a copy of this policy/procedures and (ii) specific criteria that will be employed for promotion decisions relevant to their appointments. These criteria should be entirely analogous to unit 7.12 statements that govern the promotion (and tenure) of regular faculty to the extent that specific activities and accomplishments indicative of merit should be enumerated and described. Indeed, units may choose to employ relevant subsections (e.g., the research or teaching components) of their 7.12 statements within the distinct contract faculty promotion criteria. At the same time that these criteria are provided to the contract faculty member, they should also be forwarded to the Associate Dean for Academic Affairs for retention at the College level.

Promotion criteria for contract faculty should be designed such that individuals might reasonably be expected to be qualified for promotion after having been in rank for 5 years. Promotion will *not* be based on time in rank, but to the extent that merit includes the maintenance of a sustained level of contributions to unit activities these time frames may be regarded as guides. Exceptional merit may be the basis for more rapid promotion decisions.

Following an agreement between the department head and the contract faculty member, the following steps should be followed for promotion recommendations for contract faculty.

- 1) The candidate should prepare a dossier equivalent to that prepared by regular faculty for promotion, except that portions of the dossier designed to cover activities not included in the contract faculty member's position description may be excluded.
- 2) For contract faculty having research responsibilities, letters from six external reviewers having relevant expertise should be sought (following all the same procedures as those employed for regular faculty). For contract faculty *not* having research responsibilities, six letters are also required, but they may be internal to the department, College, and University (e.g., a letter from the Center for

Teaching and Learning might be appropriate for a teaching contract faculty member).

- 3) The complete dossier, including all letters, should be provided to the regular faculty, and other contract faculty members having responsibilities encompassing those of the candidate, having equivalent or higher rank to that proposed for the candidate. Thus, for example, those voting on a promotion to teaching full professor would include the regular full professors and other teaching full professors in the unit, but not research full professors.
- 4) The result of the vote, along with the complete dossier and the department head's recommendation, is then submitted to the Dean of the College of Science and Engineering. After review of the case, the Dean will notify the candidate and the department head of his/her decision.
- 5) The Dean will consider contract faculty promotion recommendations beginning January 1 of each new calendar year. Approved promotions will take effect at the beginning of the subsequent fiscal year.
- 6) Promotions for contract faculty will occur with the same salary augmentations as those mandated for regular faculty.

Graduate Faculty Status. Contract faculty may serve as members of the graduate faculty at the levels of Senior Member, Affiliate Senior Member, Member, or Affiliate Member. Individual graduate programs may define which of the four membership categories can be held by contract faculty members.

Adjunct Faculty. Adjunct faculty appointments are appropriate for individuals whose principal occupation in their profession is elsewhere—either within a different unit at the University of Minnesota or outside of the institution. If the appointment includes a salary, it should not exceed 33% time. An adjunct faculty member may be primarily focused on teaching, research, or service; the College does not distinguish this with job classifications such as Adjunct Research Professor or Adjunct Teaching Associate Professor, etc.

Hiring. An individual must have a Ph.D. or equivalent terminal degree to be appointed as an adjunct faculty member. Appointment may be made without a search for appointments at the 33% level and below. Appropriate documentation of the candidate's qualifications is required. Departmental faculty will be informed of the potential hire and have the opportunity to review and comment on the candidate's qualifications. The level of appointment may take into consideration the candidate's post-graduate experience. If a candidate has five years of experience in relevant college-level activities, the department may consider an appointment at the level of adjunct associate professor. Ten years of relevant experience are required for appointment as an adjunct professor.

The appointment need not be approved by the Dean and is limited to one year in length. Each academic year at the end of the second semester, departments should report to the Associate Dean for Academic Affairs all adjunct faculty that were employed during that academic year.

Annual Reviews. If an adjunct faculty member's period of appointment is to be renewed, the candidate's performance must be reviewed annually. If they are no longer involved with the department, their appointment should be discontinued.

Promotions for Adjunct Faculty. As adjunct faculty appointments are for at most one year, there is no formal promotion process. At the time of reappointment, the department may consider a change in rank.

Voting Rights of Adjunct Faculty. Adjunct faculty are not eligible to vote on the hiring or promotion of other term faculty members.

Graduate Faculty Status. Adjunct faculty may serve as members of the graduate faculty at the levels of Senior Member, Affiliate Senior Member, Member, or Affiliate Member. Individual graduate programs may define which of the four membership categories can be held by adjunct faculty members. Note that adjunct faculty status is *not* required for a person to serve as a member of a student's thesis committee (membership criteria are established in the University policy "Appointments to Graduate Examination Committees" updated February 2011).

Visiting Faculty. Visiting faculty appointments are appropriate for individuals who have faculty appointments at other colleges or universities and who are temporarily visiting the University of Minnesota. The appointment may or may not include a salary. A visiting faculty member may be primarily focused on teaching, research, or service; the College does not distinguish this with job classifications such as visiting research professor or visiting teaching associate professor, etc.

Hiring. Appointment of a person as a visiting faculty member requires a Ph.D. or equivalent terminal degree, but does not require a search. Appropriate documentation of the candidate's qualifications is required. The level of appointment is based on the level of the candidate's appointment at his/her home institution. The appointment does not require approval of the Dean.

Annual Reviews. If the period of appointment exceeds one year, the candidate's performance must be reviewed annually.

Promotions for Visiting Faculty. Visiting faculty have the rank set by their home institution. If they are promoted by their home institution while serving as visiting

faculty members at the University of Minnesota, their title/appointment may be changed to reflect the new rank.

Graduate Faculty Status. Visiting faculty may serve as members of the graduate faculty at the levels of Senior Member, Affiliate Senior Member, Member, or Affiliate Member. Individual graduate programs may define which of the four membership categories can be held by adjunct faculty members. Note that visiting faculty status is *not* required for a person to serve as a member of a student's thesis committee (membership criteria are established in the University policy "Appointments to Graduate Examination Committees" updated February 2011).

Temporary Faculty. Temporary faculty appointments are appropriate for individuals being hired to cover responsibilities that are not expected to lead to a relationship with a department that exceeds one year, and more typically perhaps only one semester (e.g., to cover a course for which no other faculty member is available to teach).

Hiring. It is preferred that an individual have a Ph.D. or equivalent terminal degree to be appointed as a temporary faculty member, but it is not required (however, individuals lacking a Ph.D. must be appointed to the Instructor rank). Appointment may be made without a search for appointments at the 33% level and below. Appropriate documentation of the candidate's qualifications is required. Departmental faculty will be informed of the potential hire and have the opportunity to review and comment on the candidate's qualifications. The level of appointment may take into consideration the candidate's post-graduate experience. If a candidate has five years of experience in relevant college-level activities, the department may consider an appointment at the level of temporary associate professor. Ten years of relevant experience are required for appointment as a temporary professor. However, if individuals have developed that experience primarily or entirely at the University of Minnesota, consideration should be given to a contract faculty appointment as a long-term relationship will have been established. Temporary faculty appointments need not be approved by the Dean and are limited to one year in length. Each academic year at the end of the second semester, departments should report to the Associate Dean for Academic Affairs all temporary faculty that were employed during that academic year.

Annual Reviews. If a temporary faculty member's period of appointment is to be renewed, the candidate's performance must be reviewed annually. If such reappointments are expected to recur, consideration should be given to a contract faculty appointment as a long-term relationship will have been established. If temporary faculty are no longer involved with the department, their appointment should be discontinued.

Promotions for Temporary Faculty. As temporary faculty appointments are for at most one year, there is no formal promotion process. At the time of reappointment, the department may consider a change in rank.

Voting Rights of Temporary Faculty. Temporary faculty are not eligible to vote on the hiring or promotion of other term faculty members.

Graduate Faculty Status. Temporary faculty may serve as members of the graduate faculty at the levels of Senior Member, Affiliate Senior Member, Member, or Affiliate Member. Individual graduate programs may define which of the four membership categories can be held by temporary faculty members. Note that temporary faculty status is *not* required for a person to serve as a member of a student's thesis committee (membership criteria are established in the University policy "Appointments to Graduate Examination Committees" updated February 2011).

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**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

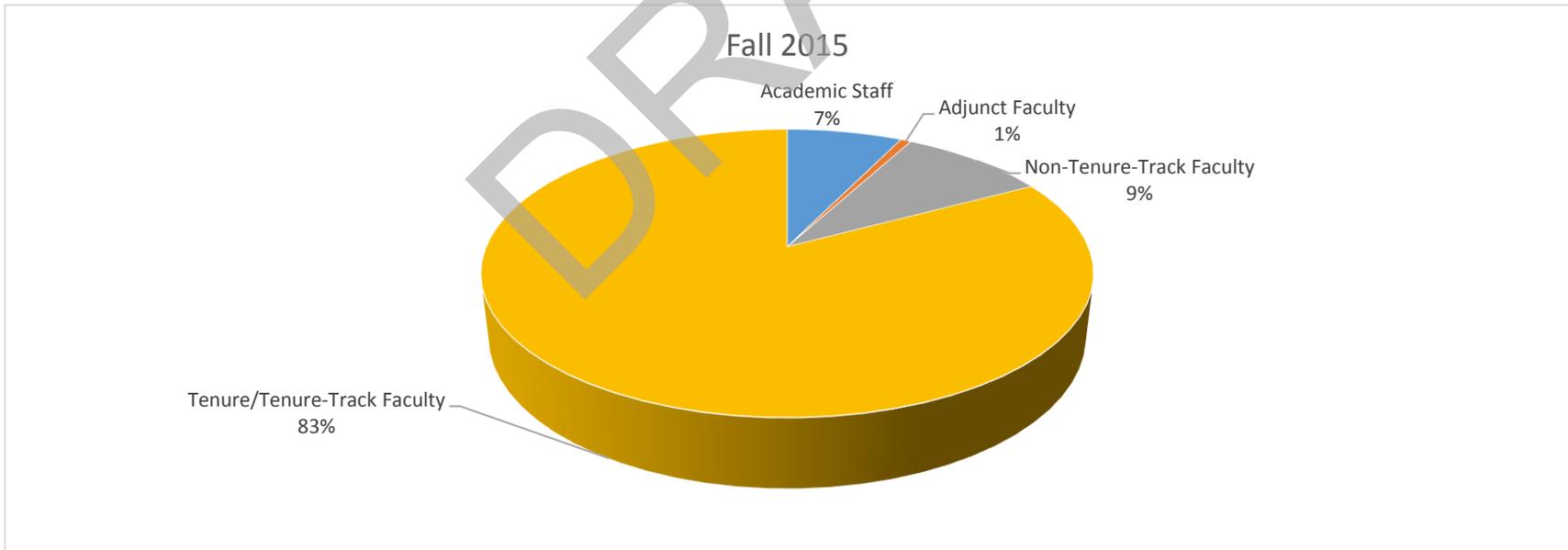
APPENDIX D

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Campus	(All)
Zdeptid Desc	(All)
RRC Name	Science & Engineering, Col of

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	52.31	47.51	39.04	48.88	45.76	35.77
Adjunct Faculty	3	4	6.73	3.73	3.97	3.29
Non-Tenure-Track Faculty	27.65	25.81	31.35	34.85	42.54	45.7
Tenure/Tenure-Track	365.43	376.89	381.23	387.45	403.29	408.3
Grand Total	448.39	454.21	458.35	474.91	495.56	493.06

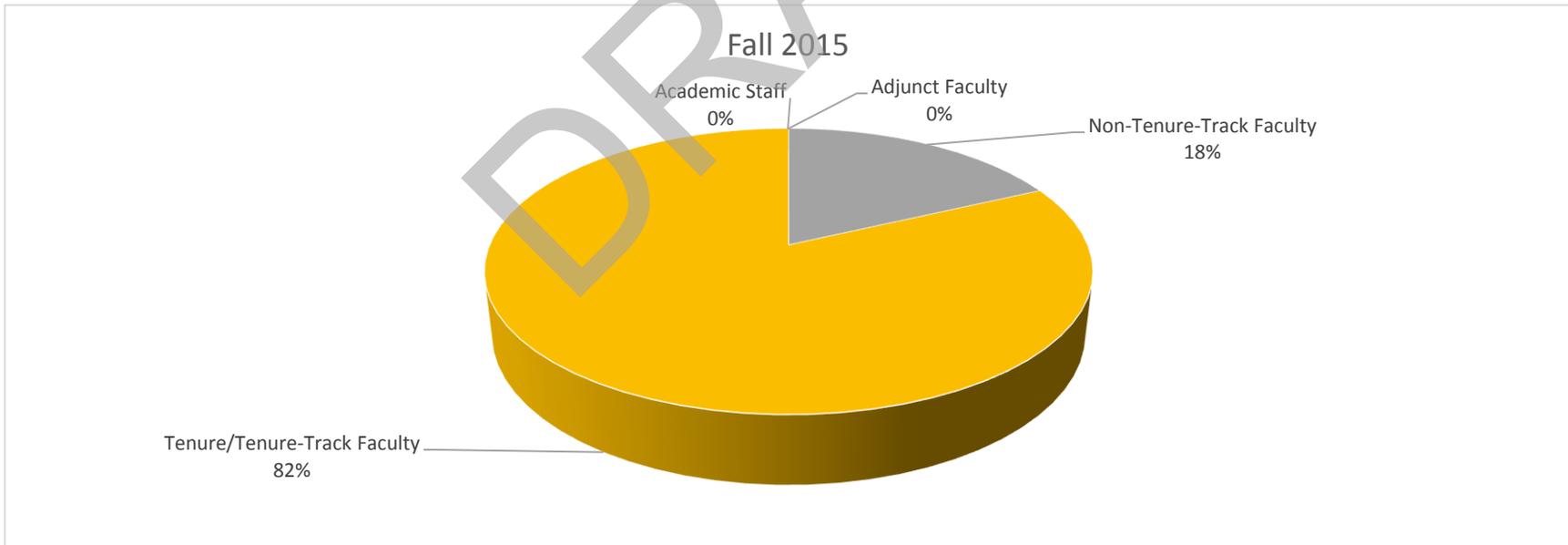
Fall 2015	
Academic Staff	35.77
Adjunct Faculty	3.29
Non-Tenure-Track Faculty	45.7
Tenure/Tenure-Track Faculty	408.3



Campus	Twin Cities
Zdeptid Desc	CSENG Aerospace Eng & Mechanic

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff						
Adjunct Faculty					0.5	
Non-Tenure-Track Faculty	2.4	2.4	2	2.75	3.55	3.45
Tenure/Tenure-Track	16	17	15	15	15	15.67
Grand Total	18.4	19.4	17	17.75	19.05	19.12

Fall 2015	
Academic Staff	0
Adjunct Faculty	0
Non-Tenure-Track Faculty	3.45
Tenure/Tenure-Track Faculty	15.67

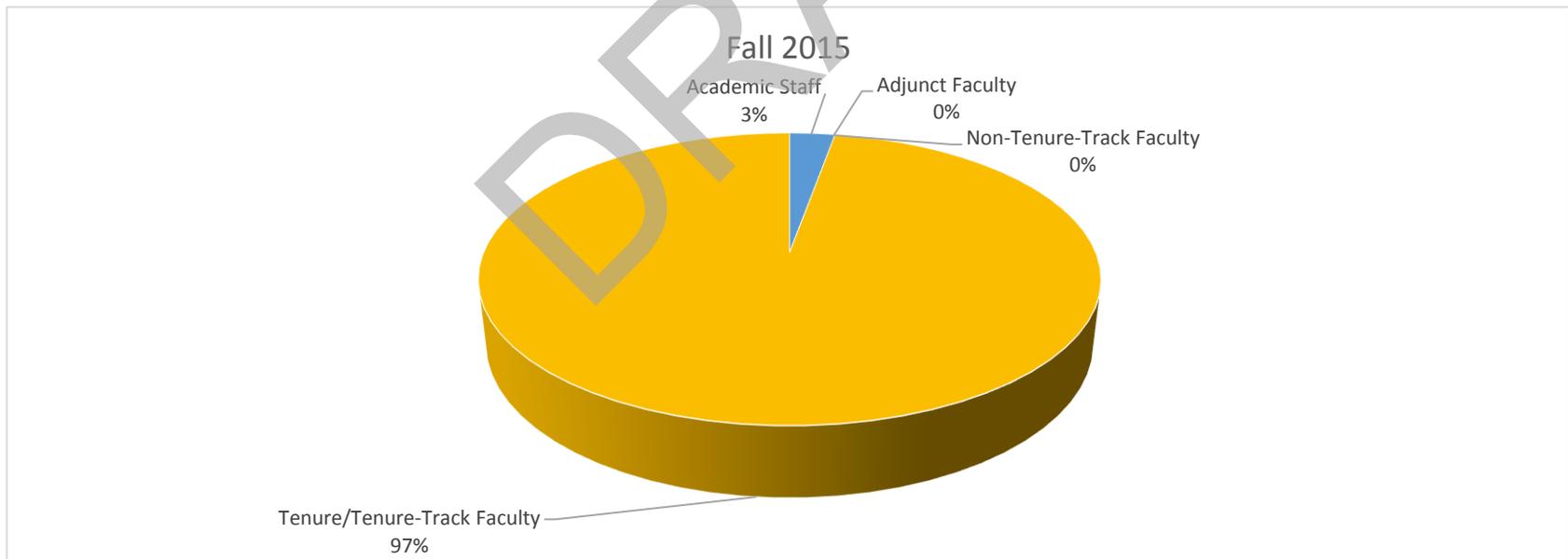


Campus	Twin Cities
Zdeptid Desc	CSENG Biomedical Engineering

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	0.74	0.75	0.75		0.74	0.52
Adjunct Faculty			0.33	0.33		
Non-Tenure-Track Faculty						
Tenure/Tenure-Track	13	14	16	17	18	18
Grand Total	13.74	14.75	17.08	17.33	18.74	18.52

Fall 2015

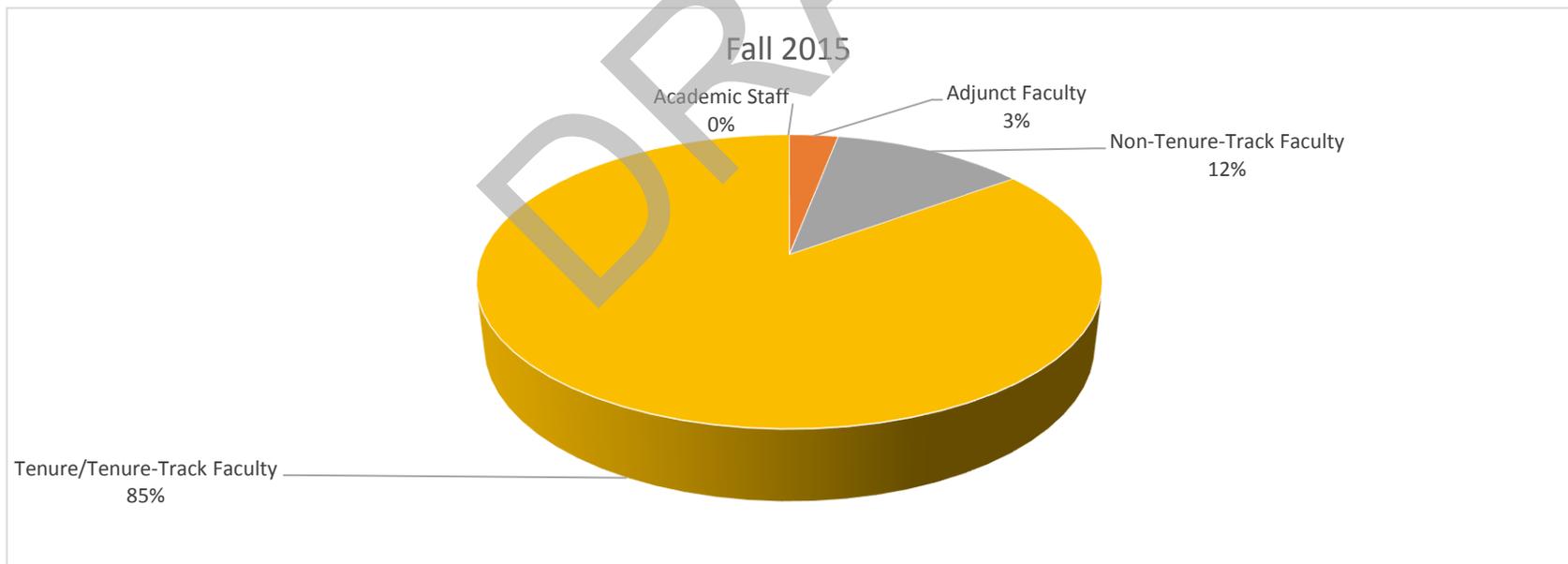
Academic Staff	0.52
Adjunct Faculty	0
Non-Tenure-Track Faculty	0
Tenure/Tenure-Track Faculty	18



Campus	Twin Cities
Zdeptid Desc	CSENG Chemical Eng & Mat Sci

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff						
Adjunct Faculty		1	1	1.4	1.4	0.75
Non-Tenure-Track Faculty		2	2	2	3	4
Tenure/Tenure-Track		29	31	31	30.5	33.5
Grand Total		32	34	34.4	34.9	37.62

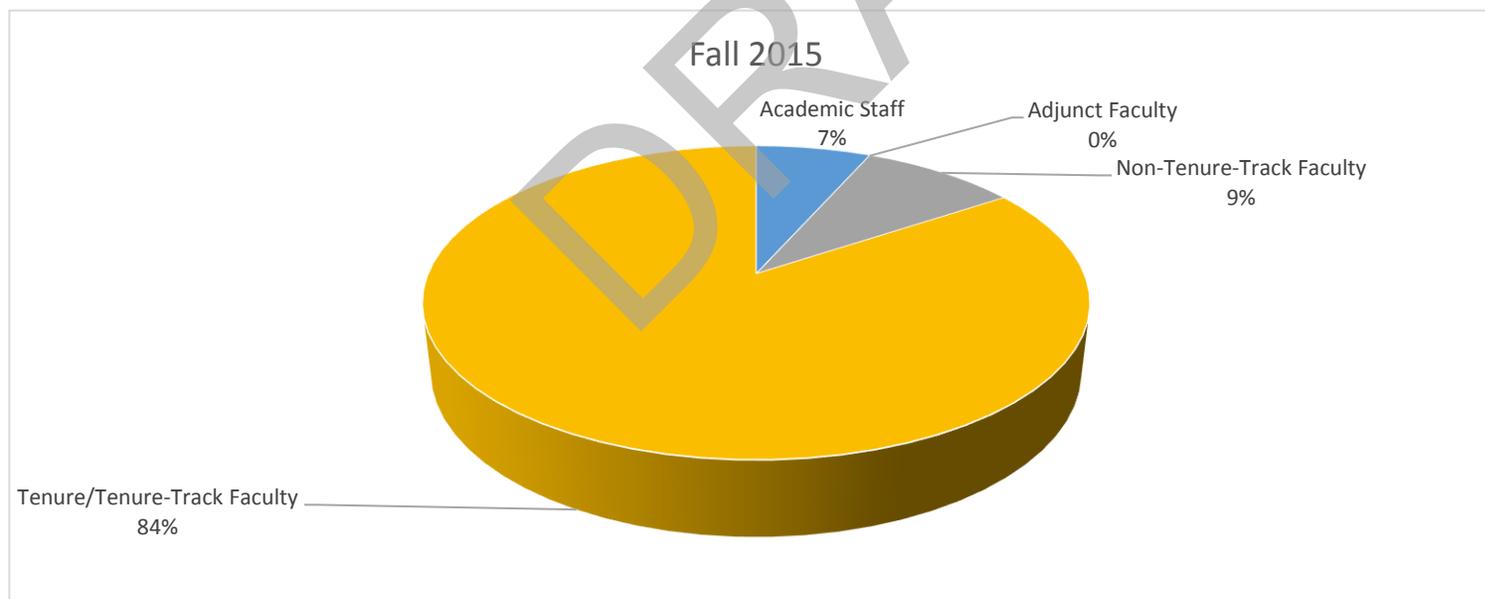
Fall 2015	
Academic Staff	0
Adjunct Faculty	1.13
Non-Tenure-Track Faculty	4.49
Tenure/Tenure-Track Faculty	32



Campus	Twin Cities
Zdeptid Desc	CSENG Chemistry

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	7.5	6	5.58	8.58	6.06	2.94
Adjunct Faculty						
Non-Tenure-Track Faculty				1	3.5	4
Tenure/Tenure-Track	32.5	32.5	32.5	34.5	37.35	37.35
Grand Total	40	38.5	38.08	44.08	46.91	44.29

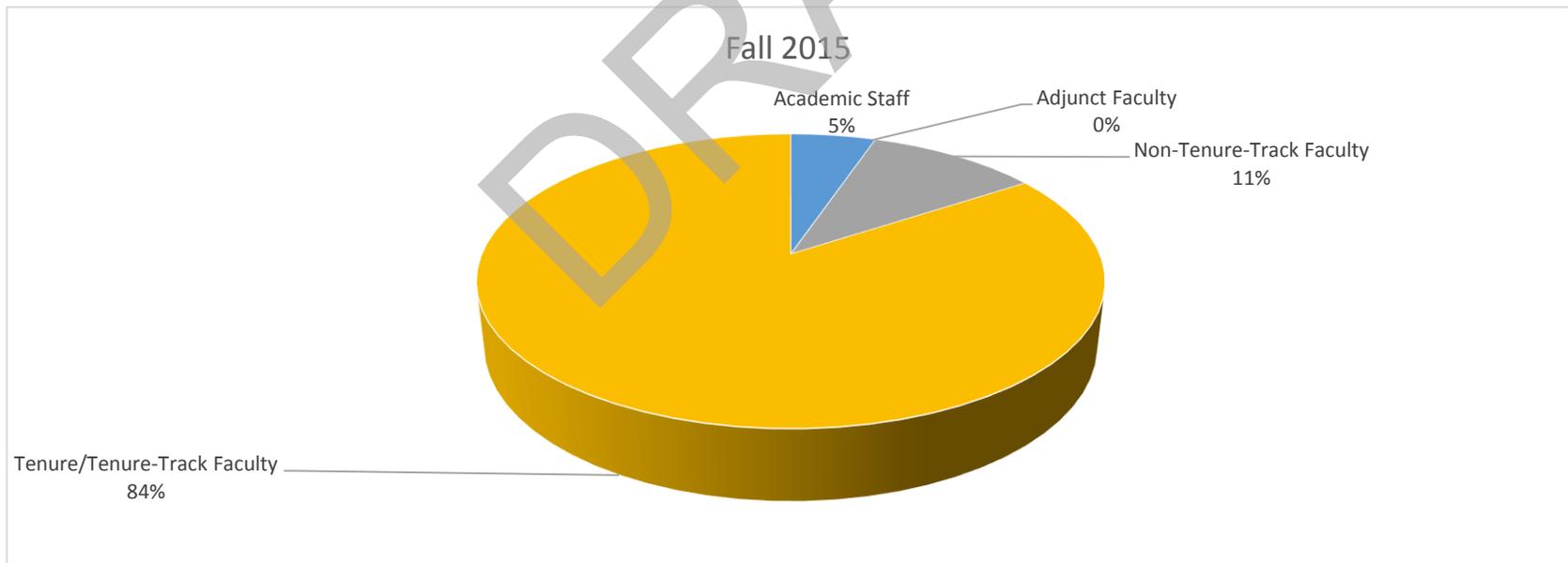
Fall 2015	
Academic Staff	2.94
Adjunct Faculty	0
Non-Tenure-Track Faculty	4
Tenure/Tenure-Track Faculty	37.35



Campus	Twin Cities
Zdeptid Desc	CSENG Civil, Envrn & Geo- Eng

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	4.5	3.75	1.75	3.86	2.05	1.98
Adjunct Faculty						
Non-Tenure-Track Faculty	0.5				1	4
Tenure/Tenure-Track	32	30	30	30	30	32
Grand Total	37	33.75	31.75	33.86	33.05	37.98

Fall 2015	
Academic Staff	1.98
Adjunct Faculty	0
Non-Tenure-Track Faculty	4
Tenure/Tenure-Track Faculty	32

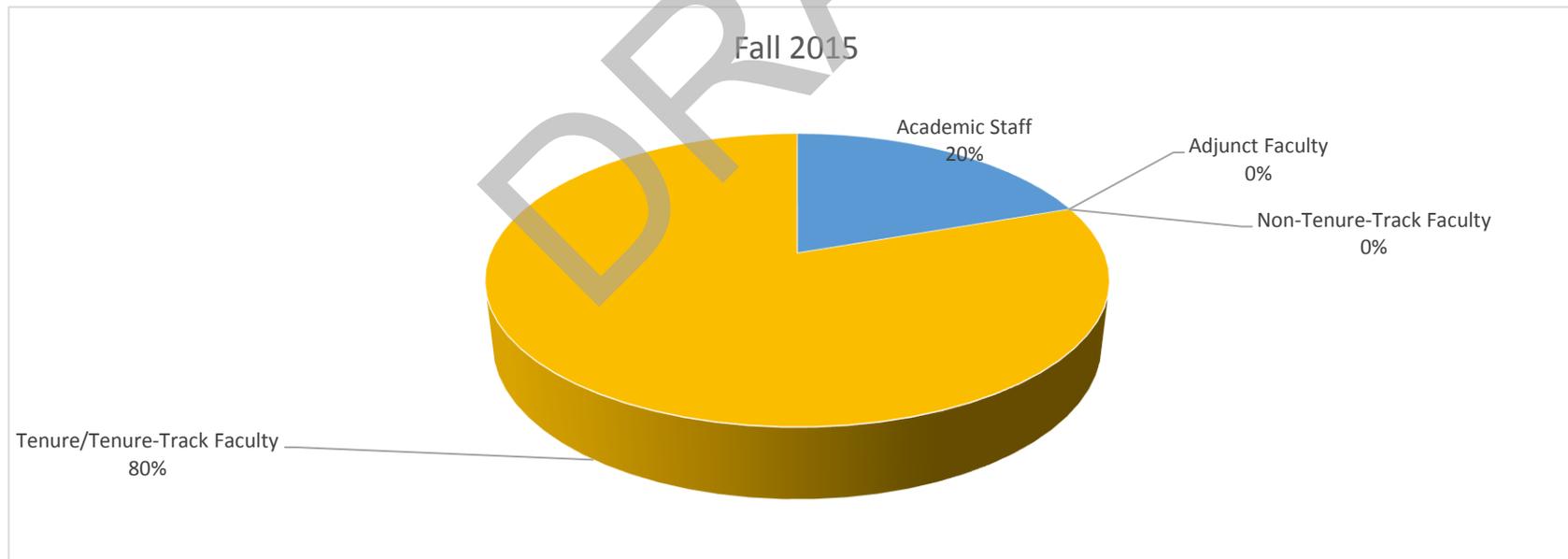


Campus	Twin Cities
Zdeptid Desc	CSENG Computer Science & Eng

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	4.02	4.77	5.01	5.46	6.96	9.3
Adjunct Faculty						
Non-Tenure-Track Faculty		0.16	1			
Tenure/Tenure-Track	34	35	34	35	36	38
Grand Total	38.02	39.93	40.01	40.46	42.96	47.3

Fall 2015

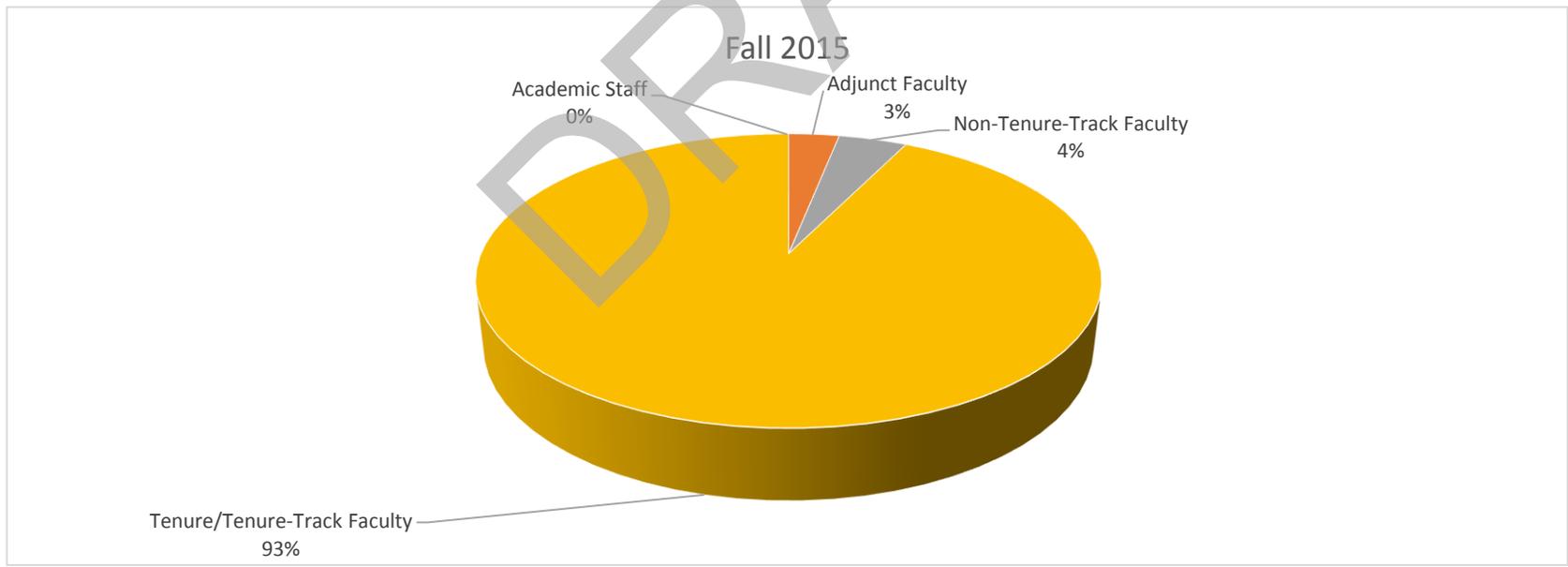
Academic Staff	9.3
Adjunct Faculty	0
Non-Tenure-Track Faculty	0
Tenure/Tenure-Track Faculty	38



Campus	Twin Cities
Zdeptid Desc	CSENG Earth Sciences, Dept of

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff						
Adjunct Faculty				0.5	0.5	0.74
Non-Tenure-Track Faculty	1.5	1	1.25	1	1	1
Tenure/Tenure-Track	22.4	22.5	20	19	20	22
Grand Total	23.9	23.5	21.25	20.5	21.5	23.74

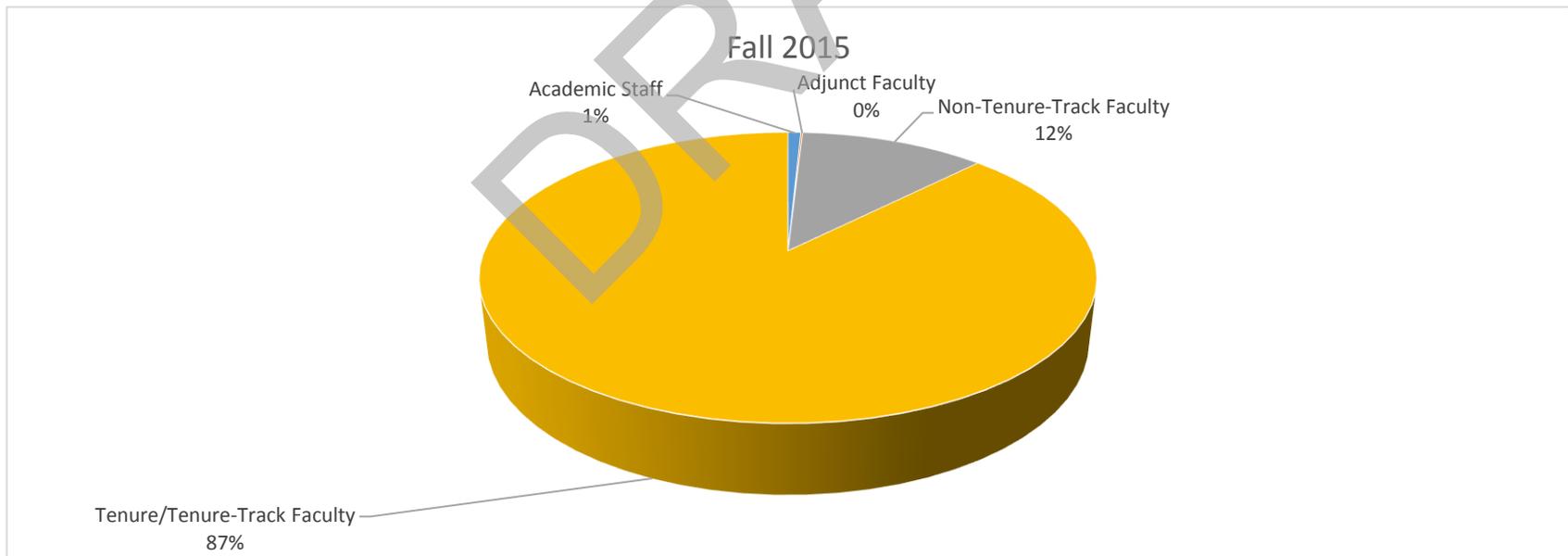
Fall 2015	
Academic Staff	0
Adjunct Faculty	0.74
Non-Tenure-Track Faculty	1
Tenure/Tenure-Track Faculty	22



Campus	Twin Cities
Zdeptid Desc	CSENG Electrical & Computr Eng

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	1	0.5	1.5	1.5	1	0.38
Adjunct Faculty	0.5	0.5	2		0.6	0.05
Non-Tenure-Track Faculty	0.75	1.75	2.5	1.75	3.75	5.5
Tenure/Tenure-Track	36	37	34.5	37	41.08	41.45
Grand Total	38.25	39.75	40.5	40.25	46.43	47.38

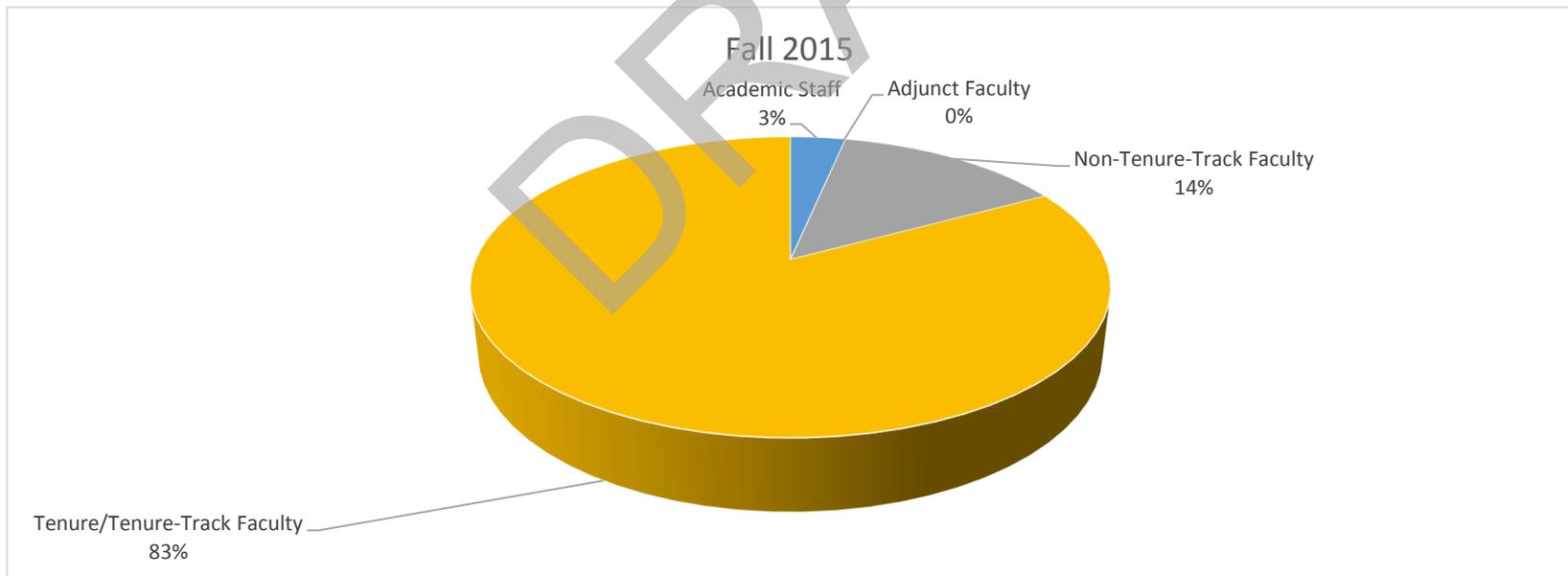
Fall 2015	
Academic Staff	0.38
Adjunct Faculty	0.05
Non-Tenure-Track Faculty	5.5
Tenure/Tenure-Track Faculty	41.45



Campus	Twin Cities
Zdeptid Desc	CSENG History of Sci & Tech

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff		0.5			0.5	0.24
Adjunct Faculty						
Non-Tenure-Track Faculty		1	1	2	1	1
Tenure/Tenure-Track		1	1	6	5	6
Grand Total		1	2.5	7	7	7.24

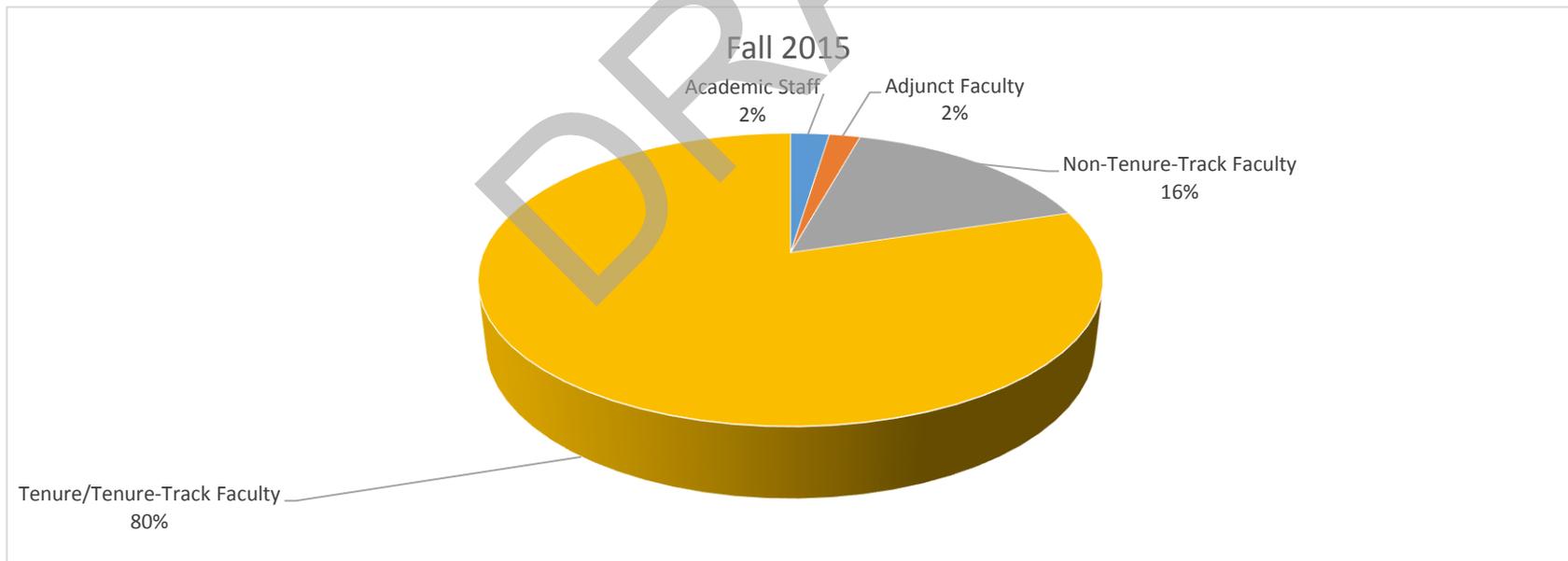
Fall 2015	
Academic Staff	0.24
Adjunct Faculty	0
Non-Tenure-Track Faculty	1
Tenure/Tenure-Track Faculty	6



Campus	Twin Cities
Zdeptid Desc	CSENG Industrial&Systems Eng

Sum of FTE	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	0.5	0.5	0.12	0.3
Adjunct Faculty	1		0.12	0.24
Non-Tenure-Track Faculty		1	1	2
Tenure/Tenure-Track	6	7	10	10
Grand Total	7.5	8.5	11.24	12.54

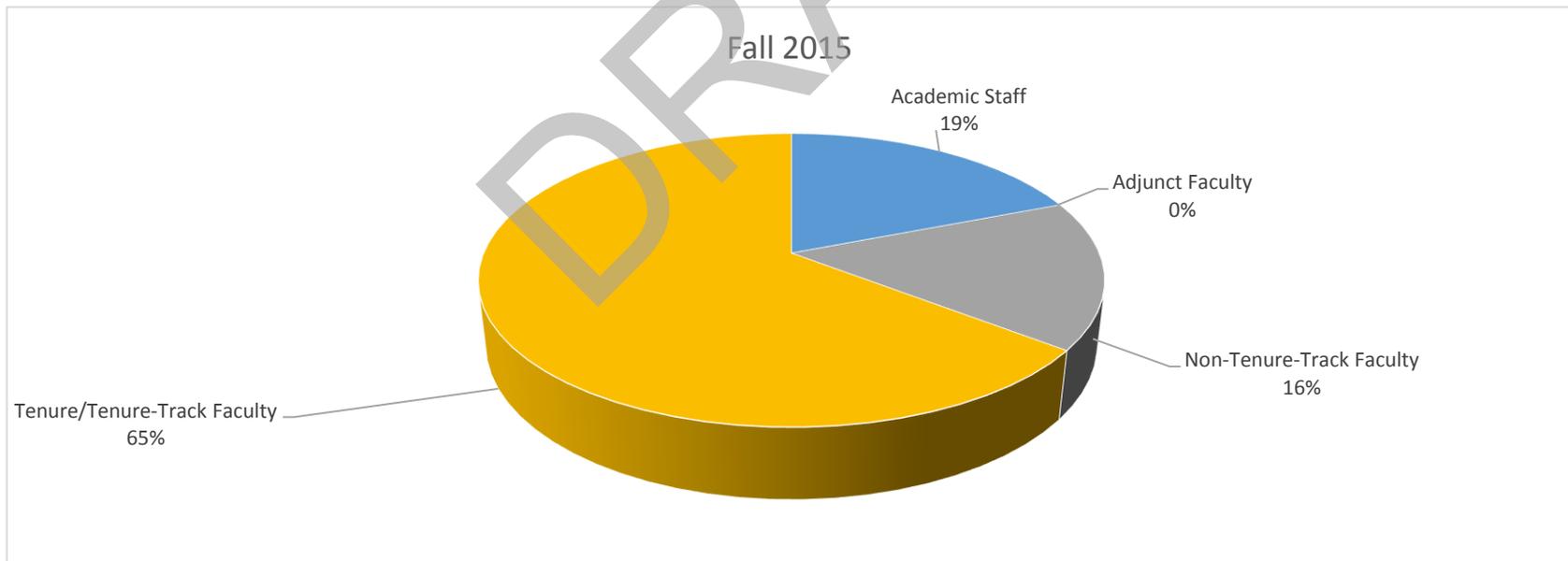
Fall 2015	
Academic Staff	0.3
Adjunct Faculty	0.24
Non-Tenure-Track Faculty	2
Tenure/Tenure-Track Faculty	10



Campus	Twin Cities
Zdeptid Desc	CSENG Mathematics, School of

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	13.31	17.05	13.47	15.23	16.51	17.54
Adjunct Faculty						
Non-Tenure-Track Faculty	15	14	19.5	20.25	18.63	15.04
Tenure/Tenure-Track	59	62	67	66	62	59.33
Grand Total	87.31	93.05	99.97	101.48	97.14	91.91

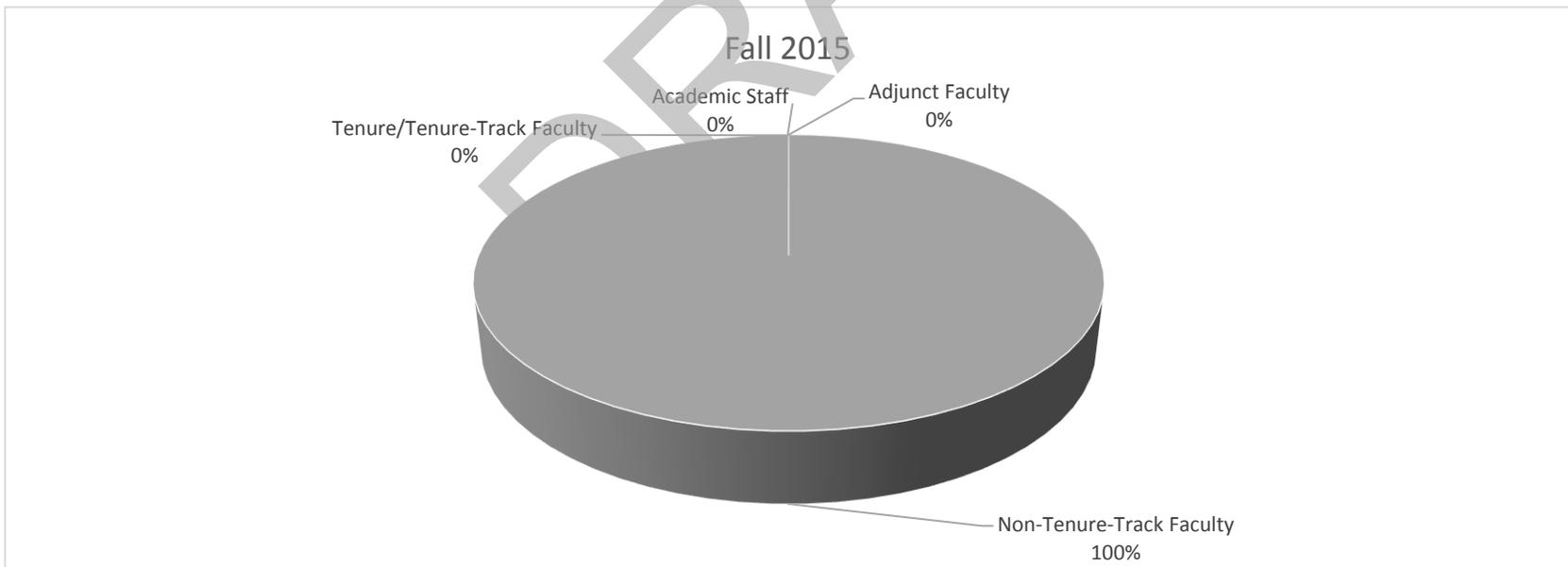
Fall 2015	
Academic Staff	17.54
Adjunct Faculty	0
Non-Tenure-Track Faculty	15.04
Tenure/Tenure-Track Faculty	59.33



Campus	Twin Cities
Zdeptid Desc	CSENG Math Ctr for Educ Prog

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	13.36	7.94	6.23	5.5	6.32	
Adjunct Faculty						
Non-Tenure-Track Faculty	2	1			2	3
Tenure/Tenure-Track						
Grand Total	15.36	8.94	6.23	5.5	8.32	3

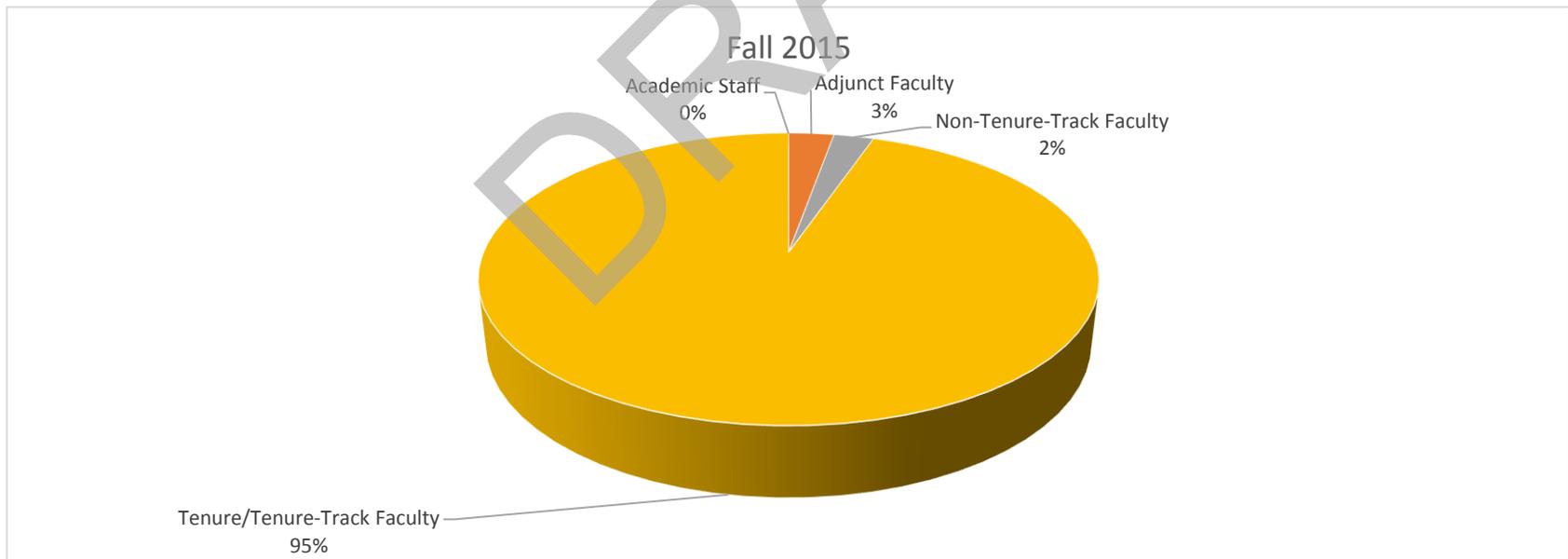
Fall 2015	
Academic Staff	0
Adjunct Faculty	0
Non-Tenure-Track Faculty	3
Tenure/Tenure-Track Faculty	0



Campus	Twin Cities
Zdeptid Desc	CSENG Mechanical Engineering

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	1.88	1.5	0.5	1.5		
Adjunct Faculty	1.5	2.5	2	1.5	1.5	1.13
Non-Tenure-Track Faculty					1.16	1
Tenure/Tenure-Track	40.5	42.5	37.85	38	38	38
Grand Total	43.88	46.5	40.35	41	40.66	40.13

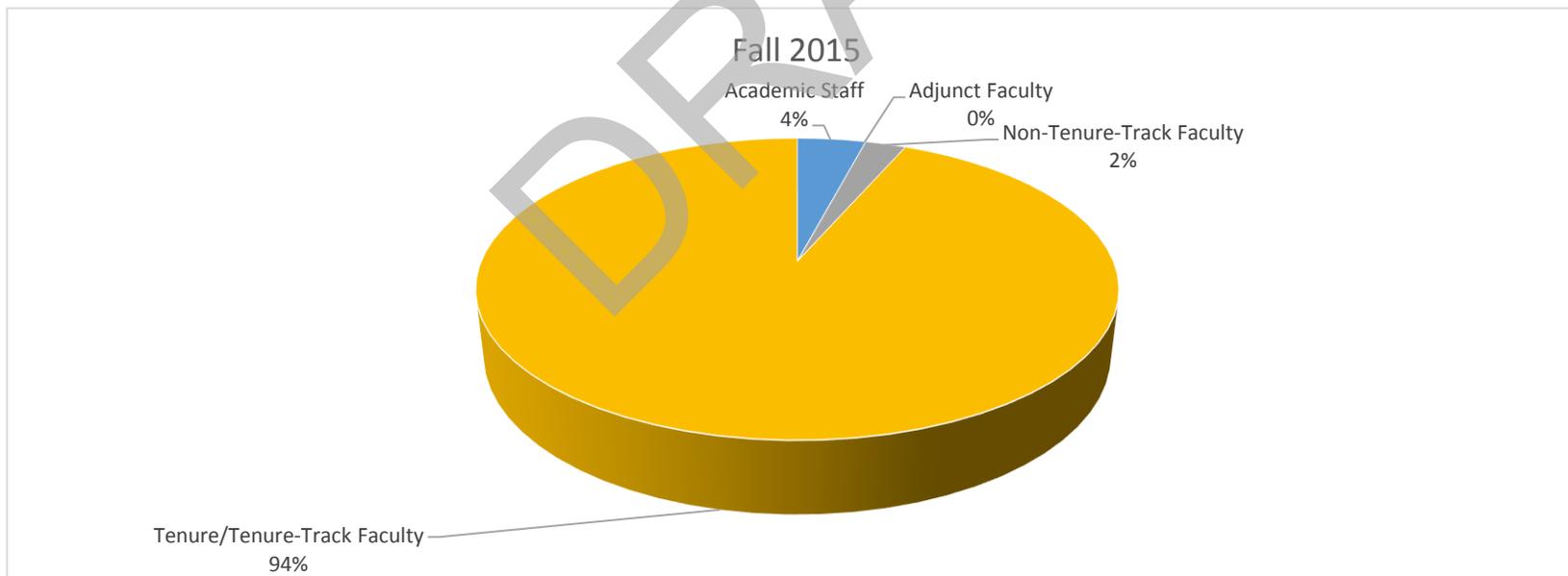
Fall 2015	
Academic Staff	0
Adjunct Faculty	1.13
Non-Tenure-Track Faculty	1
Tenure/Tenure-Track Faculty	38



Campus	Twin Cities
Zdeptid Desc	CSENG Physics & Astronomy

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	6	4.75	3	6.75	3.5	2
Adjunct Faculty						
Non-Tenure-Track Faculty	3	2	1.6	1.6	1.95	1.19
Tenure/Tenure-Track	40.03	41.39	40.38	42.45	45.03	45.5
Grand Total	49.03	48.14	44.98	50.8	50.48	48.69

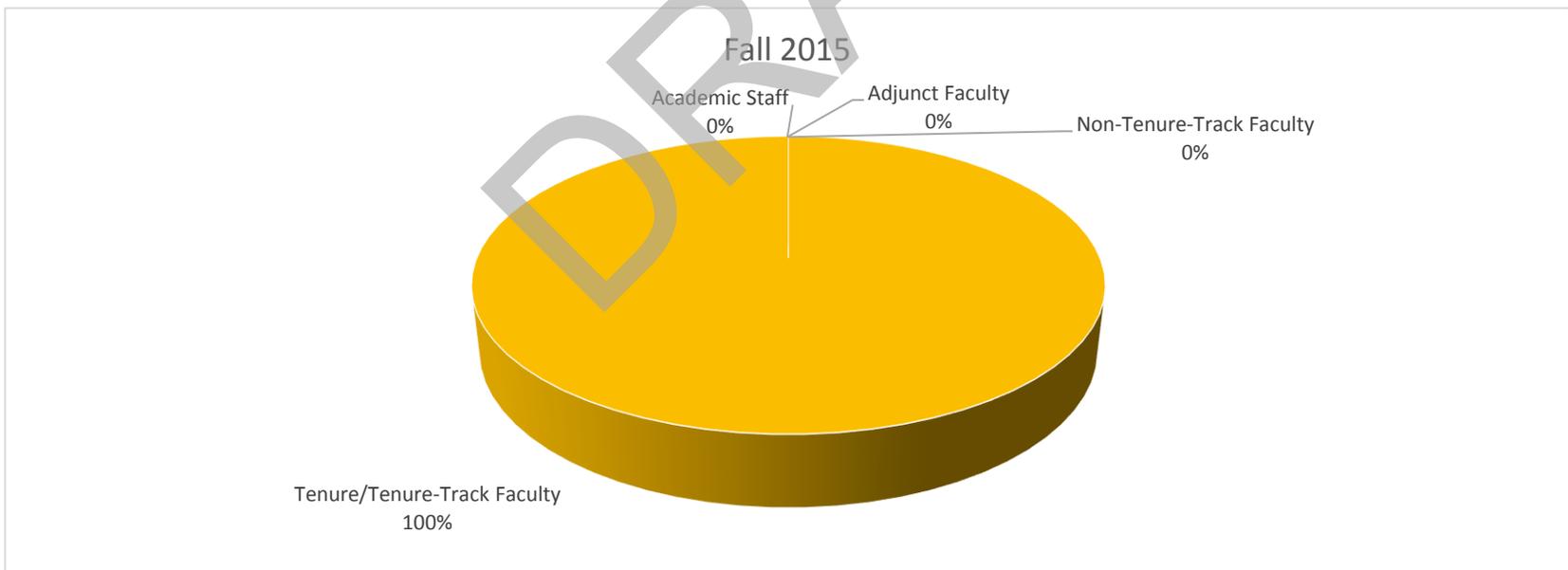
Fall 2015	
Academic Staff	2
Adjunct Faculty	0
Non-Tenure-Track Faculty	1.19
Tenure/Tenure-Track Faculty	45.5



Campus	Twin Cities
Zdeptid Desc	CSENG Astrophysics, MN Inst

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff			0.75			
Adjunct Faculty						
Non-Tenure-Track Faculty						
Tenure/Tenure-Track	10	11	11	11	11	10
Grand Total	10	11	11.75	11	11	10

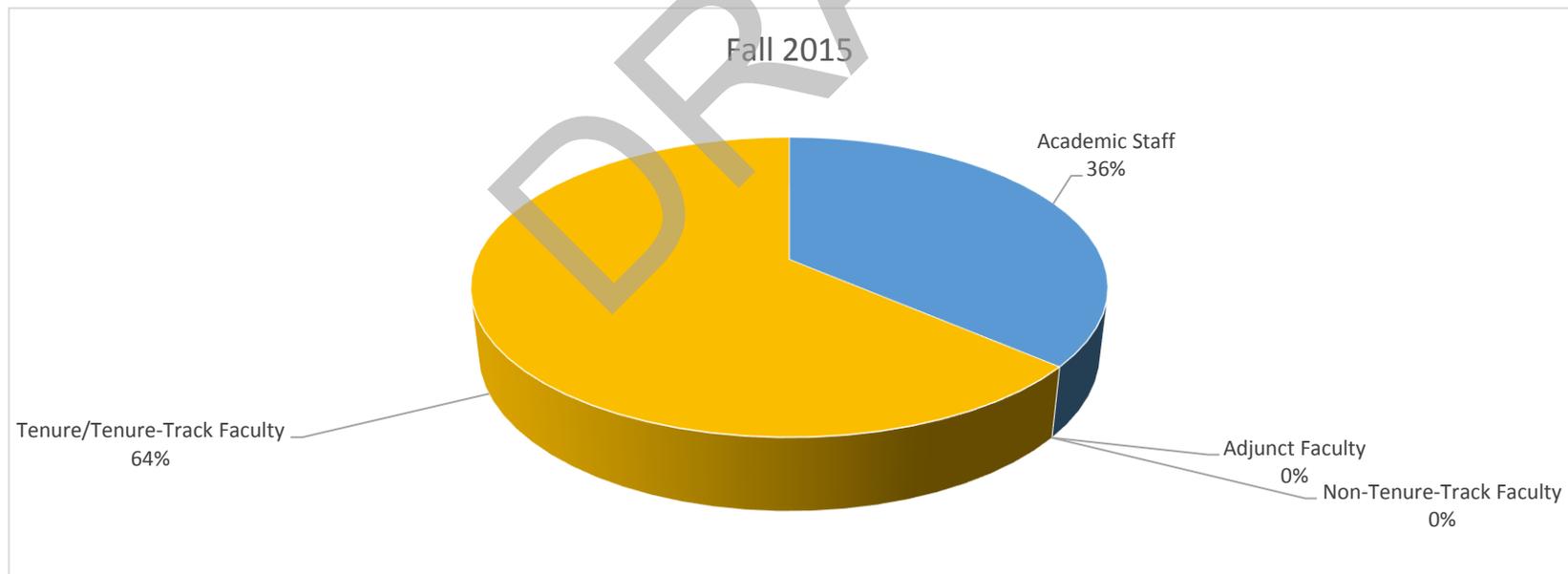
Fall 2015	
Academic Staff	0
Adjunct Faculty	0
Non-Tenure-Track Faculty	0
Tenure/Tenure-Track Faculty	10



Campus	Twin Cities
Zdeptid Desc	CSENG Tech Leadership Inst

Sum of FTE	Fall 2014	Fall 2015
Academic Staff	2	0.57
Adjunct Faculty		
Non-Tenure-Track Faculty		
Tenure/Tenure-Track		1
Grand Total	2	1.57

Fall 2015	
Academic Staff	0.57
Adjunct Faculty	0
Non-Tenure-Track Faculty	0
Tenure/Tenure-Track Faculty	1



**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

APPENDIX E

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Department of Chemistry, College of Science and Engineering

Criteria for appraisal and promotion: Contract Faculty (with term appointments)

I. Introduction

This document describes the indices and standards that will be used to evaluate and promote Contract Faculty with term appointments and includes:

A. Annual performance appraisals

B. Criteria for promotion from Contract Assistant Professor (with term appointment) to Contract Associate Professor (with term appointment).

C. Criteria for promotion from Contract Associate Professor (with term appointment) to Contract Professor (with term appointment)

In this document, the term “Contract Faculty” refers to Faculty members with term appointments with the title Assistant Professor, Associate Professor, or Professor who have as their primary responsibility teaching rather than research. It does not apply to individuals hired on contracts that last for less than one year or those involved in lecturer positions that have no responsibilities beyond instruction of specific courses.

II. Department of Chemistry Mission Statement

The mission of the Department of Chemistry is threefold: to educate students and professionals at all levels through effective teaching, to pursue and disseminate new knowledge through original and creative research, and to advance and apply scientific and technical knowledge and expertise through professional service. The role of Contract Faculty in the Department of Chemistry is to participate in the educational and service activities of the Department. Contract Faculty may be involved in research although the focus of that research should be primarily on advancing the teaching and outreach missions of the Department.

III. Annual Appraisal of Contract Faculty

Regardless of rank, all Contract Faculty with term appointments will be reviewed annually and evaluated according to the criteria described in this document. The primary criteria for evaluation of Contract Faculty with term appointments include: student and peer evaluations; activities to enhance the faculty member’s own teaching as well as teaching in the department generally (for example, development of new courses, introduction of new teaching methods, and/or leading efforts to improve teaching facilities and equipment); supporting/assisting the teaching of other faculty, leadership in Chemistry pedagogy and education through conferences, workshops, and other activities; and publications in education journals.

Contract Faculty in the Department of Chemistry are expected (1) to maintain a consistently high standard of teaching, (2) strive to enhance the quality of Chemistry education through educational activities within and beyond the Department, and (3) contribute to the service missions of the Department, the College, the University, and the field of Chemical Education.

Each year in conjunction with preparation of the annual merit review for all faculty, the progress of each Contract Faculty member will be reviewed by the Department Chair based on the teaching faculty member's annual written report on their teaching (including teaching evaluations), educational enhancement, and service activities. The written report should contain a list of courses taught with syllabus, enrollment, and level of responsibility in co-taught courses, other teaching activities, student researchers mentored, and publications, grants and grant proposals, conference abstracts, contributed and invited presentations and a list of service activities.

As part of the review process, the Chair will meet with each Contract Assistant Professor. After this meeting, the Chair will make the Contract Faculty member's annual report available to all regular and Contract faculty at higher rank. The report will be discussed at an annual faculty meeting designated for the review of faculty attended by all regular and Contract faculty at higher rank.

Contract Associate Professors and Contract Professors will also submit written annual reports, following the same procedure and format as described above. Reports for Contract Faculty with these ranks are reviewed by the Chair who will then provide a written progress report to the Contract Faculty member each spring, and this report will be discussed at individual meetings scheduled by the Chair. The files of Contract Associate Professors will be reviewed by the Planning, Staffing and Resources Committee (PSR Committee) at least once every four years to evaluate the suitability of the faculty for promotion to Contract Professor.

The Department may recommend termination of a Contract Faculty member's appointment at any time in accordance with the provisions of this document. If the performance of the Contract Faculty, regardless of rank, is determined by the Chair to be below expectations, then the Chair, in consultation with the PSR committee and Vice-Chair, will suggest a remediation procedure to which both the Contract Faculty and the Chair agree and which can be expected to produce the necessary improvement in performance within a certain time limit (typically one year). The Chair's determination of the substandard performance and the remediation procedure will be communicated to the Contract Faculty in a letter signed by the Chair. This letter must specify the performance deficiencies and the assistance available to the faculty member to remedy the identified deficiencies. The Department Chair in consultation with the PSR committee and Vice-Chair will review the performance at the end of the remediation period and determine whether the appointment of the Contract Faculty should be continued or terminated.

Alternatively, in more extreme circumstances when the performance of the Contract Faculty is determined to be particularly substandard, the Chair, in consultation with the PSR committee and Vice-Chair, may opt to not follow a remediation path and may instead terminate the appointment with the appropriate advance notice.

IV. Criteria for Promotion for Contract Faculty (with term appointments)

The promotion process for Contract Faculty may be initiated at the discretion of the Department Chair in consultation with the PSR committee and Vice-Chair. Typically, Contract Faculty will spend at least 5 years in rank before being evaluated for promotion, but exceptional cases may be considered earlier. If a clear conflict of interest exists with a PSR Committee member, the committee member will excuse herself/himself from the deliberations. This document specifies the criteria for promotion to Contract Associate Professor and Contract Professor.

General Criteria. The basis for promoting Contract Faculty is the determination that the candidate has established and is likely to continue to develop a record of excellence in teaching as well as leadership in teaching at the university level or beyond. This determination is reached through a qualitative evaluation of the candidate's record of teaching, teaching-related research or other activities, and service. Demonstrated teaching effectiveness and educational activities must be given primary emphasis; service alone cannot qualify the candidate for promotion. Pedagogical innovation, public engagement, educational activities and initiatives at the university level and beyond, attention to questions of diversity, and other special kinds of professional activity by the candidate should be considered when applicable but cannot alone serve as the basis for promotion. In general, Contract Faculty are expected to demonstrate a high level of performance in classroom teaching.

A. Classroom Teaching

Effectiveness in teaching is assessed from the candidate's contributions to the overall teaching mission of the University including, where appropriate, classroom, laboratory and recitation instruction, primarily or entirely at the undergraduate level. Examples of factors that may be used in the evaluation of effectiveness of classroom teaching include, but are not limited to, the following:

- Standard Course Evaluation Forms provided by students.
- Written evaluations by students.
- Written evaluations by peers based upon invited classroom visits and review of course materials.

B. Educational Activities

Contract Faculty are expected to participate in educational activities that will enhance the quality of instruction within the Department. Examples of educational activities include, but are not limited to, the following:

- Development of new courses and/or laboratories.
- Development of instructional materials.
- Supporting the teaching of other faculty

- Publication of textbooks.
- Publication in education or scientific journals.
- Supervision of undergraduate or M.S. research projects focused on education.
- Presentations at scientific or educational conferences, meetings and workshops.
- Participation in programs to enhance teaching performance.
- Internal and external funding to improve teaching facilities or for course development.
- Advising of undergraduate and professional student organizations.

C. Service

Contract Faculty are expected to participate in service activities within the Department and beyond. Service within the Department and University is important to insure that Contract Faculty are integrated with other faculty. Service outside the University is important since it enhances the faculty member's professional reputation and it brings recognition to the department and the University. Examples of service contributions to the profession include, but are not limited to:

1. Within the Department and University
 - Serve on Written and Oral Preliminary Exams for graduate students.
 - Participate in graduate student recruiting activities.
 - Serve on Departmental or University committees.
 - Participate in University governance.
2. Outside the university.
 - Reviewer for a textbook or educational publication.
 - Officer in a regional, national or international scientific or technical society.
 - Organizer of a conference or workshop.
 - Participant in public outreach activities.
 - Participant in K-12 and post-university education initiatives.

V. Promotion of Contract Faculty

The following paragraphs describe the criteria for promotion of Contract Faculty within the Department of Chemistry. The same criteria and standards are applied for appointments from outside.

A. To Contract Associate Professor from Contract Assistant Professor

Promotion to the rank of Contract Associate Professor from the rank of Contract Assistant Professor in the Department of Chemistry is governed by the criteria set forth in Section IV. Educational activities and service contributions are included in the evaluation of the candidate but cannot be used in place of the classroom teaching criteria listed above.

B. To Contract Professor from Associate Contract Professor

The basis for promotion to the rank of Contract Professor is the determination that the candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, and (2) added substantially to an already distinguished record of teaching achievement that substantially exceeds that achieved for promotion to Contract Associate Professor. This determination is reached through a qualitative evaluation of the candidate's record of teaching, education-related work, and service using the criteria set forth in Section IV. Demonstrated teaching effectiveness must be given primary emphasis; significant educational activities and/or service contributions are also important but alone they cannot qualify the candidate for promotion. Pedagogical innovation, public engagement, educational activities and initiatives at the University level and beyond, attention to questions of diversity, and other special kinds of professional activity by the candidate should be considered when applicable. In general, a candidate must achieve a national reputation for promotion to Contract Professor. Examples of factors that may be used to establish a candidate's professional reputation include, but are not limited to, the following:

- Publication of textbooks or other educational materials.
- Publication in education or scientific journals.
- Creation of teaching materials used beyond the University.
- Invited presentations at scientific or educational conferences, meetings and workshops.
- Officer in a national or international scientific or technical society.
- Organizer of a national conference (or a portion thereof) or workshop.
- Letters of recommendation

VI. Procedures for Promotion of Contract Faculty

The methods of assessment of the performance of candidates being considered for promotion to the ranks of either Contract Associate Professor or Contract Professor are the same. The procedure for all promotion and tenure decisions in the Chemistry Department is that two meetings of the faculty eligible to vote shall be held, with an interval of one to two weeks between the two meetings. Once the promotion process for a Contract Faculty member is initiated by the Department Chair in consultation with the PSR Committee and Vice-Chair, the complete file from the candidate will be circulated to all faculty members eligible to vote (all faculty at equivalent or higher rank to that proposed for the candidate). At least one full week after those materials have been distributed, a summary and analysis of the written materials shall be presented by either the Promotion and Tenure Committee (for promotion to Contract Associate Professor) or the PSR Committee (for promotion to Contract Professor), followed by general discussion. No vote will be taken at this meeting. At the second meeting, discussion is continued, followed by a vote by written secret ballot. Absentee ballots by those eligible to vote are permitted only if they are received prior to the vote by those present. In the Department of Chemistry, an affirmative vote shall be at least a two thirds (2/3) majority of those voting.

**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

APPENDIX F

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**Administrative Policy on Academic Appointments
Personnel Plan
Institute of Technology
University of Minnesota – Twin Cities Campus**

The Institute of Technology will utilize the following academic appointments:

1. **Regular Tenure and Tenure-Track Faculty** – These individuals constitute the core of our college and are primarily responsible for ensuring academic quality.
2. **Non-regular (Term) Faculty** –
 - 2A. **Contract Faculty** – Expected to perform some combination of teaching, research, and service. In most cases the primary responsibility is teaching, although a few have a strong research focus.
 - 2B. **Temporary Faculty** – Expected to perform some combination of teaching, research, and service. In most cases the primary responsibility is classroom/laboratory instruction.
 - 2C. **Visiting Faculty** – Primarily engaged in research and teaching.
3. **Adjunct Faculty**
 - 3A. **Adjunct Faculty from within the University** – on an as needed basis for classroom instruction.
 - 3B. **Adjunct Faculty from outside the University** – Primarily engaged in classroom and laboratory instruction
4. **Academic Staff**
 - 4A. **Academic professional who hold primary responsibility for teaching – Teaching Specialist, Lecturer, Sr Lecturer**, - in departments having high enrollment courses. Most are used for classroom instruction in introductory classes, primarily in the School of Mathematics where we are unable to find an adequate pool of qualified Teaching Assistants, and/or work part-time to address fluctuations in enrollment. The qualifications of the appointee will depend upon the level of the course taught.
 - 4B. **Academic professional or administrative (P&A) staff members who have other primary functions within the University**, but who also have occasional instruction assignments not considered as their primary duty – there will be limited use of this category.

The college does not intend to add any other prefix working titles (such as teaching, research, clinical, etc.) to the categories of appointments in #2, 3, and 4. Courtesy titles

reflecting responsibilities for instruction will be assigned to employees in category 4B as well as industrial researchers in categories 2B, 3B, and 4A who teach an occasional class. Promotional policies and procedures for the use of (4A) Lecturer/Sr Lecturer will be developed by the individual departments and approved by the dean.

Specific Supplemental Plan

In category 4A, the School of Mathematics will likely have the combination of 2A and 4A exceed 25% of the FTE regular faculty. This department has large enrollment in its introductory courses and heavily populated service courses. It is difficult for the School to find qualified teaching assistants to address its needs. The use of categories 2A and 4A in the School of Mathematics is expected to fluctuate between 25 – 45% of the number of FTE regular faculty.

The regular faculty in the college is responsible for the academic content of the courses in their respective departments and programs. Appointments to categories 2A and 4A are made in consultation with the appropriate groups within the departments. The same operational guidelines will apply to other departments should a need arise.

If funding for additional regular faculty positions were to be made available, the number of contract faculty and teaching specialists is expected to decline.

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**Institute of Technology
Administrative Policy on Academic Appointments
Title/Working Title Options**

The following is a comprehensive listing of all possible job codes/titles for each category/subcategory of academic appointments with teaching functions within them.

Regular (Tenure and Tenure-Track) Faculty

9401 Professor
9402 Associate Professor
9403 Assistant Professor
9404 Instructor
9410 Regents Professor

Term (Non-Tenure-Track) Faculty

Contract Faculty

9401 Professor
9402 Associate Professor
9403 Assistant Professor
9404 Instructor

Temporary Faculty

9401 Professor
9402 Associate Professor
9403 Assistant Professor
9404 Instructor

Visiting Faculty

9401V Visiting Professor
9402V Visiting Associate Professor
9403V Visiting Assistant Professor
9404V Visiting Instructor

Adjunct Faculty

9401A Adjunct Professor
9402A Adjunct Associate Professor
9403A Adjunct Assistant Professor
9404A Adjunct Instructor

Academic Staff

Academic professionals who hold primary responsibilities for teaching or who hold other primary functions within the University.

9754 Teaching Specialist

9753 Lecturer

9770 Sr Lecturer

Graduate Teaching Assistants

9511 Teaching Assistant

9518 Advanced Masters Teaching Assistant

9519 Ph.D. Candidate Teaching Assistant

9571 Summer Term Teaching Assistant without Tuition Benefits

9574 Summer Session Teaching Assistant with Tuition Benefits

9575 Summer Session Teaching Assistant without Tuition Benefits

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**COLLEGIATE ACADEMIC PERSONNEL PLAN
COLLEGE OF SCIENCE AND ENGINEERING (CSE)**

APPENDIX G

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Contract Term Faculty Template Request

This form does not apply to use of temporary, visiting, or adjunct term faculty.

College/Campus	
Contact Person	Title
Campus Phone	E-mail Address

Rationale for use of contract faculty appointments. This list is based on language from the Board of Regents Policy: *Faculty Tenure*, Section 3.4 regarding appropriate uses of term appointments. **Check all that apply.**

- 1. The duration, the percentage of time, or both, require less than service for two-thirds time for the academic year;
- 2. The appointment concerns a faculty member who principally is engaged in and primarily is supported by clinical activities or by discipline-related service;
- 3. The position is subject to the joint control of the University and another institution;
- 4. The specific funding for the position is subject to the discretion of another institution;
- 5. The funding for the position is for a limited time;
- 6. The appointment is in a unit or program that is experimental or otherwise restricted in nature;
- 7. The person is enrolled in a University of Minnesota degree program. A regular faculty member on a probationary appointment may transfer to term status during enrollment in such a program if the faculty member and the senior administrator agree. The transfer suspends the running of the maximum period of probationary service, but the faculty member retains other rights if regular appointment, including annual review, the right to timely notice and a terminal appointment period as provided in Section 6.
- 8. Other—please describe:

In order to help better understand the planned use of contract faculty in your unit, please elaborate:

Estimated number of appointments in this category:

Anticipated length of appointments:

- Annual Renewable
- 3 Years
- 5 Years
- Other. Please explain: See Collegiate Personnel Plan

Approved Vice President, Human Resources	Date
Approved Executive Vice President and Provost	Date

College of Veterinary Medicine
Faculty Personnel Plan
Five-Year Plan (FY17-21)
11/30/16

The mission of the College of Veterinary Medicine is to enhance animal and human health through the education of current and future veterinarians and biomedical scientists, discovery and dissemination of new knowledge and skills, and provision of state of the art veterinary services. The intent of the personnel plan is to reflect the College's priorities in relation to its educational mission and to ensure the academic quality of its programs.

The administrative policy [*Academic Appointments with Teaching Functions*](#) establishes internal guidelines for appointments of individuals with teaching functions and is intended to:

- Ensure that our students are taught by individuals who have appropriate qualifications and who are recognized as teachers and enjoy the privilege of academic freedom
- Articulate an appropriate complement of faculty that will direct the University's ongoing intellectual programs, accompanied by academic professional and administrative employees (P&A), and graduate teaching assistants;
- Assure that broad consultation, including with collegiate tenured and tenure-track faculty, term faculty and academic professional and administrative staff, as applicable,, takes place in the development of new and revised academic personnel plans.

In addition to meeting these internal guidelines, the College of Veterinary Medicine participates in the external American Veterinary Medicine Association Council on Education (COE) accreditation process to ensure the sustained quality and continuous improvement of our veterinary medical education program. This accreditation standard requires that faculty numbers and qualifications are sufficient to deliver the educational program; that faculty are evaluated on their participation in scholarly activities, and that faculty have access to a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities. An accredited program must also offer the security and benefits necessary to maintain the continuity, stability and competence of the faculty. The College of Veterinary Medicine has successfully met these accreditation requirements since 1957.

Per the Provost's request, the collegiate personnel plan should provide a rationale for what the college considers the appropriate balance of responsibilities carried out by individuals in the five broad appointment categories eligible to provide instruction for credit (see *Academic Appointments with Teaching Functions* for definitions). In addition, for each department in which the number of FTEs in non-tenure appointment types (as defined in the policy) exceeds 25% of the number of tenure system faculty, the college must address in a supplemental plan the appropriate balance of tenure system faculty and academic staff responsibilities.

The following required elements are included in this report:

- A. Balance of academic responsibilities carried out by individuals in the appointment categories listed in the policy statement;
- B. Process for ensuring appropriate credentials of employees in any appointment category listed in the policy statement other than tenure system faculty;
- C. Principles guiding the appointment of non-tenure system faculty by appointment category. In units in which the number of FTEs in non-tenure system appointment types exceeds 25% of the number of tenure system faculty, please provide a supplemental narrative;
- D. Collegiate and departmental guidelines for the use of instructors with different appointment categories in the delivery of the curriculum, such as parameters around instruction by course type;
- E. Mentoring and professional development focused on teaching provided for individuals in each of the appointment categories;
- F. Career advancement options and systematic reviews for non-tenure system appointments;
- G. Evidence of consultation with representatives from the appointment categories listed in the policy statement. Please provide a narrative describing your consultation process.

A. Balance of academic responsibilities carried out by individuals in the appointment categories listed in the policy statement

1. Regular (Tenured and Tenure-Track) Faculty:

Members of the tenured and tenure-track faculty.

Responsibilities

The College of Veterinary Medicine currently employs 67 tenured and tenure-track faculty. These individuals constitute the core faculty of the College and participate in didactic and clinical teaching, research/scholarship, and service/outreach.

Five-Year Plan

As the number of these faculty appointments is dependent upon recurring funding sources, strategic initiatives and priorities, the College is attempting to maximize all existing funding sources to increase the number of tenured/tenure-track faculty to 72 by FY 2021.

Performance Review

All regular faculty appointments are subject to annual review as part of the promotion and tenure process using the criteria established in each unit's 7.12 departmental tenure statement.

2. Term (Non-Tenure Track) Faculty:

2A. Contract Faculty: Members of the faculty on annual, renewable or multi-year contracts.

Responsibilities

The College of Veterinary Medicine currently employs 89 annually renewable or multi-year contract faculty appointments. Individuals holding contract faculty appointments engage in the same mission related responsibilities as tenured/tenure track faculty. The percentage of time devoted to each of the three missions may deviate from those of the regular faculty based on the particular needs of each unit and the specific qualifications of the individual. The College utilizes this faculty appointment type for individuals whose specific funding for the position is subject to: the discretion of another agency, a limited time period, or subject to clinical/diagnostic/teaching revenue.

Five-Year Plan

The College anticipates the need for approximately 5-10 additional contract faculty to fulfill specific needs in over the next five years. This number is subject to the availability of funds.

Performance Review

All contract faculty appointments are subject to annual review as part of the promotion process using the criteria established in each unit's Contract Faculty Promotion Guidelines.

2B. Temporary Faculty: Members appointed to address temporary needs of 1-2 years.

Responsibilities

Currently, the College has 3 temporary faculty appointments. These appointments will generally not extend beyond one year and will be renewed for a maximum of 12 months only if exceptional situations occur. Individuals holding temporary faculty appointments engage in the same mission related responsibilities as tenured/tenure track faculty. However, the percentage of time devoted to each of the three missions may deviate from those of the regular faculty based on the particular needs of each unit and the specific qualifications of the individual.

Five-Year Plan

The College of Veterinary anticipates needing to hire a maximum of one to three temporary faculty members per fiscal year to meet temporary short-term situations due to sabbatical, single semester, professional development, or long term medical leaves or vacancies due to resignations.

Performance Review

All temporary faculty appointments are subject to an informal performance review. If reappointment of a temporary faculty appointment is contemplated, a review comparable to the contract faculty is conducted.

2C. Visiting Faculty: Faculty at other universities who are here temporarily.

Responsibilities

Generally, the College has visiting faculty members from foreign institutions who are participating as clinical observers and/or researchers. Visiting faculty are individuals who have a regular faculty appointment at another university or a similar status in a research institution or in government service. These appointments typically do not extend beyond one year. Only individuals who are on leave from regular appointments at another university, research institution, government service, or other similar organizations are eligible for these appointments. Visiting faculty usually devote the majority of their time to engaging in one of the three mission related functions as well as enhancing their own professional development.

Five-Year Plan

The number of visiting faculty will be dependent upon programmatic needs and availability of funding. The Colleges anticipates inviting one to three visiting faculty members per year.

Performance Review

Visiting faculty appointments are not subject to any performance evaluations.

3. Adjunct Faculty

3A. Adjunct Faculty from within the University: Persons who hold regular or term (contract or temporary) faculty status in one main department and who are appointed by a second department or college.

Responsibilities

The College currently has approximately 10 adjunct faculty appointments from within the University. These adjunct faculty members holding regular faculty appointments elsewhere within the University and have been asked to provide additional mission related service to another department or college. These appointments are usually annually renewable.

Five-Year Plan

The number of adjunct faculty from within the University will be dependent upon programmatic needs and availability of funding. The Colleges anticipates appointing 1- 3 adjunct faculty members per year.

Performance Review

Adjunct appointments are subject to annual review prior to reappointment. The regular faculty of the unit or a faculty designated review committee must conduct a performance review at least once every six years.

3B. Adjunct Faculty from outside the University: Professionals in the community who offer instruction on an occasional, part-time basis.

Responsibilities

The College utilizes adjunct faculty appointments from outside the University of Minnesota. This appointment category consists of individuals whose principal occupation is engaging in professional activities in the community and who participate in teaching, research or service at the University only on a limited, part-time basis. These individuals bring expertise from their

field to the students at the University. Normally these appointments are unpaid. These appointments are subject to the appointment and review process as determined by each academic department's criteria for Adjunct Faculty.

Five-Year Plan

The number of adjunct faculty from outside the University will be dependent upon programmatic needs and availability of funding. The College anticipates appointing three to five adjunct faculty members per year.

Performance Review

Adjunct appointments are subject to annual review prior to reappointment. The regular faculty of the unit or a faculty designated review committee must conduct a performance review at least once every six years.

4. Academic Staff

4A. Academic Professionals with Primary Teaching Responsibilities

Responsibilities

The College of Veterinary Medicine currently employs 1 individual in the Teaching Specialist category whose primary duties include the mission related functions undergraduate and outreach programming with our Equine Center (UMEC). The percentage of time devoted to each of these mission related activities may vary based on the particular needs of each unit and the specific qualifications of the individual. Client user fees and tuition generate the funding source for these academic professional staff positions.

Five-Year Plan

We anticipate few if any new individuals in these positions within the next five years.

Performance Review

These appointments are subject to an annual performance review process as part of the P&A merit review process.

4B. Academic Professionals or Administrative Staff with Primary Non-Instructional Duties Who Assume Occasional Instruction

Responsibilities

The College of Veterinary Medicine currently employs few, if any, academic administrative staff whose primary duties are administrative in nature and who participate in instruction related functions on a limited, as needed basis in their particular areas of expertise.

Five-Year Plan

The number of academic administrative staff participating in instructional mission will be dependent upon programmatic needs.

Performance Review

These appointments are subject to an annual performance review process as part of the unit's merit review process.

5. Graduate Teaching Assistants and Residents-in-Training

Students registered in a graduate or post-baccalaureate professional degree program may also provide assistance to the faculty in teaching or advising students registered for specific courses in accordance with the standards of the academic unit and those in the Policy and Guidelines for Graduate Assistants.

Additionally, Residents recognized by the American Board of Veterinary Specialties are required to participate in the clinical and didactic teaching program of the College. Teaching assignments are made by the faculty, and contributions are monitored and critiqued by the teaching faculty.

Responsibilities

Currently, the College does not utilize teaching assistants. The college does award research assistantships. These individuals generally hold a 50% time Research Assistant appointment and are enrolled in a UMN graduate program. Graduate assistantships are to provide financial support and training for graduate students and help students toward their educational and career goals. These individuals participate in limited ways with didactic or lab instruction.

Performance Review

Graduate students and Residents are subject to annual review prior to reappointment. The appropriate faculty advisor and mentor committee review progress and advise on reappointment. A department may decide not to reappoint on the basis of performance, lack of progress toward degree, budgetary constraints, or lack of need for the position.

B. Process for ensuring appropriate credentials of employees in any appointment category listed in the policy statement other than tenure system faculty

Verification of highest degree is required for faculty and academic professional and Administrative employees (P&A). This verification is obtained and confirmed as part of the recruitment and hiring process. Search committees and/or the Hiring Authority obtain from the candidate either:

- A letter from an authorized university official that degree requirements have been met by a specific date;
- A photocopy of a transcript showing the date of the degree; or
- A photocopy of the degree certificate.

Verification may also be obtained through a background check handled through the Office of Human Resources (OHR).

Search committees and hiring authorities are also required to establish minimum and preferred qualifications that meet the needs of the position to ensure the applicant pool and candidates have the necessary credentials.

C. Principles guiding the appointment of non-tenure system faculty by appointment category.

In units in which the number of FTEs in non-tenure system appointment types exceeds 25% of the number of tenure system faculty, please provide a supplemental narrative.

The principles that guide appointments of non-tenure system faculty include:

- duties and responsibilities associated with the appointment
- effort commitment expected
- expected duration of the need leading to the appointment
- a review of the associated resources/revenue supporting the appointment

The departments in the College of Veterinary Medicine that exceeding the 25% of FTE tenured and tenure-track faculty are the Department of Veterinary Clinical Sciences and the Department of Population Medicine. Within these departments a significant number of faculty hold appointments in which they principally engage in and primarily are supported by clinical activities/income or by discipline-related service.

Faculty who have primary clinical or outreach responsibilities are hired on annually renewable or multi-year contracts. These positions may continue on a long-term basis, but are appropriate per the Board of Regent Policy: Faculty Tenure (Section 3.3 and 3.4).

D. Collegiate and departmental guidelines for the use of instructors with different appointment categories in the delivery of the curriculum, such as parameters around instruction by course type

The college does not use appointments of instructors with different appointment categories in the delivery of the curriculum or by course type. The mix of tenured/tenure-track and contract faculty is based on the need for a large cadre of faculty to conduct clinical service and instruction for groups of students in multiple specialty clinical areas. It is further based on the need for clinically competent faculty in various specialty areas. The mix of tenured/tenure-track and contract faculty creates and encourages synergy between research, clinical practice and teaching activities. The number of such faculty needed is based on maintaining viable clinical practices (and outreach) which provide not only patient care but clinical experiences for professional degree program students as well as post-DVM residencies.

E. Mentoring and professional development focused on teaching provided for individuals in each of the appointment categories

Each academic department is responsible for establishing mentoring committees to provide advice and assistance during the early years of their appointment. Committee membership generally includes faculty from the CVM's three departments as well as other units of the Academic Health Center as appropriate. Mentoring Committees are expected to meet with the faculty member on a regular basis (e.g., every 6-12 months); review progress; read grant applications where appropriate; offer advice on scientific publications and new research directions; provide peer review of teaching and offer advice on new teaching methodologies and, make recommendations for equipment, resource, or other needs to the Department Chair. The mentoring committees will be seen as complementary to, but not part of, the annual merit review

process. Mentoring committees also serve the purpose of identify key benchmarks for programmatic advancement.

Professional development opportunities focused on teaching are available to all faculty and teaching staff. A collegiate teaching seminar is offered 2-3 times per month during the academic year, with presentations from internal faculty, University faculty and teaching professionals, and external speakers. Faculty regularly are solicited to determine topics of interest. The college also offers an annual Education Day in May. External and internal speakers provide lectures and workshops, faculty and staff participate in a poster session, and departmental and collegiate teaching awards are bestowed. Faculty development opportunities in the planning/approval stages include a certificate program in veterinary medical education and a faculty fellowship in teaching.

Additionally, faculty in the CVM participate in University-wide professional development in education through the Center for Educational Innovation such as Early Career Teaching program and Active learning cohort. The University of Minnesota provides a rich environment for educational development for our faculty.

F. Career advancement options and systematic reviews for non-tenure system appointments

All faculty in the college are subject to annual review as part of the Departmental merit review process. The merit review committees are comprised of tenured/tenure-track faculty and contract faculty. The Department Chairs are responsible for conducting a formal annual review and goal setting for each faculty member.

Each department has promotion guidelines that establish the criteria that may be used by the faculty to guide their career planning and will be used by the departmental and collegiate promotion and tenure committees to evaluate whether candidates should be promoted within the position categories of Assistant Professor, Associate Professor, and Professor referred to as contract faculty which are annually renewable or multi-year appointments.

What the College seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding promotion to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of achievement fitting with the mission of their academic unit. This determination is reached through a qualitative evaluation of the candidate's record of scholarly contributions including clinical service, teaching, outreach and scholarship. The relative importance of these criteria may vary depending on the department and between candidates.

The University and College are committed to providing non-tenure system faculty with professional development and training opportunities. A variety of education, training, development, and consulting programs and services are offered through the Provost's office, Office of Human Resources, Center for Teaching and Learning, and other University offices.

In addition, a number of formal professional development opportunities, such as sabbaticals, single semester leaves, and entrepreneurial leaves are offered to the faculty. Faculty members are also eligible to take leaves of absence for purposes that would increase their scholarship, expertise, or ability to carry out the mission of the College or University. This leave may be for periods as short as one or two days, or as long as a year.

Contract faculty members participate in faculty governance, but do not participate in decisions regarding the promotion or tenure of members of the tenure/tenure track faculty.

G. Evidence of consultation with representatives from the appointment categories listed in the policy statement. Please provide a narrative describing your consultation process.

Consultation process was used to include the following:

Faculty Council – 11/16/16

Dean’s Leadership Team (Administrative Council) – 11/30/16

These committees reviewed and provided advice and recommended changes to the Dean which were incorporated.

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**COLLEGIATE PERSONNEL PLAN FOR
ACADEMIC APPOINTMENTS**

Humphrey School of Public Affairs

University of Minnesota

Approved by the Faculty of the Humphrey School

19 September, 2002

Revised May 2004

Revisions approved by the Faculty of the Humphrey Institute

May 20, 2004

Edited October 2005

Approved by the Faculty of the Humphrey School

December 7, 2016

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DRAFT

The Academic Personnel Plan

The Faculty of the Humphrey School approved this version of the plan on December 7, 2016.

This plan applies only to appointments with some component of instruction. Underpinning the plan is a strong belief that for the School to achieve its strategic goals in professional education, all tenured, tenure-track, and term (non-tenure track) faculty must have some component of teaching responsibilities. The level of instructional responsibility will be determined in consultation with the full faculty, Associate Dean and the Dean.

The plan is intended to provide general information to Humphrey School of Public Affairs employees and to serve as internal guidelines for Humphrey School administrators. The information described in this policy is not a condition of employment, and the language is not intended nor does it create a contract between the University and any employee. Employees may resign their employment in accordance with the terms of their contracts and appointments, and the University may terminate an individual employee's employment as provided in the applicable University policies and in accordance with the procedures established for that class of employee. The University reserves the right to change, add to, eliminate, or modify any of the policies described in this policy at its discretion, with or without notice, and in accordance with any applicable University consultative processes. Employees should review the specific policies referred to herein as this plan only provides an overview of those policies and may only be current as to the time of original adoption of this policy.

The School's plan draws upon several documents:

- Regent's Policy on Faculty Tenure
<http://policy.umn.edu/hr/tenure>
- Administrative Policy on Academic Appointments
<https://policy.umn.edu/hr/teaching>
- The School's Policies, Categories, and Criteria for Service on the Graduate Faculty
<https://docs.google.com/a/umn.edu/viewer?a=v&pid=sites&srcid=dW1uLmVkdXxodW1waHJleS1pbmRyYW5ldHxneDoyOWI5NGRkNDc3N2IxZTll>

The plan is based on the following core components:

- The teaching capability of the School is built on five main categories of appointments:
 - Tenured and tenure track faculty
 - Term faculty (non-tenure track), including contract faculty, temporary faculty, and visiting faculty
 - Adjunct faculty from within the University and from outside the University
 - Academic and professional administrative staff who hold primary responsibility for teaching or who have primary non-instructional duties and assume part-time instructional duties
 - Graduate teaching assistants
- Tenured and tenure-track faculty provide the core teaching capability of the School.

- The contract faculty position will primarily be distinguished from tenured and tenure-track faculty by funding, although responsibilities may differ as well. Contract faculty will be utilized to meet on-going academic needs where reasonable levels of annual long-term income sources are not available. These positions may continue on a long-term basis, but are appropriate only in the circumstances set forth in the Board of Regents Policy on *Faculty Tenure*, Sections 3.3 and 3.4.
- Term faculty who are visiting, temporary, as well as adjunct faculty (both adjunct within the University or adjunct outside the University) will be hired as needed.
- Academic Professional and Administrative Staff (P&As) do not have instructional privileges unless specifically granted such privileges through an appointment in categories outlined in 4a or 4b (see Tables 1 and 2). The appointment sub-category “Academic Professionals and Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties” (category 4b) generally will be utilized for fellows and senior fellows who teach one or two courses per academic year. Appointment in this subcategory is secondary to the primary non-instructional P&A appointment.
- P&A staff with primary responsibility for teaching (category 4a) with an appointment of 25% or less are hired at the discretion of the Associate Dean, subject to the approval of the Dean and the availability of funding. The Associate dean consults with the relevant program director, DGS and faculty in the particular program area, although a formal recommendation is not required for LTS appointments.
- To be able to serve as a dissertation advisor, professional paper supervisor, instructor for professional -paper workshops, or as an advisor for Plan A thesis projects for MS students, individuals must be appointed to the School’s graduate faculty in a category that affords the necessary responsibilities. The appointment to the graduate faculty must be voted on by graduate faculty members with governance privileges as stipulated in the Humphrey School constitution.
- An Annual Academic Plan articulating the perceived need for teaching and advising for the coming academic year will be presented in the spring for faculty discussion. The academic plan is intended to serve as a guide for hiring and retention of instructional personnel.

Table 1. Job Codes, Job Titles and Appointment Types by Appointment Category*

Category Subcategory	Job Codes & Titles	Primary Appointment Types
1. Regular Faculty (Tenure & tenure track)		
No subcategory	9401 Professor 9402 Associate Professor 9403 Assistant Professor 9404 Instructor	P: Indefinite Tenure N: Probationary
2. Term Faculty (non-tenure track)		
2a. Contract Faculty	9401 Professor 9402 Associate Professor 9403 Assistant Professor 9404 Instructor <i>*Teaching, Research, or Service/Outreach prefixes are additional options</i>	K: Annual renewable contract J: Multiple renewable contract
2b. Temporary Faculty	9401 Professor 9402 Associate Professor 9403 Assistant Professor 9404 Instructor <i>*Teaching, Research, or Service/Outreach prefixes are additional options</i>	T: Temporary
2c. Visiting Faculty	9401V Visiting Professor 9402V Visiting Associate Professor 9403V Visiting Assistant Professor 9404V Visiting Instructor <i>*Teaching, Research, or Service/Outreach prefixes are additional options</i>	V: Visiting
3. Adjunct Faculty		
3a. From within the University	9401A Adjunct Professor 9402A Adjunct Associate Professor 9403A Adjunct Assistant Professor 9404A Adjunct Instructor *	B: Adjunct from within the University Z: Non-credit teaching/other professional work
3b. From outside the University	9401A Adjunct Professor 9402A Adjunct Associate Professor 9403A Adjunct Assistant Professor 9404A Adjunct Instructor	A: Adjunct from outside the University Z: Non-credit teaching/other professional work

4. Academic Professional & Administrative staff		
4a. Hold primary responsibility for teaching	<p>9770 Senior Lecturer 9753 Lecturer 9771 Senior Teaching Specialist 9754 Teaching Specialist <i>*May be given an unpaid courtesy professorial title consistent with academic credentials.</i> <i>*Teaching, Research, or Outreach and Public Service prefixes are additional options</i></p>	<p>K: Annual renewable contract J: Multiple year contract H: Probationary academic professional staff G: Continuous academic professional staff</p>
4b. Primary non-instructional duties who assume part-time instructional duties	<p>9770 Senior Lecturer 9753 Lecturer 9771 Senior Teaching Specialist 9754 Teaching Specialist <i>* Appointments in this subcategory are the secondary appointment for the individual. The primary appointment is the non-instructional P&A appointment (93xx, 97xx). A P&A title is assigned to the primary appointment (93xx, 97xx). The above job codes/titles apply to the secondary (instructional) appointment. May be given an unpaid courtesy professorial title consistent with academic credentials.</i> <i>*Teaching, Research, or Outreach and Public Service prefixes are additional options</i></p>	<p>Q: Annual renewal; additional appointment teaching Z: Non-credit teaching/other professional work</p>
5. Graduate Assistants		
No subcategory	9511 Teaching Assistant	Y: Number of years restricted
	9517 Phd Candidate Graduate Instructor	Y: Number of years restricted
	9515 Graduate Instructor	Y: Number of years restricted

Table 2. Responsibilities by Appointment Category

Category Subcategory	General description & circumstances	Teaching Responsibilities	Other Possible Responsibilities
1. Regular Faculty (Tenure & tenure track)			
No subcategory	Tenure & tenure-track faculty; Supported by reasonable levels of annual long-term income sources	Undergraduate classes Graduate classes -required classes for degree programs -electives Non-traditional (non-credit) classes Special programs & seminars	Student advising Master's degree papers advising (professional papers or Plan A) Doctoral dissertation advising and examination Student mentoring Research & service
2. Term Faculty (non-tenure track)			
2a. Contract Faculty	Typically for over one year; satisfies academic needs where long-term regular funding is unavailable	Undergraduate classes Graduate classes -required classes for degree programs -electives Non-traditional (non-credit) classes Special programs & seminars	Student advising Master's degree papers advising (professional papers or Plan A) Doctoral dissertation co advising and examination Student mentoring Research & service
2b. Temporary Faculty	Typically for one year or less; substitute for faculty member on leave or funding source for 1-year only, or for other short term needs	Undergraduate classes Graduate classes -required classes for degree programs -electives -limited offering classes Non-traditional (non-credit) classes Special programs & seminars	Master's degree papers advising (professional papers or Plan A) Student mentoring Research & service
2c. Visiting Faculty	Typically for one year or less; on leave from regular faculty appointment at another university, or similar status in a research institution or government service	Undergraduate classes Graduate classes -required classes for degree programs -electives -limited offering classes Non-traditional (non-credit) classes Special programs & seminars	Master's degree papers advising (professional papers or Plan) Student mentoring Research & service
3. Adjunct Faculty			

Category Subcategory	General description & circumstances	Teaching Responsibilities	Other Possible Responsibilities
3a. From within the University	One-year, renewable appt.; holds faculty appointment elsewhere in University, provides area of expertise related to School mission	Undergraduate classes Graduate classes -required courses, with approval of regular faculty -electives -special offerings & interdisciplinary classes Non-traditional (non-credit) classes Special programs & seminars	Master's degree papers advising (professional papers or Plan A) Student mentoring
3b. From outside the University	Does not exceed 20% time; active professional who brings practical expertise to instructional mission	Undergraduate classes Graduate classes, with approval of regular graduate faculty Non-traditional (non-credit) classes Special programs & seminars	Professional paper advising, if appointed to Graduate School Faculty Master's degree papers advising (Plan A or Student mentoring)
4. Academic Professional & Administrative staff			
4a. Hold primary responsibility for teaching	Utilized on a limited basis to fill specific academic needs that cannot be filled with any other category of appointment; less than 25% considered "LTS"	Undergraduate classes Graduate classes, with approval of regular graduate faculty Non-traditional (non-credit) classes Special programs & seminars	Professional paper advising Student mentoring
4b. Primary non-instructional duties who assume part-time instructional duties	P&A staff with primary non-instructional duties; instruction does not exceed 20% time, typically utilized for Fellows who are requested to teach a single course	Undergraduate classes Graduate classes, with approval of regular graduate faculty Non-traditional (non-credit) classes Special programs & seminars	Professional paper advising Student mentoring
5. Graduate Assistants			
	Appointed for one-semester or one-academic year. Assigned to a particular course.	Teaching assistants in graduate and undergraduate courses, under the supervision of course instructor.	Advising students registered for specific courses.

Annual Academic Plan

The Dean, in consultation with the Associate Dean, shall bring annually to the faculty for discussion, before the end of the spring semester, an academic plan for the coming year. The academic plan is intended to serve as a guide for hiring and retention of instructional personnel. This annual academic plan shall articulate the perceived need for teaching and advising for the coming academic year and shall include proposals for the hiring of new regular, term, or adjunct faculty, as well as any necessary proposals for retention of existing term or adjunct faculty. The anticipated need for hiring new and/or retaining existing P&A with primary responsibility for teaching with an appointment of greater than 25% should be proposed in the plan as well. Proposed changes in the appointment category shall be included in the plan, with a brief explanation for the proposed change.

The academic plan may discuss general academic needs and/or directions of growth beyond the coming year, although it is not required. However, to maintain flexibility and ensure responsiveness to student demand and public affairs trends, as well as to accommodate the uncertainty of resource availability, the academic plan need only propose specific teaching needs for the coming academic year.

The hiring and/or retention of P&A with primary responsibility for teaching (category 4a) with an appointment of 25% or less is at the discretion of the Associate Dean subject to the approval of the Dean and the availability of funding. The Associate Dean is expected to consult with the relevant DGS(s) and faculty in that particular program area, although a formal recommendation is not required for LTS appointments.

Detailed Summary of Selection, Hiring and Performance Responsibilities

1. Category – Regular (Tenure and Tenure Track) Faculty

Titles:

9401	Professor
9402	Associate Professor
9403	Assistant Professor
9404	Instructor

Search:

A national search is generally required. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances. Other no-search options as well as specific steps to follow, required recommendations, and approvals are outlined in the University's Guidelines for Recruiting and Appointing Academic Personnel.

Circumstances:

A faculty appointment is appropriate if the individual is engaged in teaching, research and service as defined in the 7.11 and 7.12 statements. Individuals may only be appointed to a regular faculty position if reasonable levels of annual long-term income sources are available to support the appointment.

Criteria:

To hold a regular faculty appointment, a terminal or professional degree normally is required.

Responsibilities:

Regular faculty members have teaching, research and service responsibilities as defined by the 7.11 and 7.12 statements. Teaching responsibilities for regular faculty may include:

- Primary instruction duties for required courses in graduate degree program(s)
- Primary instruction duties for graduate level elective courses
- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary instruction duties for undergraduate courses

Other responsibilities may include:

- Student advising
- Student mentoring
- Primary duties for guiding dissertations projects, Professional Paper workshops, course/seminar, working group-based Professional Paper projects, and/or Plan A thesis projects
- Serving as chair and/or member of Professional Paper oral committees for students
- Serving as chair and/or member of Ph.D. preliminary exam and dissertation defense committees
- Serving as chair and/or member of Plan B or Plan A thesis examining committees for M.S. students

Regular faculty may also co-teach courses with other regular faculty, term faculty, adjunct faculty, and/or academic professionals. Specific teaching responsibilities are determined by the Associate Dean in consultation with the relevant DGS(s), faculty, and the Dean. Members of the regular faculty have access to Faculty Sabbatical Leave and Faculty Single-Semester Leave as defined in the Regent’s Policy.

Performance Review:

All regular faculty are subject to annual review as part of the unit’s merit review process, as specified in the 7.12 statement, the Goals and Expectations of Faculty, the Post-Tenure Review Statement, and other relevant School and University policies and procedures. Probationary faculty are also reviewed annually in the promotion and tenure process, and receive additional review when considered for promotion and/or tenure as outlined in Regents’ Policy on Faculty Tenure, Section 7. Tenured faculty are subject to post-tenure review as outlined in the Regent’s Policy on Faculty Tenure, Section 7a. Rules and procedures can be found in the Rules and Procedures for Post-Tenure Review.

Notice Requirements:

The appointment of a probationary faculty member may be terminated with one year’s notice to be given by May 15, to take effect slightly over one year later. Probationary faculty must be reviewed for tenure status by the sixth year of service (nine years of service in approved special cases) or given a notice of non-continuance. Tenured and probationary may be removed for cause, as set forth in the Regent’s Policy on Faculty Tenure.

Category – Term (Non-Tenure Track) Faculty

2a. Sub-category – Contract Faculty

Titles*:

9401	Professor
9402	Associate Professor
9403	Assistant Professor
9404	Instructor
	<i>*Teaching, Research, or Outreach and Public Service prefixes are additional options; e.g., Teaching Associate Professor</i>

Search:

A national or limited search is generally required, as determined by the Dean after consultation with the regular faculty. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances following the no-search hire administrative procedure. Other no-search options as well as specific steps to follow, required recommendations, and approvals are outlined in the University’s Guidelines for Recruiting and Appointing Academic Personnel. In cases of allowable no-search circumstances, the dean shall establish a three-person Review Committee to review the candidate’s record, solicit letters of recommendation from three

appropriate sources, host the candidate at a seminar presenting his/her work, and set up interviews with the candidate with individual faculty. The Review Committee will make a recommendation to the regular faculty. In all cases (i.e. search and no-search Review Committee), the regular faculty shall vote whether or not to recommend to the Dean an appointment of between one and five years. In the case of a no search hire, the School must comply with specific University guidelines and requirements.

Circumstances:

A contract faculty appointment is appropriate if an individual is engaged in teaching, research and service as defined in the 7.11 and 7.12 statements *and* one or more of the circumstances outlined in Section 3.4 (specifying criteria for Term Faculty) of the Policy on Faculty Tenure is satisfied. Typically, individuals will be appointed to a contract faculty position to meet on-going academic needs where reasonable levels of annual long-term income sources are *not* available to support an appointment to a regular faculty position. Contract faculty appointments must be made in accordance with an approved Contract Faculty Template. The number of appointments in this category is limited to a number such that the total number of FTE in this category *plus* the number of FTE academic professional positions with primary responsibility for teaching (category 4a) is less than 25% of the FTE tenured and tenure-track faculty. Contract faculty are not to be used as a substitute for regular faculty appointments.

Duration:

Typical contract periods will be more than one year, but generally no than five years. These positions may continue on a long-term basis as long as the provisions set forth in Sections 3.3 and 3.4 of the Policy on Faculty Tenure are satisfied. The Dean may renew a contract faculty appointment for additional contract period(s). Such renewals shall be subject to availability of funding, a recommendation from the regular faculty, in consultation with the Promotion and Tenure committee and the Merit Review Committee, and shall be consistent with the academic plan of the School.

Criteria:

To hold a contract faculty appointment, a terminal or professional degree normally is required.

Responsibilities:

Contract faculty members have teaching, research, and service responsibilities as defined by the 7.11 and 7.12 statements. Contract faculty generally will be held to the same expectations of teaching, research, and service as regular faculty, although the percentage time devoted to each mission may deviate from those of regular faculty based on the needs of the School and the qualifications of the individual. Any such deviations or special arrangements shall be determined by the Dean, in consultation with the faculty, and shall be consistent with the academic plan. The responsibilities and performance standards (if different from “goals and expectations” statement) for each contract faculty appointment shall be specified in writing in the individual’s appointment letter and/or position description.

Teaching responsibilities for contract faculty may include:

- Primary instruction duties for required courses in graduate degree program(s)
- Primary instruction duties for graduate level elective courses

- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary instruction duties for undergraduate courses

Other responsibilities *may* include:

- Student advising*
- Student mentoring
- Primary duties for guiding Professional Paper workshops, courses or seminars, working group-based Professional Paper projects, and Plan A thesis projects*
- Serving as member of Professional Paper oral presentation committees for students**
- Serving as chair and/or member of Ph.D. preliminary exam and dissertation defense committees
- Serving as member of Plan B or Plan A examining committees for M.S. students*
 - * *Individual must be appointed to a graduate faculty category that includes advising privileges to fulfill this function.*
 - ** *If the individual does not have graduate faculty advising privileges, the paper supervisor and DGS must approve membership on the oral presentation committee.*

Contract faculty may also co-teach courses with regular faculty, other term faculty, adjunct faculty, and/or academic professionals. Specific teaching responsibilities are determined in by the Associate Dean, in consultation with the relevant DGS(s) and faculty. Individuals with contract faculty appointments *are* eligible for Faculty Sabbatical Leave and Faculty Single-Semester Leave, if funding is available and the Dean approves. Individuals in this category are not automatically appointed to graduate faculty status. Appointment to graduate faculty status is governed by the School's Policies, Categories, and Criteria for Service on the Graduate Faculty.

Performance Review:

All contract faculty are subject to the same annual review as regular faculty as part of the unit's merit review process, as specified in the 7.12 statement, the Goals and Expectations of Faculty, and other relevant School and University policies and procedures, with the exception of Post Tenure Review policy. The unit must also conduct a more thorough review at least once every six years, using a committee comprised of regular faculty and a representation of term faculty.

For promotion in rank, a committee comprised of regular faculty members shall conduct a thorough review of performance, consistent with academic professional promotional policy. For promotion, contract faculty shall be subject to the terms and expectations for promotion specified in the School's 7.12 statement.

Notice Requirements:

The following periods apply: 1 month notice up to the ending of the 1st year of employment in an academic position, 3 months notice with 2-5 years employment, 6 months notice with 6-10 years employment, 1 year notice starting with the 11th year or more of employment.

A written notice of nonrenewal must be sent by the responsible authority for nonrenewal of appointments. The length of the nonrenewal notice required will be determined by consecutive

years of service in a contract faculty position and the end date of the current Notice of Appointment.

If proper notice is not given so that it may be met within the contract period, the appointment end date shall be extended to provide for the required nonrenewal notice period. There is not provision for grievance of an annual or multi-year appointment during the period between the one appointment end date and the state of the new appointment. Service and payment during the nonrenewal period for persons on annual contracts of less than 12 months follow the same regular payroll contract term reflected on the Notice of Appointment.

Part-time or multi-year appointments are entitled to the same length of notice provisions. If the appointments have been for different percentages of time over the length of the individual’s employment, the nonrenewal period should provide for an averaged amount of time. Alternative packaging of nonrenewal notice period, such as full-time appointment for three months rather than half-time appointment for six months, is permitted providing the agreement is in writing and mutually consented to by the employee and the responsible administrator.

During the notice period, the individual may be reassigned to different job duties and responsibilities by the responsible authority. For the duration of the notice period, salary must be retained at a level no lower than the salary in effect at the time of the notice.

2. Category – Term (Non-Tenure Track) Faculty

2b. Sub-category – Temporary Faculty Titles*:

9401	Professor
9402	Associate Professor
9403	Assistant Professor
9404	Instructor

Search:

A national, limited regional or limited local search is generally required, as determined by the Dean after consultation with the regular faculty. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances. Other no-search options as well as specific steps to follow, required recommendations, and approvals are outlined in the University’s Guidelines for Recruiting and Appointing Academic Personnel. In cases of allowable no-search circumstances, the Dean may establish a three-person Review Committee to review the candidate’s record, solicit letters of recommendation from three appropriate sources, host the candidate at a seminar presenting his/her work, and set up interviews with the candidate with individual faculty. The Review Committee will make a recommendation to the regular faculty.

Circumstances:

A temporary faculty appointment is appropriate if an individual is engaged in teaching, research and service as defined in the 7.11 and 7.12 statements *and* one or more of the circumstances outlined in Section 3.4 (specifying criteria for Term Faculty) of the Policy on Faculty Tenure is satisfied. Individuals will be appointed to a temporary faculty position to meet temporary

academic needs. Typically, a temporary faculty appointment will be utilized to substitute for a faculty member who is on leave or if funding for a position is for a limited time of one year or less or for other short-term needs.

Duration:

Typical appointment periods for temporary faculty will be one year or less.

Criteria:

To hold a temporary faculty appointment, a terminal or professional degree normally is required.

Responsibilities:

Temporary faculty members have teaching, research, and service responsibilities as defined by the 7.12 statement; however the percentage time devoted to each of the three missions may deviate significantly from other faculty based on the needs of the School, the qualifications of the individual, and the terms of the appointment. Any such deviations or special arrangements shall be determined by the Dean, in consultation with the faculty, and shall be consistent with the academic plan. The responsibilities and performance standards (if different from “goals and expectations” statement) for each temporary faculty appointment shall be specified in writing in the individual’s appointment letter and/or position description.

Teaching responsibilities for temporary faculty may include:

- Primary instruction duties for required courses in graduate degree program(s)
- Primary instruction duties for graduate level elective courses
- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary instruction duties for undergraduate courses
- Instruction duties for courses that are not usually offered, but that build on the specific expertise, research, and/or experience of the temporary individual

Other responsibilities may include:

- Student mentoring
- Primary duties for guiding Professional Paper workshops, course/seminar, working group-based Professional Paper projects, or Plan A thesis projects*
- Serving as member of Professional Paper oral presentation committees for students**
- Serving as member of Plan B or Plan A thesis examining committees for M.S. students*
 - * *Individual must be appointed to a graduate faculty category that includes advising privileges to fulfill this function.*
 - ** *If the individual does not have graduate faculty advising privileges, the paper supervisor and DGS must approve membership on the oral presentation committee.*

Temporary faculty may also co-teach courses with regular faculty, other term faculty, adjunct faculty, and/or academic professionals. Specific teaching responsibilities are determined in consultation with the dean and will be specified in the appointment document. Individuals with temporary faculty appointments are not eligible for Faculty Sabbatical Leave and Faculty Single-Semester Leave.

Performance Review:

The unit should provide an informal performance review for every temporary faculty member. If reappointment is contemplated, a review equivalent to the annual merit review is required.

Notice Requirements:

The appointment automatically terminates at the end of the year (or less) appointment period. Reappointments are discouraged. If special circumstances warrant a reappointment to a second year or portion thereof, it is suggested that the decision be communicated no later than April 15 for the following academic year.

2. Category – Term (Non-Tenure Track) Faculty

2c. Sub-category – Visiting Faculty Titles*:

9401V	Visiting Professor
9402V	Visiting Associate Professor
9403V	Visiting Assistant Professor
9404V	Visiting Instructor

Search:

No formal search is required. Upon consultation with the faculty, the Dean may decide to contact a national or limited search. If a search is not conducted, the dean may establish a three-person Review Committee to review the candidate’s record, solicit letters of recommendation from three appropriate sources, host the candidate at a seminar presenting his/her work, and set up interviews with the candidate with individual faculty. The Review Committee will make a recommendation to the regular faculty.

Circumstances:

A visiting faculty appointment is allowable only if one or more of the circumstances outlined in Section 3.4 (specifying criteria for Term Faculty) of the Policy on Faculty Tenure is satisfied. Only individuals who are on leave from regular appointments at another university, research institution, government service, or other similar organizations are eligible for these appointments. Visiting faculty may be appointed to substitute for a faculty member who is on leave or may bring a distinct expertise to the School for the duration of the appointment.

Duration:

Visiting faculty appointments are typically for one year or less.

Criteria:

To hold a visiting faculty appointment, a terminal or professional degree normally is required.

Responsibilities:

Visiting faculty may have teaching, research and outreach or public service responsibilities consistent with the 7.11 and 7.12 statements. The percentage time devoted to each of these missions is determined in consultation with the Associate Dean, Dean, the individual, and perhaps with the home institution of the visiting individual. Any such deviations or special

arrangements shall be determined by the Dean, in consultation with the faculty, and shall be consistent with the academic plan. The responsibilities and performance standards (if different from “goals and expectations” statement) for each visiting faculty appointment shall be specified in writing in the individual’s appointment letter and/or position description.

Teaching responsibilities for visiting faculty may include:

- Primary instruction duties for required courses in graduate degree program(s)
- Primary instruction duties for graduate level elective courses
- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary instruction duties for undergraduate courses
- Instruction duties for courses that are not usually offered but that build on the specific expertise, research, and/or experience of the temporary individual

Other responsibilities may include:

- Student mentoring
- Primary duties for guiding Professional Paper workshops, course/seminar, working group-based Professional Paper projects, or Plan A thesis projects*
- Serving as member of Professional Paper oral presentation committees for students**
- Serving as member of Plan A thesis examining committees for M.S. students*
 - * *Individual must be appointed to a graduate faculty category that includes advising privileges to fulfill this function.*
 - ** *If the individual does not have graduate faculty advising privileges, the paper supervisor and DGS must approve membership on the oral presentation committee.*

Visiting faculty may also co-teach courses with regular faculty, other term faculty, adjunct faculty, and/or academic professionals. Specific teaching responsibilities are determined in consultation with the dean and will be specified in the appointment document. Individuals with visiting faculty appointments are *not* eligible for Faculty Sabbatical Leave and Faculty Single-Semester Leave. Individuals in this category are not automatically appointed to the School’s graduate faculty. Appointment to graduate faculty status is governed by the School’s Policies, Categories, and Criteria for Service on the Graduate Faculty.

Performance Review:

The unit should provide an informal performance review for every visiting faculty member. If reappointment is contemplated, a review equivalent to the annual merit review is required.

Notice Requirements:

The appointment automatically terminates at the end of the year (or less) appointment period. Reappointments are discouraged. If special circumstances warrant a reappointment to a second year or portion thereof, it is suggested that the decision be communicated no later than April 15 for the following academic year.

2. Category – Adjunct Faculty

3a. Sub-category – Adjunct Faculty from within the University Titles*:

9401A	Adjunct Professor
9402A	Adjunct Associate Professor
9403A	Adjunct Assistant Professor
9404A	Adjunct Instructor

Search:

No formal search is required. An adjunct appointment that does not involve remuneration will be recommended by the degree program head or the relevant DGS and approved by the Curriculum Committee. Any individual with a regular faculty appointment at the Humphrey School may nominate an individual for an adjunct appointment (assuming circumstances outlined below are met). A nomination should be made directly to the degree program head or the relevant DGS. A paid adjunct faculty appointment of less than 25% is at the discretion of the Associate Dean, in consultation with the relevant degree program head or DGS, and faculty, subject to the approval of the Dean and the availability of funding. A paid faculty appointment of more than 25% shall be recommended to the regular faculty by the Associate Dean, in consultation with the relevant degree program head or DGS, and the regular faculty shall vote whether or not to recommend an appointment to the Dean, subject to the approval of the Dean and the availability of funding. No review committee is required for adjunct appointments from within the University.

Circumstances:

An adjunct appointment is appropriate if the individual currently holds a regular or term faculty position in another unit of the University, yet provides expertise to further the School's mission. The individual must fulfill at least one of the responsibilities listed below, for the Humphrey School, for the proposed term of the adjunct appointment.

Duration:

Unless otherwise specified in writing in the appointment letter, an adjunct appointment is typically for a one-year term, but may be renewed by mutual agreement by the dean(s) or other responsible administrator and the faculty member.

Criteria:

To hold an adjunct faculty appointment, a terminal or professional degree normally is required.

Responsibilities:

Adjunct faculty members have primarily teaching and service responsibilities as part of the adjunct appointment. (Research responsibilities remain a part of their regular faculty appointment.) Adjunct faculty from within the University may only teach required courses in graduate degree programs with approval of the regular graduate faculty (or a committee of the regular graduate faculty). Teaching responsibilities for adjunct faculty may include:

- Primary instruction duties for required courses in graduate degree program(s), with approval of regular graduate faculty
- Primary instruction duties for graduate level elective courses
- Primary or shared instructional duties for inter-disciplinary courses

- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary instruction duties for undergraduate courses
- Instruction duties for courses that are not usually offered but that build on the specific expertise, research, and/or experience of the individual

Other responsibilities *may* include:

- Student mentoring
- Primary duties for guiding Professional Paper workshops, course/seminar, working group-based Professional Paper projects, or Plan A thesis projects*
- Serving as member of Professional Paper oral presentation committees for students**
- Serving as member of a Plan A thesis examining committees for M.S. students*
** Individual must be appointed to a graduate faculty category that includes advising privileges to fulfill this function.*
*** If the individual does not have graduate faculty advising privileges, the paper supervisor and DGS must approve membership on the oral presentation committee.*

Adjunct faculty may also co-teach courses with regular faculty, term faculty, other adjunct faculty, and/or academic professionals. Specific teaching responsibilities are determined in consultation with the Associate Dean and Dean. Individuals with adjunct faculty appointments receive all benefits through their regular faculty appointment, *not* the adjunct appointment.

Performance Review:

The Associate Dean and relevant degree program head or DGS must conduct a performance review of each adjunct faculty member annually, before proposing reappointment. The unit’s regular faculty must also conduct a performance review at least once every six years; the faculty may delegate its review to a committee.

Notice Requirements:

None. Each appointment terminates at the end of the appointment term. It may be renewed if there has been appropriate review and affirmative faculty recommendation.

3. Category – Adjunct Faculty

- 9401A Adjunct Professor
- 9402A Adjunct Associate Professor
- 9403A Adjunct Assistant Professor
- 9404 A Adjunct Instructor

Search:

A limited local search is required. An appointment may be renewed without a search, given appropriate review and faculty recommendation. (Note: An open posting-blanket hire satisfies the requirement for a limited local search.) Any individual with a regular faculty appointment may nominate an individual for an adjunct appointment, assuming circumstances outlined below are met and sufficient funding exists. A nomination should be made directly to the Associate Dean, degree program head, or DGS.

Circumstances:

An adjunct appointment is appropriate if the individual currently has a principal occupation in professional activities or is retired from such occupations. Under such an appointment, he or she participates in teaching on a limited part-time basis. The person brings professional experience and expertise to the instructional element of the School's mission.. Adjunct appointments extend courtesy faculty rank. The individual must fulfill at least one of the responsibilities listed below for the Humphrey School, for the proposed academic term of the appointment.

Duration:

Adjunct appointments from outside the University cannot exceed 25% time. Unless otherwise specified in writing in the appointment letter, an adjunct appointment is typically for a one-year term, but may be renewed by mutual agreement by the dean(s) or other responsible administrator and the faculty member.

Criteria:

To hold an adjunct faculty appointment, a terminal or professional degree normally is required, but exceptions may be made if the regular faculty and the Dean approve the appointment. The appointee must be actively engaged in the practice of a relevant profession or be retired from such occupation.

Responsibilities:

Adjunct faculty members primarily have teaching responsibilities as part of the appointment. Adjunct faculty from outside the University may only teach graduate level courses with the approval of the regular graduate faculty (or committee). Teaching responsibilities for adjunct faculty from outside the University may include:

- Primary instruction duties for required courses in graduate degree program(s), with approval of the regular graduate faculty (or committee)
- Primary instruction duties for graduate level elective courses, with approval of the regular graduate faculty (or committee)
- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary instruction duties for undergraduate courses
- Instruction duties for courses that are not usually offered but that build on the specific expertise, research, and/or experience of the individual (at graduate level only with approval of the regular graduate faculty or committee)

Other responsibilities *may* include:

- Student mentoring
- Primary duties for guiding Professional Paper workshops, course/seminar, working group-based Professional Paper projects, Plan B, and/or Plan A thesis projects*
- Serving as member of Professional Paper oral presentation committees for students**
- Serving as member of Plan B or Plan A thesis examining committees for M.S. students*
* *Individual must be appointed to a graduate faculty category that includes advising privileges to fulfill this function.*

*** If the individual does not have graduate faculty advising privileges, the paper supervisor and DGS must approve membership on the oral presentation committee.*

Adjunct faculty may also co-teach courses with regular faculty, term faculty, other adjunct faculty, and/or academic professionals. Specific teaching responsibilities are determined in consultation with the dean and will be specified in the appointment document. Individuals with adjunct faculty appointments from outside the University receive all benefits through their principal place of employment, *not* the adjunct appointment. Individuals in this category are not automatically appointed to the School’s graduate faculty.

Appointment to graduate faculty status is governed by the School’s Policies, Categories, and Criteria for Service on the Graduate Faculty.

Performance Review:

The unit head must conduct a performance review of each adjunct faculty member annually, before proposing reappointment. The unit’s regular faculty must also conduct a performance review at least once every six years; the faculty may delegate its review to a committee.

Notice Requirements:

None. Each appointment expires at the end of the appointment term. It may be renewed without a search if there has been appropriate review and affirmative faculty recommendation.

3. Category – Academic Staff – academic professional and administrative staff (P&A)

Note: P&A’s do not have instructional privileges unless specifically granted such privileges through an appointment in this category (4a or 4b).

4a. Sub-category – Academic Professionals who Hold Primary Responsibility for Teaching

Titles:

9770	Senior Lecturer
9753	Lecturer
9771	Senior Teaching Specialist
9754	Teaching Specialist

Search:

A limited local search is generally required, but a decision may be made to conduct a national or limited regional search. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances. Other no-search options as well as specific steps to follow, required recommendations, and approvals are outlined in the University’s Guidelines for Recruiting and Appointing Academic Personnel. (Note: An open posting-blanket hire satisfies the requirement for a limited local search.) For any appointment in this category greater than 25% where the individual is new to the School or where this is a new appointment category for an individual already part of the School, the Dean shall establish, at a minimum, a three-person Review Committee (with at least two regular faculty and at least one P&A staff member) to review the candidate’s record, solicit letters of recommendation from two appropriate sources, host the candidate at a seminar (to demonstrate teaching ability), and provide opportunities for the candidate to meet with individual faculty. The Review Committee will make a

recommendation to the regular faculty and the regular faculty shall vote whether or not to recommend an appointment to the Dean. The hiring and/or retention of P&A with primary responsibility for teaching with an appointment of 25% or less (informally referred to as Limited Teaching Status or LTS) is at the discretion of the Associate Dean, subject to the approval of the Dean and the availability of funding. The Associate Dean is expected to consult with the relevant degree program head or DGS and faculty in that particular program area, although a formal recommendation is not required for LTS appointments. The term “LTS” is a Humphrey-specific working phrase, and not an official category of instructional appointment at the University.

Circumstances:

The number of appointments in this category is limited to a number such that the total number of FTE in this category plus the number of FTE contract faculty appointments (category 2a) is less than 25% of the FTE tenured and tenure-track faculty. The instructional appointment must be recommended by the regular faculty or a committee. The committee should consist of a majority of regular faculty, but also include appropriate members of the academic and professional staff of the unit.

Duration:

The initial appointment is typically for the academic year or for one semester or summer term, but may be renewed. Appointments of any time are permissible, but the University encourages full-time appointments in this category. The assessment of the merit review committee, on-going instructional needs, and available funding shall be relied upon for the dean’s proposal and the faculty’s recommendation for renewal.

Criteria:

To hold a teaching specialist or senior teaching specialist position, a masters degree is generally required. To hold a lecturer or a senior lecturer position, the degree expected of faculty in the department or substantial professional recognition in the field is required. The appointee must have competence to teach the material of the specific courses.

Responsibilities:

Professional academic staff may not teach classes at the 5-000 or 8-000 level without special approval of Curriculum Committee), granted on an individual basis. Individuals are appointed to these positions primarily to provide instruction. Teaching responsibilities for academic professionals with primary responsibility for teaching may include:

- Primary or shared instruction duties for graduate level elective courses, with approval of the regular graduate faculty (or committee)
- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary or shared instruction duties for undergraduate courses
- Instruction duties for courses that are not usually offered but that build on the specific expertise, research, and/or experience of the individual (at graduate level only with approval of the regular graduate faculty or committee)

Other responsibilities may include:

- Primary duties for guiding Professional Paper workshops, course/seminar, and/or working group-based Professional Paper projects*
- Serving as member of Professional Paper oral presentation committees for students**
- Student mentoring

* *Individual must be appointed to a graduate faculty category that includes advising privileges to fulfill this function.*

** *If the individual does not have graduate faculty advising privileges, the paper supervisor and DGS must approve membership on the oral presentation committee.*

Specific teaching responsibilities are determined in consultation with the Associate Dean and Dean and will be specified in writing in the appointment document. Teaching levels for professional academic staff will be determined in consultation with the dean.

Individuals in this category are not automatically appointed to the School's graduate faculty. Appointment to graduate faculty status is governed by the School's Policies, Categories, and Criteria for Service on the Graduate Faculty.

Performance Review:

The Associate Dean must conduct an annual performance review as part of the merit review process. A committee, the majority of which are regular faculty, with appropriate representation of other academic professionals, must conduct a thorough review of performance for promotion in rank, consistent with academic professional promotional policy. (Refer to the administrative policy on Performance Appraisals for Academic Professional and Administrative Staff.) A similar thorough review must occur at least once every six years; the faculty may delegate its review to a committee. Any individual in this category with an appointment greater than 25% will be reviewed by the faculty merit review committee, although only his/her teaching shall be subject to review.

Notice Requirements:

Notice requirements are to be consistent with administrative policy *Academic Staff Non-Renewal of Appointment*.

4. Category – Academic Staff – academic professional and administrative staff (P&A)

Note: P&A's do not have instructional privileges unless specifically granted such privileges through an appointment in this category (4a or 4b).

4b. Sub-category – Academic Professionals and Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties

An appointment in this category is secondary to the primary appointment. The primary appointment (and corresponding title) is the non-instructional P&A appointment (93xx, 97xx). The School may use the titles listed below as a courtesy title for P&A's who teach on occasion.

Titles:

9770	Senior Lecturer
9753	Lecturer
9771	Senior Teaching Specialist

9754 Teaching Specialist

Search:

Limited, internal to the University search is required. No-search options as well as specific steps to follow, required recommendations, and approvals are outlined in the University's Guidelines for Recruiting and Appointing Academic Personnel.

Circumstances:

Typically, individuals will receive this type of appointment to teach a single course, but where their primary appointment is as academic professional or administrative staff. Most fellows and senior fellows fall under this category of instructional appointment, if recommended for instructional duties by the graduate faculty. The instructional appointment must be recommended by the regular faculty or a committee. The committee should consist of a majority of regular faculty, but also include appropriate members of the academic and professional staff of the unit.

Duration:

The appointment is typically for a single course, semester, or summer term. An appointment in this sub-category should occupy no more than 20% of the individual's time. If the teaching duties occupy more than 20% time, the individual should be appointed under sub-category 4a – Academic Professionals who Hold Primary Responsibility for Teaching.

Criteria:

To hold a teaching specialist or senior teaching specialist position, a masters degree is normally required. To hold a lecturer or a senior lecturer position, the degree expected of faculty in the department or substantial professional recognition in the field is required. The appointee must have competence to teach the material of the specific courses.

Responsibilities:

The teaching assignment must be secondary to the individual's principal duties. Professional academic staff may not teach classes at the 5-000 or 8-000 level without special approval of the regular graduate faculty of the School (or committee), granted on an individual basis. Teaching responsibilities for individuals in this category may include:

- Primary or shared instruction duties for graduate level elective courses, with approval of the regular graduate faculty
- Non-traditional (not-for-credit) classes
- Special programs and seminars
- Primary or shared instruction duties for undergraduate courses
- Instruction duties for courses that are not usually offered but that build on the specific expertise, research, and/or experience of the individual (at graduate level only with approval of the regular graduate faculty)

Other responsibilities may include:

- Primary duties for guiding Professional Paper workshops, course/seminar, and/or working group-based Professional Paper projects*
- Serving as member of Professional Paper oral presentation committees for students**
- Student mentoring

** Individual must be appointed to a graduate faculty category that includes advising privileges to fulfill this function.*

*** If the individual does not have graduate faculty advising privileges, the paper supervisor and DGS must approve membership on the oral presentation committee.*

Individuals with appointments in this category receive benefits as defined by their primary (i.e., non-instructional P&A) appointment. Individuals in this category are not automatically appointed to the School’s graduate faculty. Appointment to graduate faculty status is governed by the School’s Policies, Categories, and Criteria for Service on the Graduate Faculty.

Performance Review:

The Associate Dean must conduct an annual performance review of teaching activities before proposing reappointment for the instructional (secondary) appointment. Performance review of the primary appointment is governed by policies relating to the primary appointment. (Refer to the administrative policy on Performance Appraisals for Academic Professional and Administrative Staff.)

Notice Requirements:

The appointment is typically for a single course, semester or summer term, but may be renewed. No notice of non-reappointment related to the secondary title linked to the teaching portion of the appointment is required.

4. Category – Graduate Assistants

Titles:

- | | |
|------|----------------------------|
| 9511 | Teaching Assistant |
| | 9518 Advanced Masters |
| | Teaching Assistant |
| | 9519 Ph.D. Candidate |
| | Teaching Assistant |
| | 9571 Summer Session |
| | Teaching Assistant Without |
| | Tuition Benefits |
| | 9574 Summer Session |
| | Teaching Assistant With |
| | Tuition Benefits |
| | 9575 Summer Session |
| | Teaching Assistant Without |
| | Tuition Benefits |

Graduate teaching assistantships provide financial support and training for graduate students and should help students toward educational and career goals. Teaching assistants may work under direct supervision of the faculty member responsible for a course or, in limited circumstances, may be the instructor of record for an entire course. Teaching assistants provide assistance to the faculty in teaching or advising students registered for specific courses. Graduate teaching

assistants are limited to students registered in a graduate or post-baccalaureate professional degree program at the U of M.

For further information refer to the Policies and Guidelines for Graduate Assistants.

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**ACADEMIC PERSONNEL PLAN
for the
LAW SCHOOL**

Adopted by the Faculty: February 7, 2017

To satisfy requirements in the University Administrative Policy on Academic Appointments with Teaching Functions, the Law School adopts this Academic Personnel Plan describing the roles of faculty and academic staff in its instructional programs. The Law School is not divided into departments. This plan therefore outlines a single integrated academic personnel policy for the entire college and supersedes all prior academic personnel plans.

I. Guiding Principles

The Law School is committed to excellence in teaching, research, and service. Hiring and retaining academic personnel of the highest caliber is essential to this mission. When making academic appointments, the Law School will appoint individuals to an appropriate job category, considering university policy, accreditation requirements, the resources available to support each position, the duration of each position, and the nature of each instructor's qualifications, teaching obligations, research expectations, administrative responsibilities, and other professional commitments.

The Law School may make appointments in the categories identified in the University's Policy on Academic Appointments in Teaching. This Academic Personnel Plan outlines policies for each category.

The balance of responsibilities between Regular Faculty and faculty in other categories will reflect the practical realities of legal pedagogy. The Law School relies extensively on Adjunct and P&A faculty for several reasons. First, the American Bar Association requires Law Schools to provide extensive opportunities for field work, clinical interactions, and other forms of experiential learning. Adjunct instructors and academic staff are often best situated to teach these classes. Second, the Law School trains students who will practice in any of dozens of fields. The school therefore should offer classes in dozens of fields, which is possible only if the Regular Faculty is augmented by additional specialists. Third, the specialized, skill-oriented courses that Adjunct Faculty and P&A Faculty usually teach are most effective when taught in small sections. Providing a sufficient number of seats therefore requires hiring many additional adjunct instructors.

The American Bar Association's accreditation standards address the allocation of teaching responsibilities between tenure-stream and non-tenure-stream faculty. These standards balance the need for a robust full-time tenure-stream faculty with the demands of a curriculum that requires a large number of additional instructors. The Law School fully complies with these accreditation standards.

II. Outline of Responsibilities by Category of Appointment

A. Category 1: Regular Faculty (Tenure & Tenure Track)

The Regular Faculty, along with clinic and professional skills P&A faculty with probationary and continuous appointments, are responsible for governing the Law School as set forth in the Law School's Constitution. In particular, Regular Faculty vote in faculty meetings, serve on administrative committees, and establish the Law School's Academic Rules and academic program. Regular Faculty teach most courses in the Law School's required first year curriculum, as well as advanced lecture courses, seminars, capstones, workshops, clinics, and practicums. Regular Faculty also have primary responsibility for academic advising and are expected to produce scholarship consistent with the Law School's policies regarding tenure, promotion, and post-tenure review. The teaching, research, and governance responsibilities of regular faculty must also be consistent with the requirements of the American Bar Association Standards and Rules of Procedure for Approval of Law Schools.

Appointments are made and reviewed using the criteria and procedures in the Board of Regents Policy on Faculty Tenure, Law School Statement of Standards for Tenure, Promotion, and Post-Tenure Review, and Law Faculty Procedures for Tenure, Promotion, and Post-Tenure Review.

B. Categories 2A and 2B: Contract Faculty and Temporary Faculty

The Law School rarely appoints Contract Faculty or Temporary Faculty. In appropriate circumstances, the Dean may appoint Contract or Temporary Faculty for renewable or multi-year terms after consultation with a Faculty Appointments Committee. Contract faculty are not eligible for tenure or continuous appointment. On a case by case basis, Contract or Temporary Faculty may serve on faculty committees and attend (but not vote at) faculty meetings. Teaching, research, and service expectations will vary with the nature of each appointment. Typically, Contract or Temporary appointments would be made to ensure coverage of a particular subject in the curriculum, to provide leadership for a project, or to augment the faculty with experts in a particular field.

Examples of situations where a Contract or Temporary appointment would be appropriate include, consistent with section 3.4 of the Board of Regents Policy on Faculty Tenure: (i) the appointee is available for only a limited amount of time; (ii) the position is funded for only a limited amount of time; (iii) the position is related to an experimental program; (iv) the appointee is visiting from a non-academic professional position; or (v) the appointee performs primarily clinical teaching and supervision.

C. Category 2C: Visiting Faculty

The Law School may appoint Visiting Faculty, typically for a term of one semester or one year. Appointments are made by the Dean in consultation with a Faculty Appointments Committee (or, in the case of international visitors, with the approval of the International Programs Committee). Visiting Faculty may be hired on a contract for services with their home institutions. Teaching, research, and service expectations will vary with the nature of each appointment.

The Law School typically uses visiting appointments as an opportunity to fill gaps in the curriculum, bring leading scholars to campus for research collaboration, or evaluate potential candidates for a lateral appointment.

D. Category 3A: Adjunct Faculty from Within the University

The Law School may appoint faculty from elsewhere at the university as Adjunct Faculty. Appointments are made by the Dean. This subcategory of Adjunct Faculty appointment is made to enable law students to benefit from the expertise of faculty elsewhere at the university and to promote interdisciplinary cooperation between the Law School and other units.

E. Category 3B: Adjunct Faculty from Outside the University

The Law School may appoint professionals from outside the university as Adjunct Faculty. Appointments are made by the Associate Dean for Academic Affairs in consultation with the Adjunct Appointments Committee. Adjunct Faculty are typically lawyers or judges who want to aid the profession and are not pursuing a full time academic career. They usually teach specialized courses within their fields of expertise, as well as small sections of required courses in Legal Writing and Law in Practice.

F. Category 4A: Academic Professionals Who Hold Primary Responsibility for Teaching

The Law School may appoint Academic Professionals to teaching positions. These positions are expected to be full-time absent unusual circumstances. Appointments are made in accordance with the University's Appointments of Academic Professional and Administrative Employees Policy and, for faculty who teach in the clinic, with the Personnel Policies and Procedures for the P&A Clinic Faculty of the Law School. Appointments in this category fall into two subcategories:

1. Most Academic Professional appointments in Category 4A are made on a probationary/continuous track. Appointees have the working title of Clinical Professor, Associate Clinical Professor, or Assistant Clinical Professor. Appointees are expected to teach clinical courses, non-clinical experiential courses, or legal research and writing courses, but may also teach other courses assigned by the Associate Dean for Academic Affairs. Faculty in this category generally receive the same benefits as regular faculty, including research/travel support. Faculty in this category also extensively participate in faculty governance as provided in the Law School's Constitution.
2. The Law School occasionally makes appointments in Category 4A using a renewable or multi-year contract. This may occur when the position is tied to a particular program with an uncertain duration, or when the position entails substantial administrative responsibilities.

G. Category 4B: Academic Professionals and Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties.

Many of the Law School's P&A staff have expertise in particular legal fields; indeed, many are lawyers. These professionals often seek to teach courses and are valuable complements to the Regular Faculty and other faculty whose primary appointment involves teaching. Examples of P&A staff who teach courses at the Law School are librarians, fellows and staff attorneys at the Law School's research institutes, and staff who specialize in academic and professional support. Working titles for these positions include Adjunct Professor, Professor (or Associate/Assistant Professor) of Research Instruction, Professor (or Associate/Assistant Professor) of Legal Writing, Clinical Professor, and Associate/Assistant Clinical Professor.

H. Category 5: Graduate Teaching Assistants

The Law School does not appoint graduate teaching assistants. All courses are taught by faculty in categories 1-4.

III. Evaluation and Mentoring

The Law School evaluates teaching quality in several ways. First, the Law School encourages students to complete anonymous online teaching evaluations at the end of each semester that assess effectiveness and allow for narrative feedback. Instructors have access to the evaluations and are encouraged to review them. Second, the Associate Dean for Academic Affairs, the Curriculum Office, the Clinic Director (for clinical courses), and the Legal Writing Director (for legal writing courses) monitor teaching evaluations and the Associate Dean, Clinic Director, or Legal Writing Director follows up with faculty members if there are areas of concern. Third, each semester, senior faculty members visit and prepare a written evaluation of each course taught by a tenure-track faculty member prior to tenure and promotion to full Professor. Reviewers are encouraged to discuss their assessment with the instructor and each instructor receives a written report. The report is also included in tenure and promotion files. Finally, for non-tenure track instructors, peer and student reviews are considered as part of the process for renewing appointments.

The Law School's system for mentoring faculty has multiple components.

For Category I and 4A faculty: The Dean and Associate Deans encourage senior faculty to meet with junior faculty in their fields and to provide feedback on projects and drafts. Likewise, junior faculty are encouraged to seek guidance from senior faculty. An Associate Dean and the Clinic Director work with both senior and junior faculty to create a climate that supports mentoring. The Dean also holds a faculty meeting each year focused solely on discussing the progress of junior faculty toward tenure and then meets with each junior faculty member to discuss feedback from the meeting. The Tenure Committee assigns senior faculty to visit junior faculty members' classes each semester and provide feedback on teaching. In addition, the Works in Progress Committee has a practice of asking each junior faculty member to suggest a scholar from another school who should receive an invitation to present a paper; the committee then facilitates interaction between the junior faculty member and the invitee. This practice helps junior scholars meet senior colleagues who can read drafts, discuss ideas, and

otherwise assist in the junior scholars' professional development. Junior faculty are routinely invited to present draft papers at Minnesota faculty workshops and receive extensive feedback from colleagues. The Law School also has exchange programs that enable junior faculty from the University of Minnesota to present works in progress at other law schools. Finally, the Law School has a tradition of encouraging junior faculty to present early drafts and project proposals at "half-baked" workshops in which faculty attendees agree to provide constructive feedback in a non-evaluative environment. Many published works by junior faculty at the Law School have emerged from these informal workshops.

For Category 2A, 2B, and 4B faculty: faculty with temporary appointments or whose appointment does not primarily involve teaching are encouraged to meet with the Associate Deans and regular faculty in their fields to discuss teaching, research, and service. Mentoring relationships evolve on a case by case basis based on the circumstances of each instructor.

For Category 2C and 3A faculty: these instructors generally have established mentoring arrangements in their home institutions. The Associate Deans and regular faculty are available to discuss teaching and research with adjuncts and visitors.

For Category 3B faculty: adjunct faculty from the community (typically lawyers and judges) are invited to meet with regular faculty in their fields to discuss teaching, to attend law school workshops and symposia, and to attend periodic meetings of all faculty in a particular field to discuss the curriculum in that field. The Associate Dean for Academic Affairs (or, as appropriate, the Clinic Director, or Legal Writing Director) routinely consults with adjunct faculty to resolve or preemptively address concerns.

IV. Process of Adoption and Amendment

This plan was approved by a unanimous vote of the full faculty upon recommendation by the Educational Policy Committee (which consists of faculty, academic and professional staff, and students). It reflects lessons learned from decades of consultation with members of each appointment category. Amendments require faculty approval.

FINAL

Revised 02/20/2017

COLLEGIATE PERSONNEL PLAN

UNIVERSITY OF MINNESOTA

MEDICAL SCHOOL

DRAFT

UNIVERSITY OF MINNESOTA MEDICAL SCHOOL COLLEGIATE PERSONNEL PLAN

The Administrative Policy on Academic Appointments describes the standards and procedures for appointments of individuals who have teaching functions. The University of Minnesota Medical School Collegiate Plan (for both the Twin Cities and Duluth campuses) does not propose significant changes to its existing practices in making academic appointments. The existing plan (2008) has been updated to describe the categories that will be used to appoint positions, which fall under the guidelines of the policy. The Professional and Administrative categories with emphasis in research remains the same and are not included in this plan.

Academic responsibilities are carried out by both regular tenure and tenure-track faculty, as well as non-tenure track (term) faculty. Core classes are taught by faculty with regular and contract appointment types. Additionally, classes/rotations taught in a clinical setting are taught by both affiliate contract and adjunct faculty. We do have a small group of academic professionals who carry out teaching functions within a small subset of clinical specialties, however, that group represents less than one percent of our faculty.

All faculty appointments (both paid and unpaid) are reviewed and approved by the Office of Faculty Affairs. Departments are required to submit a request for appointment including the name, department, desired appointment type, rank and track along with a curriculum vitae of the candidate. The candidate's credentials are reviewed by the Associate Dean for Faculty Affairs, and approval is sent to the department. If there is a request for appointment at an advanced rank (associate or full professor) the department/candidate must go through an abbreviated dossier review by the Medical School Promotion and Tenure committee and Vice Provost's office (where applicable). Please see *appendix a* for minimum appointment level requirements.

All of our clinical departments exceed 25% of the number of tenure system faculty. Due to the rapid expansion of the Medical School's clinical enterprise (University of Minnesota Physicians), the majority of faculty hires over the last five years have been to the Clinical Scholar track which is a non-tenure track. Although we will be expanding the number of tenure-track and tenured faculty hires in the next five years, it is likely the number of clinical scholars will continue to increase as well, in order to keep pace with patient care demands.

Additionally, medical schools across the country are moving to appointment models with fewer tenured faculty. According to the Association of American Medical Colleges 2016 faculty report, "Distribution of U.S. Medical School Faculty by Sex, Race/Ethnicity, Rank, and Tenure Status," the national average of "Tenured" or "On Track" faculty is approximately 33%, with 67% "Not on Track" or "Tenure not available." However, at the University of Minnesota Medical School, we are above the national average with approximately 40% of our faculty tenured or on tenure track, and 60% on a non-tenure track. See *appendix b* for data breakdown.

The Medical School offers a number of mentoring and professional development opportunities. While most departments offer individual mentoring programs, the Medical School offers a master mentoring program which is a small, academically diverse cohort of senior faculty mentors who provide mentoring consultations and career development resources for both departments and individual faculty. Specific professional development focused on teaching comes through our Medical Educator Development Scholarship (MEDS) program run through our office of education. MEDS offers workshops with various topics, a journal club, and the Education Research-in-Progress (ERIP) sessions.

All faculty on the non-tenure tracks are hired as assistant professors with the expectation of eventually becoming a full professor. All non-tenure track faculty undergo annual reviews, consistent in format to tenure track faculty, with a separate set of criteria appropriate for each non-tenure track (i.e., Clinical Scholar, Research and Teaching). These criteria are also used as the basis for promotion of faculty within these non-tenure tracks. The same process for promotion is followed with non-tenured faculty as tenured faculty, with the exception of the requirement of a probationary period at the assistant professor level.

The Department Heads, Faculty Advisory Council and Faculty Assembly were advised of what the school was submitting for use in the collegiate plan. All Professional and Administrative groups were advised of the collegiate plan through their Department Heads, in addition to being referred to the school's website where the document could be reviewed and a feedback form was provided.

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APPOINTMENT CATEGORIES and SUBCATEGORIES

The University of Minnesota Medical School exercises the option of using the following categories for academic appointments with teaching functions. Please see *appendix c* for an appointment type quick reference.

1. Regular Tenure and Tenure-Track Faculty:

The regular tenure and tenure-track faculty will have responsibility for teaching, research and service in accordance with the guidelines on faculty tenure as described in the Medical School Departments' 7.12 statements. The following subcategories will be used:

- 9401 Professor
- 9402 Associate Professor
- 9403 Assistant Professor

Special Note: The Medical School will continue to have joint appointments in this category. Individuals with a joint appointment have a primary appointment within a Medical School department and a secondary appointment in another Medical School department, center or institute.

2. Non-Tenure Track (Term) Faculty:

2A Contract Faculty

The clinical scholar, teaching and research track faculty will be appointed under this category in accordance with the circumstances as defined by the Regent's Policy on Faculty Tenure, Sections 3.3 and 3.4. Please see *appendix d* for detailed descriptions. We will continue to require individuals in this category to have responsibility in all three areas of teaching, research and service respective to the track. Appointments in this category may be "with salary" or "without salary" (for affiliate faculty). The following subcategories will be used:

- 9401 Professor
- 9402 Associate Professor
- 9403 Assistant Professor

Special Note: The Medical School will continue to have joint appointments in this category. Individuals with a joint appointment have a primary appointment within a Medical School department and a secondary appointment in another Medical School department, center or institute.

2B Temporary Faculty

Appointments will be made in this category to address a short-term situation, and will be for one year or less in accordance with Sections 3.3 and 3.4 of the Regent's Policy on Faculty Tenure. Individuals hired in this category will have responsibility in teaching, research and service. The following subcategories will be used:

- 9401 Professor
- 9402 Associate Professor
- 9403 Assistant Professor

2C Visiting Faculty

Appointments made in this category are for individuals who are on leave from their regular appointment at another university, research institution, government service, or other similar organization. These appointments will be for one year or less only. The following subcategories will be used:

- 9401V Visiting Professor
- 9402V Visiting Associate Professor
- 9403V Visiting Assistant Professor

The appointment will terminate at the end of the appointment period.

3. Adjunct Faculty

Appointments in this category are for individuals whose principal occupation is in professional clinical activities within the community or are retired from such occupation, or who have a principal occupation in another college or university outside the University, or who are industry related professionals and are affiliated with the University on a limited, part-time basis. It also includes individuals who hold regular or non-regular faculty appointments elsewhere in the University, and have been asked to provide additional service to another department in the Medical School. The following subcategories will be used:

- 9401A Adjunct Professor
- 9402A Adjunct Associate Professor
- 9403A Adjunct Assistant Professor

4. Academic Staff

4A Academic Professionals who hold primarily teaching responsibility

Appointments made in this category will be for the academic year, single semester or summer term, and will be responsible for teaching. These appointments may be renewed. The following subcategories will be used:

- 9753 Lecturer
- 9754 Teaching Specialist
- 9770 Senior Lecturer
- 9771 Senior Teaching Specialist

4B Academic Professional or P&A staff who assume part-time teaching responsibility

Appointments made in this area will be for individuals who have primary responsibility that is non-teaching, and who assume part-time or secondary responsibility for teaching. These appointments are for single course, semester or summer term. The following subcategories will be used:

- 9754 Teaching Specialist
- 9771 Senior Teaching Specialist
- 9753 Lecturer
- 9770 Senior Lecturer

5. Graduate Teaching Assistants

Appointments made in this category are for individuals enrolled in a graduate or post-baccalaureate

professional degree program, and will work under the direct supervision of a faculty member responsible for a course, or may be the instructor of record for the entire course. The following subcategories will be used:

9511 Teaching Assistant

SPECIAL NOTES:

The Medical School and the College of Biological Sciences will have some overlap with their personnel plans as it relates to their joint departments.

The Medical School has a special agreement, which allows contract faculty (including extended faculty at the affiliated sites) to have the same rights in faculty governance as the regular faculty, with the exception of participation in tenure decisions.

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Appendix a

MINIMUM APPOINTMENT LEVEL

In the Medical School, the entry level rank for faculty is at the Assistant Professor level. The minimal, general criteria for initial appointment at this rank include:

- a. Possession of a Terminal Degree (M.D. or equivalent and/or Ph.D.)
- b. Board eligibility or certification (if applicable - clinical specialties)
- c. Demonstrated ability in teaching
- d. Demonstrated involvement in high quality research which has been accepted for publication or is published in peer-reviewed national journals.
- e. Documentation of competence in the skills of communication, including effective communication in teaching students and in oral and written presentations of research.

Appointment at the rank of instructor is only used for temporary appointments of advanced learners who are in the process of completing their education.

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Appendix b

2016 AAMC DATA

	Tenured/On Track	Not on Track/ Tenure not available	Total	% Tenure	% Non-tenure
Professor	20253	13890	34143	59%	41%
Associate Professor	10895	19394	30289	36%	64%
Assistant Professor	12097	55114	67211	18%	82%
Totals:	43245	88398	131643	33%	67%

2016 UMN DATA

	Tenured/ Tenure Track	Non-tenure	Total	% Tenure	% Non-tenure
Professor	234	60	294	80%	20%
Associate Professor	123	138	261	47%	53%
Assistant Professor	87	472	559	16%	84%
Totals:	444	670	1114	40%	60%

AAMC Definitions:

- a. On Track – Faculty who are not tenured and are on tenure-eligible track
- b. Not on Track – Faculty who are not tenured and are not on tenure-eligible track
- c. Tenure not available – Faculty at medical schools that does not offer tenure.

Appendix c

Job Titles/Appointment Types Quick Reference

FACULTY GROUP	JOB CODE	JOB TITLE
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Most Commonly Used Titles in the Medical School

Tenure/Tenure Track	9401	Professor
	9402	Associate Professor
	9403	Assistant Professor
Non-Tenure Track	9401	Professor
	9402	Associate Professor
	9403	Assistant Professor
Affiliate	9401	Affiliate Professor
	9402	Affiliate Associate Professor
	9403	Affiliate Assistant Professor
Adjunct	9401A	Adjunct Professor
	9402A	Adjunct Associate Professor
	9403A	Adjunct Assistant Professor

In the College Plan but Less Frequently Used Titles at the Medical School

Visiting	9401V	Visiting Professor
	9402V	Visiting Associate Professor
	9403V	Visiting Assistant Professor
Temporary	9401	Temporary Professor
	9402	Temporary Assoc. Professor
	9403	Temporary Asst. Professor
Academic Professional/P&A (primarily teaching)	9753	Lecturer
	9770	Senior Lecturer
	9754	Teaching Specialist
	9771	Senior Teaching Specialist
Academic Professional/P&A (part-time teaching)	9754	Teaching Specialist
	9771	Senior Teaching Specialist
	9753	Lecturer
	9770	Senior Lecturer
Graduate Teaching Assistants	9511	Teaching Assistant

CONTRACT FACULTY APPOINTMENT TYPE DEFINITIONS

Clinical Scholar Track, Medical School

An appointment is designated Clinical Scholar Track, Medical School for appointees in the Medical School who have a specific area of clinical expertise that provides the unifying theme for the faculty member's academic activities and achievements, and sees patients as part of their responsibilities. Appointments can be University based with salary or affiliated hospital based without salary.

Research Track, Medical School

An appointment is designated Research Track, Medical School for appointees in the Medical School who spend a significant amount of their time in research activities with a scholarly focus that may be basic or clinical/translational in nature, and also may perform teaching- or clinic-related activities. Some educational component is typical. Appointments can be University based with salary or affiliated hospital based without salary.

Teaching Track, Medical School

An appointment is designated Teaching Track, Medical School for appointees whose primary work is spending a significant amount of their time performing education-related activities, and have a scholarly focus in the area of education. Appointments can be University based with salary or affiliated hospital based without salary.

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Academic Personnel Plan University of Minnesota, Morris

February 2, 2017

Bart D. Finzel, Vice Chancellor of Academic Affairs and Dean

The University of Minnesota, Morris (UMM) is committed to instructional excellence. Moreover, one of the hallmarks of excellent liberal arts colleges is the opportunity they afford students for frequent, sustained, individualized attention from highly qualified faculty. The relative use of each of the five appointment categories defined in the University of Minnesota policy *Academic Appointments with Teaching Functions* is governed by this desire for excellence.

Appendix A details the categories, titles used, selection process, term of appointment, and examples of appointments under each personnel category discussed in the plan below. Appendix B is the requested Supplemental Plan addressing the number of FTEs in non-tenured appointments at UMM. The personnel plan was shared and developed in consultation with UMM's leadership team, the four Chairs of our Academic Divisions, the UMM Consultative Committee and the UMM Faculty and Professional & Academic Staff Affairs Committee.

The categories to be used at UMM are:

1. Regular (tenured and tenure-track) faculty
2. Non Tenure-Track Faculty
 - 2a. Contract Faculty
 - 2b. Temporary Faculty
 - 2c. Visiting Faculty
3. Adjunct Faculty from Inside and Outside the University
4. Academic Staff
 - 4a. primary responsibility is teaching
 - 4b. primary responsibility is non-instructional
5. Graduate Teaching Assistants

Category 1. Regular (Tenured and Tenure-Track) Faculty

Tenured/tenure-track faculty are essential for our functioning as a public liberal arts college within the University of Minnesota system. All Regular faculty are actively engaged in teaching undergraduates, research, and service/outreach, although the specific balance of effort in these areas varies somewhat across our Academic Divisions and is discussed with the Division Chair to which that faculty member reports on an annual basis. Regular faculty are primarily responsible for the integrity of the core instruction in every discipline in the college. They are

hired according to the policies set forth by the *Regents Policy on Faculty Tenure* and are expected to meet the criteria as defined by each Academic Division's 7.12 statement. To hold a Regular faculty appointment, a terminal degree that is recognized by the discipline is required, as per *Administrative Policy: Academic Appointments with Teaching Functions*.

Category 2. Non tenure-track faculty

Non tenure-track faculty appointments will be used sparingly at UMM.

2a. Contract Faculty: Because of their substantial discipline-related service, a few faculty were appointed as Contract Faculty more than a decade ago and remain in these positions on a long-term basis. UMM has not used the Contract Faculty appointment since that time.

2b. Temporary Faculty: We do not currently use this appointment at UMM.

2c. Visiting Faculty. We will use this category when visitors are identified who agree to work at UMM while they remain on the faculty at other universities. They will be terminated at the end of the term of a fixed appointment. Visitors will be given a faculty rank commensurate with their level of accomplishment and experience.

Category 3: Adjunct Faculty from Inside and Outside the University

Adjunct faculty will be used sparingly at UMM. Given the nature of our liberal arts curriculum, specific professional skills are rarely necessary. Exceptions include a very limited number of courses in business-related fields (Business Law) and some Education curriculum (Methods of Teaching Mathematics), where professionals might offer instruction on a part-time basis.

Category 4: Academic Staff

UMM encourages the use of full-time Academic Staff appointments for individuals to meet instructional needs in multi-section courses (mathematics, college writing, and foreign languages), where regular faculty also provide instruction. This category is also used for appointments where funding is uncertain, in the case of unexpected faculty departures, or to replace faculty who are on leave. Because individuals in Academic Staff appointments are not expected to engage in research, they are given additional teaching responsibilities (e.g., 24 credits vs 20 for Regular Faculty) or assume specific service work in lieu of the additional teaching (e.g., language lab coordinator, literary festival organizer, off-campus ensemble recruiting, student teacher supervision). Academic Staff also teach a relatively higher proportion of lower division course offerings than do Regular Faculty.

Given the labor market constraints of Morris' rural location and the need to recruit from outside the area, the vast majority of our academic staff will be appointed to full-time, rather than part-time positions. Individuals are normally hired on a yearly basis, but often remain in the position for multiple years. In such cases, multiple year contracts may be used. This is

especially true of the spouses of faculty, who represent a significant talent pool in a region of the state with few others with terminal degrees. Hiring spouses of Regular Faculty has the additional benefit of helping UMM retain them. Individuals in this category are granted the working title “Assistant Professor” if they have a terminal degree in their field.

Category 5: Graduate Teaching Assistants

UMM has no graduate programs. The use of Graduate Students for instruction has occurred only when the student may help us diversify our faculty--e.g., Pre-doctoral Diversity Fellows Program—and only in the context of a part-time position with substantial mentoring by senior, regular faculty. This program has been valuable to both UMM and to the UMTC graduate students that participate and we expect to continue to use this category albeit in the limited manner described above.

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Appendix A

revised 01-31-17

Category	Titles	Term	Type	Comments
(1) Regular (tenured and tenure-track) Faculty	9401 Professor 9402 Associate Professor 9403 Assistant Professor 9404 Instructor 9901 Academic Job Series Code	L Term - 9 months <u>Other terms:</u> Z term - hrly, summer term, lump sum Y term - summer research S term - summer session	P Type - indefinite tenure N Type - probationary <u>Other types:</u> 0 (zero) - other, misc. X - outside appt date	Core faculty of each college, participate in teaching, research/scholarship and services/outreach <ul style="list-style-type: none"> • Ph.D. or terminal degree required (instructor - ABD) • National search is required. <u>Examples:</u> example: additional appt for teaching responsibility separate from the main appt and overload example: summer research (e.g., for a grant) example: summer term appointment (not teaching or research) example: summer session appointment to teach
(2) Non tenure-track faculty 2a. (contract faculty)	9401 Professor 9402 Associate Professor 9403 Assistant Professor	L Term - 9 months <u>Other terms:</u> Z term - hrly, summer term, lump sum Y term - summer research S term - summer session	K - annually renewable J - multi-year <u>Other types:</u> 0 (zero) - other, misc. X - outside appt date	Additional core faculty. Must complete Contract Faculty Template Request for compliance with Section 3.4 of the Tenure Code, to be approved by Dean/VPHR/etc. (check #9 on template) Exceptions: longer term appointments: S. Gross and C. Stewart <ul style="list-style-type: none"> • National or limited regional search required <u>Examples:</u> example: position is tenure-track, but funding is only for a short time/add'l appt for teaching separate from the main appt/overload example: summer research (e.g., for a grant) example: summer term appointment (not teaching or research) example: summer session appointment to teach
(2) Non tenure-track faculty 2b. (temporary faculty)	9401 Professor 9402 Associate Professor 9403 Assistant Professor	L Term - 9 months	T Type - temporary	Additional core faculty, hired for situation listed in Sec. 3.3 and 3.4 of Tenure Code. These appointments are typically for < or=1 year, reappointment is the exception. <ul style="list-style-type: none"> • Ph.D. or terminal degree required (instructor - ABD) • National, limited regional, or limited local search is required.
(2) Non tenure-track faculty 2c. (visiting faculty)	9401V Visiting Professor 9402V Visiting Associate Professor 9403V Visiting Assistant Professor	L Term - 9 months	V Type - visiting	Persons who are on leave from regular appointments at another university, research institution, government service, or other similar organizations are eligible for these appointments. <ul style="list-style-type: none"> • Consider a "contract for services" with the candidate's home institution: provides continued benefits with that institution. • Give EE w/out salary appointment at UMM • Use for Fulbright scholars or faculty on sabbatical from another institution • No formal search is required.
(3) Adjunct faculty 3a. (from within the U)	9401A Adjunct Professor 9402A Adjunct Associate Professor 9403A Adjunct Assistant Professor	L Term - 9 months L Term - one course/term/year	B Type - Adjunct; w/in U	Holds regular tenured or tenure-track, contract/term faculty appointment elsewhere at U of M, and are providing additional service in another dept/college of U of M <ul style="list-style-type: none"> • No formal search is required.

Appendix A

revised 01-31-17

Category	Titles	Term	Type	Comments
<p>(3) Adjunct faculty 3b. (from outside the U)</p>	<p>9401A Adjunct Professor 9402A Adjunct Associate Professor 9403A Adjunct Assistant Professor</p>	<p>L Term - 9 months L Term - one course/term/year</p>	<p>B Type - Adjunct; not w/in U</p>	<p>Holds a related professional occupation in community (or retired) teaches on a limited, part-time basis, restricted to those hired at <or=20% time.</p> <ul style="list-style-type: none"> • The hire must have the terminal degree or professional degree in his or her field. • Limited local search is required.
<p>(4) Academic Staff 4a. (primary responsibility is teaching)</p>	<p>9753C Lecturer/Associate Professor 9753T Lecturer/Assistant Professor 9754 Teaching Specialist 9902 Academic Job Series Code</p>	<p>L Term - 9 months L Term - one course/term/year <u>Other terms:</u> Z term - hrly, summer term, lump sum S - summer term</p>	<p>K - annually renewable J - multi-year <u>Other types:</u> 0 (zero) - other, misc. Q type - annual renew/add'l appt teaching X - outside appt date</p>	<p>Academic staff whose primary duty is teaching; supplementing the faculty offerings (staff w/limited responsibilities compared to 1 and 2 above. This issue of promotion to senior levels will be considered at a later date.</p> <ul style="list-style-type: none"> • Lecturer: PhD. or terminal degree / Teaching Specialist: Bachelors or Masters degree • Limited local search is required; may choose national or limited regional search. <p><u>Examples:</u> example: part-time music lessons faculty, part-time methods instructors (do not need to reapply each year (per. A. Narcisse '11) example: courtesy title to document a degree of credit instruction that is part of the main responsibility example: additional appointment for teaching responsibility that is separate from the main appointment/overload example: summer session appointment to teach example: Post-Doctoral Fellow (hired by EDI with outside funding) example: summer term appointment (not teaching or research)</p>
<p>(4) Academic Staff 4b. (primary responsibility is non-instructional; some teaching duties)</p>	<p>9753 Lecturer 9754 Teaching Specialist</p>	<p>L Term - 9 months <u>Other terms:</u> Z term - hrly, summer term, lump sum Y term - summer research S term - summer session</p>	<p>K - annually renewable <u>Other types:</u> 0 (zero) - other, misc. Q type - annual renew/add'l appt teaching X - outside appt date</p>	<p>Academic staff whose primary duties are non-instructional but occasionally teach no more than 20%. (The issue of promotion to senior levels will be considered at a later date.) Primary appointment defines the individual's employment; secondary appointment is tied to instructional responsibilities.</p> <ul style="list-style-type: none"> • Lecturer: PhD. or terminal degree / Teaching Specialist: Bachelors or Masters degree • Limited search, internal to U; when separate appt. is made for teaching assignment. <p><u>Examples:</u> example: coaches/add'l teaching appointment separate from main appointment; non credit/other professional work example: part-time coaches example: summer research (e.g., for a grant) example: summer term appointment (not teaching or research) example: summer session appointment to teach example: Post-doctoral Fellow (hired by EDI with outside funding)</p>

Appendix A

revised 01-31-17

Category	Titles	Term	Type	Comments
<p>'(5) Graduate Assistant (hired to teach one course each semester while working on doctorate.)</p>	<p>9517 PhD Candidate Grad Instructor 9561 Graduate School Fellow</p>	<p>L Term - 9 months L Term - one course/term/year</p>	<p>K - annually renewable</p>	<p>Diversity Pre-doctoral Fellow This is typically a 75% appointment split as follows: 50% at 9517 and 25% at 9561, funded by the University of Minnesota Graduate School</p>

Notes:

Categories #1 and #4a. are most often used at UMM, therefore they are grey-lighted.

UMM is not using sub-groups of teaching, research, clinical or service/outreach, or promotional groups of Senior Lecturer or Senior Teaching Specialist

Q type and Z term will only be used for P&A w/overload or additional teaching. The Q type cannot be entered with a faculty job code (only works with P&A job code) so use 0 type (and Z term).

Resources:

Academic Appointments w/ Teaching Functions: <http://policy.umn.edu/Policies/hr/Hiring/TEACHING.html>

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

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Appendix B

Supplemental Plan

Three UMM Academic Divisions (The Division of Education, The Division of the Humanities, and the Division of the Social Sciences) currently have total FTE appointments that are academic professionals that will exceed the threshold of 25% of the regular faculty. Together, the data provided by the Provost's office indicates these Divisions have roughly 39 FTE Academic Professionals (37.5%) and 65 tenured/tenure-track faculty (62.5%). The fourth UMM Division, the Division of Science and Mathematics, has 88% tenured/tenure-track faculty. For UMM as a whole, 67% of the faculty across UMM are tenured/tenure-track.

There are three reasons for these relative percentages: one historical, one programmatic, and one an artifact of an inflated count of academic professionals.

1. Historical:

As recently as 2006, UMM had 112 tenured/tenure-track faculty. A decline in student enrollment together with budget reductions led the campus to undertake minimal tenured/tenure-track hiring from 2008-2011. Simultaneously, the campus offered existing tenured faculty significant retirement incentives. The result of slow hiring and a significant number of retirements was a tenured/tenure-track headcount of less than 90 in spring of 2011, a reduction of 20% in 5 years. UMM also reduced the absolute number of academic staff in this period, but not by the same magnitude. In the short run, as enrollment improved, many of these regular faculty positions were staffed with academic professionals with no research expectation. The result of these developments varied by academic division, with the three divisions currently utilizing greater than 25% academic professionals for their instruction most impacted, and the Division of the Social Sciences particularly hard hit.

In 2011, the campus began a relatively aggressive effort to rebuild its tenured/tenure-track faculty. It was determined that as a campus, we had the resources (recruiting and set-up budgets, faculty to staff search committees, faculty to mentor and shepherd newcomers through the P&T process, etc.) to undertake searches for 7-9 new tenured/tenure-track faculty per year. With 5-6 faculty retiring or leaving UMM per year, this level of recruitment will eventually increase the number of our regular faculty. For instance, since 2011, we have undertaken 7-9 searches per year, recruited over 35 new faculty, and increased the number of tenured/tenure-track faculty to 99. We intend to continue aggressive recruiting of tenured/tenure-track faculty for at least the next few years until 85% of recurring instructional staff are in tenured/tenure-track appointments. The goal of 85% allows UMM to address needed replacement hiring for sabbaticals and unplanned departures, while being under the 25% threshold.

2. Programmatic:

In the last few years, UMM changed its curriculum to require a writing course of virtually all entering students. To maintain the rigor and quality of these courses, enrollment is capped at 18. While all regular faculty in English teach at least one section of the first-year writing course, the change has necessitated hiring 3 academic professionals in the Division of the Humanities who primarily teach in the writing program and who have no research expectation. In the Division of Education, two Academic Professional positions were created in recent years. One position was created to teach in our Sports Management program until we are certain enrollment demand justifies a new tenure-track position. A second position was created when the division determined it would be more productive in research and teaching if an academic professional assumed the work placing and supervising student teachers previously undertaken by tenured/tenure-track faculty.

3. Inflated Count:

The FTE count of Academic Professionals provided by the Provosts Office is inflated by approximately 4.5 in the Division of the Humanities and approximately 2 in the Division of Education. Ten teaching specialists who teach only music lessons (i.e., a 30-minute percussion lesson weekly to 4 students) are each counted as being a .5 FTE academic professional. Collectively, if properly counted, these ten music lessons instructors should be less than one FTE. Similarly, in our Division of Education, we hire academic professionals to teach our education methods classes (e.g., methods of teaching mathematics or art). These teaching specialists may teach 3-4 students in a 2-4 credit course each year and yet are counted as being a .5 FTE academic professional.

Conclusion:

When counted in a way we think more appropriate, UMM's over-all use of non-regular faculty is around 30%, and ranges from 40% in the Division of Education to 12% in the Division of Science and Mathematics. As the on-going effort to hire tenure-track faculty into positions currently being held by academic professionals, the ratio of non-regular faculty to regular faculty is anticipated to eventually decrease below 25% in all academic divisions. For programmatic reasons, the ratio will remain higher in the Division of the Humanities and in the Division of Education than in the Division of Science and Mathematics and in the Division of the Social Sciences.



UNIVERSITY OF MINNESOTA ROCHESTER

Academic Personnel Plan

October 2016

In our eighth year of serving undergraduate health science students, the University of Minnesota Rochester (UMR) credits much of our success thus far to visionary faculty and academic staff working collaboratively under the extraordinary circumstance of launching a new campus. As we grow in size and influence over the next five years, the University of Minnesota Rochester (UMR) is committed to an *Academic Personnel Plan* that will sustain and optimize our established innovative educational model; align with our Vision, Values, Arenas of Distinctiveness, Mission, Centering Aspirations, and Student Outcomes as delineated in our [Strategic Framework](#); and support our five-year [Enrollment Management Plan](#).

UMR has constructed this personnel plan to sustain and optimize the following critical components of this innovative educational model:

- Exemplary, evidence-based teaching and learning for undergraduate health sciences students;
- Ongoing learning research as the primary scholarship area for all tenured and tenure-track faculty;
- Continued implementation and inquiry of team teaching to enhance student learning and organizational efficiency;
- Interdisciplinary, collaborative structure for the sole academic unit (the Center for Learning Innovation) to enhance our integrated curriculum, team teaching, and learning research;
- Professional development and career pathways for a core group of professional educators; and
- Mentoring and professional development focused on teaching for all academic personnel.

During this same five year period in which this *Academic Personnel Plan* will be enacted, a three-year assessment plan cycle and a comprehensive program review will be completed. The results of those endeavors along with enrollment and retention developments will inform the next version of the *Academic Personnel Plan*. Key questions regarding our model need to be investigated during this period of further stabilization for our new campus and our expected growth in influence and size; for example, will we demonstrate that team teaching impacts student retention and success strongly enough to warrant maintaining the model?

Unique History and Early Success. In April 2002 the University of Minnesota Rochester (UMR), home to Rochester-based academic partnership programs, received approval for an *Academic Personnel Plan*. In 2008, UMR revised and then received approval for a new personnel plan in conjunction with University, community, and collegiate support to begin a Bachelor of Science in Health Sciences (BSHS) degree. UMR admitted its first class of first-year students in Fall 2009. At this time (fall 2016), four classes have graduated from UMR; four-year graduation rates are

strong; a Bachelor of Science in Health Professions (BSHP) degree has been approved (a collaborative endeavor with the Mayo Clinic School of Health Sciences); a focus on diversification of the healthcare workforce pipeline has resulted in an entering first year class of 36% students of color; faculty hired as the campus launched are under review for tenure with our distinct “learning research” and “collaboration” criteria; and joint accreditation with UMTC has been granted by the *Higher Learning Commission*.

Educational Innovation. UMR is intentionally structured to continue with one academic unit, the interdisciplinary *Center for Learning Innovation (CLI)*. The CLI aims to embody evidence-driven teaching and learning innovation to support student success with an integrated core curriculum in the first two years, learning cohorts, customized capstones, personalized student success coaching and instruction, and a Just Ask Center connecting students and faculty. At this juncture, all students have access to all the “[high-impact practices](#)” identified by the American Association of Colleges and Universities (AAC&U). The academic focus on health sciences continues, in response to the workforce demand of our region. Importantly, our focus on learning innovation is accompanied by a continued commitment to faculty research on learning.

Mentoring and Professional Development Focused on Teaching. The University of Minnesota System *Center for Educational Innovation* and campus innovation leaders provide regular professional development related to teaching (every other week); in addition, regular faculty are expected to serve as mentors and models of research-driven teaching excellence for one another and their academic staff colleagues. Learning research being conducted by our faculty impacts instructional decision making. Given the deep experience and long-term commitment of many of UMR’s academic staff, a culture of teaching excellence and peer mentoring/modeling is growing ever more normative. Given our instructional design, the two types of academic personnel serve on teaching teams together, enhancing and supporting one another’s growth in teaching excellence and learning innovation. UMR seeks to attract academic personnel who are “passionate...educator(s), committed to working collaboratively across disciplines and conducting research on student learning....” (excerpt from currently posted faculty position description).

Career Advancement (for non-tenure track appointments). Currently, lecturers and teaching specialists at UMR can be promoted to the senior level after four years of service at UMR and the [demonstration and documentation of teaching excellence](#). For senior-level academic staff, multi-year contracts have been requested as a next step to career advancement. In order to retain exceptional educators in high-demand positions, the campus is committed to pursuing career pathways that provide multi-year contracts as enrollment provides fiscal support for that commitment.

Ensuring Appropriate Credentials (for non-tenure track appointments). At the time of hire for all non-tenure track appointments, credentials are checked. As new curricular proposals in this interdisciplinary curriculum present the need for academic personnel to be assigned to courses they were not originally hired to teach, administrative oversight of the appropriate credentialing is embedded in the curricular review process. The Program Review and accreditation processes add additional checkpoints for ensuring appropriate credentials.

Growth Planning. Our current campus priorities are reflected in the [UMR Strategic Framework](#); in addition, campus-wide Growth Planning is in progress, with working groups in a number of areas including *Academic Innovation and Optimization*. UMR's [Enrollment Management Plan](#) further informs our personnel planning. The quality of faculty and their leadership in the development and implementation of the integrated curriculum has been essential to UMR's success. The plan that follows outlines the types of faculty and academic staff that may be used at UMR. This plan was developed in accordance with the University Administrative Policy on Academic Appointments.

The two primary categories of academic personnel that currently comprise our teaching teams are 1) regular tenured and tenure-track faculty and 2) academic staff (teaching specialists and lecturers).

Regular Tenured and Tenure-Track Faculty

UMR initially hired four faculty in this category, with 14 current positions (including one search in progress). One original faculty member has been tenured, two are currently under review for tenure, and five additional faculty members will be under review for tenure in academic year 16-17. A *System Mentoring Committee* serves as the departmental level of review in this period prior to UMR having sufficient tenured faculty to have a campus-based (department-level) *Tenure and Promotion Committee*. Faculty work collaboratively on the interdisciplinary health sciences curriculum, contributing to that curricular leadership from the following disciplinary perspectives: physics, sociology, biology, philosophy, chemistry, literature, psychology, mathematics, civic engagement, and public health (replacement search in progress). Additional faculty will be needed, with explorations of greatest disciplinary need under way in conjunction with enrollment planning, program review, curricular revision, and assessment.

UMR will continue to use the following titles based on the qualifications and experience of the faculty hired:

9401 – Professor
9402 – Associate Professor
9403 – Assistant Professor
9404 – Instructor

Academic Staff

Academic Professional Staff Who Hold Primary Responsibility for Teaching (4A). UMR employs both teaching specialists and lecturers to provide teaching in coordination with the faculty categories outlined above. Currently, UMR employs twenty-three academic staff as a core of professional educators with primary responsibility for teaching. The majority of these employees serve as members of teaching teams coordinated and/or co-taught by regular faculty.

9754 – Teaching Specialist
9771 – Senior Teaching Specialist
9753 – Lecturer
9770 – Senior Lecturer

Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties (4B). Program Directors and Student Success Coaches at UMR may teach one course per year in a discipline in which they meet the faculty requirements. No additional title is assigned for these duties.

Term (Non-Tenure Track) Faculty

Contract Faculty, Temporary Faculty, and Visiting Faculty

UMR may also hire contract faculty on annually renewable and/or multi-year contracts to complement the regular faculty. For such positions, UMR will use the following titles based on the qualifications and experience of the term faculty hired:

9401T – Teaching Professor
9402T – Teaching Associate Professor
9403T – Teaching Assistant Professor
9404T – Teaching Instructor
9401V – Teaching Visiting Professor
9402V – Teaching Visiting Associate Professor
9403V – Teaching Visiting Assistant Professor

Adjunct Faculty

Adjunct Faculty from Within the University. Though UMR's commitment to innovative teaching and learning generates interest in long-term faculty, it may be necessary for UMR to hire faculty expertise from within the university to temporarily address unexpected vacancies, leaves or sabbaticals.

9401A – Adjunct Professor
9402A – Adjunct Associate Professor
9403A – Adjunct Assistant Professor
9404A – Adjunct Instructor

Adjunct Faculty from Outside the University (3B). Rochester has a wealth of highly educated and trained professionals in many scientific areas; i.e. employees at Mayo Clinic, IBM and other public/private educational institutions. One measure of UMR's success has been its partnerships with local business/industry and higher education. It is anticipated that adjunct faculty may be drawn from these rich resources as needed to provide content expertise on a semester basis.

9401AT – Adjunct Teaching Professor
9402AT – Adjunct Teaching Associate Professor
9403AT – Adjunct Teaching Assistant Professor

Post-Doctoral Associate (Professionals in Training). UMR may also hire post-doctoral associates for teaching and research responsibilities. It is anticipated that these post docs will have a career goal of teaching and desire the opportunity to teach, learn, and do research under the guidance of faculty committed to the Center for Learning Innovation.

9546 – Post Doctoral Associate (Professionals in Training)

Graduate Teaching Assistants

Graduate teaching assistants who work under the direct supervision of a faculty member responsible for course(s) may be hired at UMR. The following titles may be used:

9511 – Teaching Assistant

9515 – Graduate Instructor

9517 – Ph.D. Candidate Graduate Instructor

9518 – Advanced Masters Teaching Assistant

9519 – Ph.D. Candidate Teaching Assistant

9571 – Summer Term Teaching Assistant without Tuition Benefits

9574 – Summer Session Teaching Assistant with Tuition Benefits

9575 – Summer Session Teaching Assistant without Tuition Benefits

Review of the Personnel Plan for UMR

The UMR Chancellor, Vice Chancellor for Academic Affairs and Student Development (designated CLI unit head for personnel matters), Administrative Director of Academic Programs, faculty governance leadership (collaborative Directorship Committee including two elected regular faculty and two elected academic staff), and the sole tenured faculty member were consulted in the development of this revised plan. Overall, the plan reflects ongoing discussions in progress among all academic personnel and across the campus.

**Supplemental Plan to the
University of MN Rochester Collegiate Personnel Plan
Balance of Academic Personnel Types**

At UMR, our previous *Academic Personnel Plan* included a [supplemental narrative](#) (4/17/08) identifying the following balance among academic personnel types:

Given the focus of the BSHS degree and the goals of the CLI, the blend of tenured/tenure-track faculty (design faculty) and the term faculty and academic professional staff (student-based faculty) will vary from collegiate patterns for academic appointments. In the initial years of the new BSHS program the Design Faculty will constitute approximately 40% of the academic appointments.

That balance continues to be an appropriate target for the next five years, as we explore the efficacy of team teaching; increase student enrollment and retention rates; finalize an Academic Workload Plan that supports both curricular leadership and learning research for regular faculty and a continued teaching focus for academic staff (and potentially, contract faculty); continue to provide professional development focused on teaching for all academic personnel; and enhance the career pathway opportunities for senior academic staff by pursuing options for multi-year contracts. During this next five year period, that balance will receive substantive scrutiny through various regular and specific academic processes (e.g. program review, assessment, campus-wide strategic planning, and faculty governance). Throughout this next five-year period, curricular oversight by regular faculty will continue to be provided through annual review of academic staff on teaching teams, ongoing team teaching meetings, consistent alignment of course-level learning objectives with the UMR student learning outcomes, the Program Review process, and leadership of the campus Curriculum Committee.

We have not consistently maintained that balance, dipping below the 40% regular faculty expectation. That dip occurred with the departure of a tenure-track faculty in public health occurring simultaneously with a significant decrease in enrollment (now reversed). Given our commitment to maintain and optimize this innovative, interdisciplinary model, we are pursuing consensus regarding the disciplines to be represented as we are able to add new tenure-track faculty lines. The original Supplemental Plan identified “four closely linked clusters (the life/health sciences, the physical sciences, the quantitative sciences, and the social sciences/humanities) within the Center for Learning Innovation (CLI).” While those expertise clusters continue to have regular faculty expertise at UMR, potential areas of disciplinary deepening among the regular faculty cohort will be recommended by the faculty as they consider and potentially launch new academic programs. In five years, as we approach the construction of our next *Academic Personnel Plan*, the following developments will inform our aims related to the balance of faculty types: a) faculty reflection on Program Review and Assessment Plan results; b) an established campus Strategic Plan (“The UMR Growth Plan”, currently in progress with broad campus input); c) enrollment and retention growth/developments; d) new academic program pursuits; and e) learning research results on our team teaching and other innovations.

DRAFT

University of Minnesota School of Nursing

Collegiate Personnel Plan
Rev 11/08/16

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SCHOOL OF NURSING

UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Process for Revising the Plan

This revised plan in response to the fall of 2016 request for University of Minnesota campuses and colleges with tenure-initiating units provide updated academic personnel plans as required by the University of Minnesota administrative policy *Academic Appointments with Teaching Functions*.

The Administrative Policy "Recruitment and Selection of Faculty and Academic Professional and Administrative Employees" and the accompanying administrative procedures, describe the standards and procedures for appointments of individuals who have teaching functions. The University of Minnesota School of Nursing CPP does not propose changes to its existing practices in making academic appointments. The following plan describes the categories of positions that will be used in making faculty and academic professional appointments which fall under the guidelines of the administrative policy/procedures.

This revised School of Nursing Collegiate Personnel Plan (CPP) was drafted by Human Resources in collaboration with members of the Executive Council. It was then reviewed by the Faculty Leadership Council. It was also placed on the School of Nursing intranet for all Faculty, Professional and Administrative groups for review. In addition, each Cooperative Unit Chair/Department Head distributed the draft and welcomed respective faculty and staff to comment. All feedback was considered and the final draft made available to the school, voted on by the Faculty Leadership Council and the Faculty Assembly (full faculty), and submitted to the Provost.

Appointment Categories and Subcategories:

The administrative policy *Academic Appointments with Teaching Functions* defines five appointment categories for personnel delivering instruction.

- Regular (Tenured and Tenure Track) Faculty
- Term (Non Tenure Track) Faculty
- Adjunct Faculty
- Academic Staff
- Graduate Teaching Assistants

The University of Minnesota School of Nursing exercises the option of using the following categories for academic appointments with teaching functions:

Regular Tenured and Tenure-Track Faculty:

Tenured/tenure-track faculty and clinical faculty are the core faculty and participate in all three missions of the school: teaching, research/scholarship, and service/practice/outreach.

The regular tenured and tenure-track faculty will have responsibility for teaching, research and practice/service in accordance with the guidelines on faculty tenure as described in the School of Nursing 7.12 statement. The following subcategories will be used:

- 9401 Professor
- 9402 Associate Professor
- 9403 Assistant Professor
- 9404 Instructor

Individuals will be hired with a tenure status of either “tenured” or “tenure track”.

Special Note: Tenured/Tenure Track faculty may be hired on 9 or 12- month appointments. Occasionally workload over the summer increases to a sustainable level, and nine month faculty members performing teaching, research, and/or service may be offered opportunities to move to a 12-month appointment. A memo from the Vice Provost for Faculty Affairs dated June 11, 2013 confirmed the approval of the Provost and the Vice President of Human Resources to allow the School of Nursing to convert a nine-month appointment to a twelve-month appointment by mutual consent of the Dean and the faculty member. If the tenured/tenure track faculty member consents, their appointment will be converted to twelve-month appointment effective the first day of the next payroll fiscal year. These changes in contract status will be considered ongoing. Any further change to the faculty member’s employment contract status may be initiated by either the School or the faculty member, and completed by mutual consent.

Special Note: The School of Nursing may have joint appointments in this category. Individuals with a joint appointment will have a primary appointment within the School of Nursing and a secondary appointment in another School, College, Center or Institute. In addition, the School of Nursing will accept joint appointments involving an individual who has a primary appointment in another department and a secondary appointment in the School of Nursing.

Term (Non-Tenure Track) Faculty

Term (non-tenure) faculty include: Clinical Faculty, Temporary Faculty, and Visiting Faculty.

Clinical Faculty:

Tenured/tenure-track faculty and clinical faculty are the core faculty and participate in all three missions of the school: teaching, research/scholarship, and service/practice/outreach.

Clinical faculty are members of the faculty who are appointed on annually renewable or multi-year contracts. The clinical faculty will be appointed under this category in accordance with the circumstances as defined by the Regent’s Policy on Faculty Tenure, Sections 3.3 and 3.4. Individuals in this category have responsibility in areas of teaching, research/scholarship and practice/service. The following subcategories will be used:

- 9401C Clinical Professor
- 9402C Clinical Associate Professor
- 9403C Clinical Assistant Professor
- 9404C Clinical Instructor

Individuals will be hired on an annually renewable contract. Once the rank of Clinical Associate Professor is achieved, the faculty member may be offered a multi (3)-year renewable contract. The School reserves the ability to also use the status of “continuous” or “continuous track” if needed in the future.

Special Note: Clinical faculty may be hired on 9 or 12-month appointments. Occasionally workload over the summer increases to a sustainable level, and nine month faculty members performing teaching, research, and/or service may be offered the opportunity to move to a 12-month appointment.. A memo from the Vice Provost for Faculty Affairs dated June 11, 2013

confirmed the approval of the Provost and the Vice President of Human Resources to allow the School of Nursing to convert a nine-month appointment to a twelve-month appointment by mutual consent of the Dean and the faculty member. If the clinical faculty member consents, their appointment will be converted to twelve-month appointment effective the first day of the next payroll fiscal year. These changes in contract status will be considered ongoing. Any further change to the faculty member's employment contract status may be initiated by either the School or the faculty member, and completed by mutual consent.

Special Note: The School of Nursing may have joint appointments in this category. Individuals with a joint appointment will have a primary appointment within the School of Nursing and a secondary appointment in another School, College, Center or Institute. In addition, the School of Nursing will accept joint appointments involving an individual who has a primary appointment in another department and a secondary appointment in the School of Nursing.

Temporary Faculty:

Appointments will be made in this category to address a short-term situation (such as a sabbatical leave or unexpected faculty departure) and will be for one year or less than one year in accordance with Sections 3.3 and 3.4 of the Regent's Policy on Faculty Tenure. Individuals hired in this category will have primary responsibility in teaching, but may also engage in research and/or practice/service. The subcategories that will be used are as follows:

- 940 Professor
- 9402 Associate Professor
- 9403 Assistant Professor
- 9404 Instructor
- 9401C Clinical Professor
- 9402 Clinical Associate Professor
- 9403C Clinical Assistant Professor
- 9404C Clinical Instructor

These appointments will be considered temporary, and will terminate at the end of the appointment period. It is important to note that the School would most generally appoint short-term hires as academic staff (Teaching Specialists, 9754) when the primary short-term need is for teaching capacity.

Visiting Faculty:

Appointments made in this category are for individuals who are on leave from their regular appointment at another university, research institution, government service, or other similar organization. These appointments will be for one year or less than one year only. The subcategories to be used are as follows:

- 9401V Visiting Professor
- 9402V Visiting Associate Professor
- 9403V Visiting Assistant Professor
- 9404V Visiting Instructor
- 9401VC Visiting Clinical Professor
- 9402VC Visiting Clinical Associate Professor

- 9403VC Visiting Clinical Assistant Professor
- 9404VC Visiting Clinical Instructor

The appointment will terminate at the end of the appointment period. The School reserves the right to utilize other non-faculty appointment classifications as necessary, in the event that a short-term scholar does not meet the criteria for a professorial rank.

Adjunct Faculty

Adjunct Faculty (Internal):

Appointments in this category are for affiliated individuals who hold regular or term faculty appointments elsewhere in the University, and have been asked to provide additional service to the School of Nursing. The title may also be used to recognize cross-disciplinary activity. The subcategories to be used are as follows:

- 9401A Adjunct Professor
- 9402A Adjunct Associate Professor
- 9403A Adjunct Assistant Professor
- 9404A Adjunct Instructor
- 9401AC Adjunct Clinical Professor
- 9402AC Adjunct Clinical Associate Professor
- 9403AC Adjunct Clinical Assistant Professor
- 9404AC Adjunct Clinical Instructor

These individuals will be appointed within the appropriate job classification. These individuals will most generally serve in unpaid capacities for the school, performing research, teaching, or practice/clinic functions. If assigned a teaching role, the Adjunct faculty member must meet appropriate degree and certification requirements to fulfill that role.

Adjunct Faculty (External):

Appointments in this category will be individuals who have a principal occupation in another college or university outside the U of MN or who are health care industry related professionals, and are affiliated with the University on a limited, part-time basis. These individuals will be appointed within the appropriate job classification. These individuals may serve in paid or unpaid capacities for the school, performing research, teaching, or practice/clinic work. If assigned a teaching role, the Adjunct faculty member must meet appropriate degree and certification requirements to fulfill that role.

The subcategories to be used are as follows:

- 9401A Adjunct Associate Professor
- 9403A Adjunct Assistant Professor
- 9404A Adjunct Instructor
- 9401AC Adjunct Clinical Professor
- 9402AC Adjunct Clinical Associate Professor
- 9403AC Adjunct Clinical Assistant Professor
- 9404AC Adjunct Clinical Instructor

These individuals will be appointed within the appropriate job classification. These individuals will most generally serve in unpaid capacities for the school, performing research, teaching, or practice/clinic work. If assigned a teaching role, the Adjunct must meet appropriate degree and certification requirements to fulfill that role.

Academic Staff:

Appointments made in this category will be for the academic year, single semester, or summer term, and will be primarily responsible for teaching, however may also perform research or practice/service functions. These appointments may be renewed. The subcategories to be used are as follows:

- 9754 Lecturer
- 9754 Teaching Specialist
- 9770 Senior Lecturer
- 9771 Senior Teaching Specialist

These appointments will generally be a single semester appointment to fill a short term teaching need. Appointments will generally be under 35% time, however may be made for an entire academic year and for a higher percentage of time, depending on the needs of the school.

Graduate Teaching Assistants:

Appointments made in this category are for individuals enrolled in a graduate or post-baccalaureate professional degree program, and will work under the direct supervision of a faculty member responsible for a course, or may be the instructor of record for the entire course. The subcategories to be used are:

- 9511 Teaching Assistant
- 9515 Graduate Instructor
- 9517 Ph.D. Candidate Graduate Instructor
- 9519 Ph.D. Candidate Teaching Assistant
- 9571 Summer Term Teaching Assistant w/o Tuition Benefit
- 9574 Summer Session Teaching Assistant w/ Tuition Benefit
- 9575 Summer Session Teaching Assistant w/o Tuition Benefit

Graduate Teaching assistants will generally be appointed for a single semester, however may be appointed for an academic year.

Appointing, Promoting, Reviewing, and Mentoring Faculty

Faculty are appointed in accordance with the Regents' Policy on Faculty Tenure: tenure track/tenured (Sections 3.1 to 3.2) and clinical faculty (Sections 3.3. and 3.4). All faculty members provide input into faculty appointments.

Tenured/Tenure Track Faculty

Tenured/tenure track faculty will be appointed, reviewed, and promoted in accordance with the guidelines set forth in the document entitled "Section 7.12 of Regulations Concerning Faculty Tenure School of Nursing". This document is the governing document related to appointment,

promotion and tenure for tenured/tenure track faculty. The School of Nursing 7.12 Statement is attached as Appendix A.

Tenure track faculty will take part in a faculty mentoring program as per the Faculty Mentoring Policy. The policy is attached to Appendix A.

Only tenured faculty members participate in the review process for promotion and tenure of tenure track faculty.

In accordance with the School of Nursing Constitution and By-laws, the tenured/tenure track faculty hold authority over research policy; curricular policy pertaining to populations to be served, program objectives, and degree requirements; and academic personnel allocation, in consultation with the Dean or Dean designate. The essential role of tenured/tenure-track faculty related to the education mission is assured by the School of Nursing Constitution and By-laws. The current Constitution and Bylaws are included in Appendix D.

Term (Non-Tenure Track) Faculty

Clinical Faculty

Both tenured and clinical faculty participate in the review process for promotion of clinical faculty. In matters of promotion, clinical faculty participate in the first level review and voting process for promotion of clinical faculty. Tenured faculty participate in the second level review and voting process for promotion of clinical faculty. A representative of the clinical faculty is present for the second level review of clinical faculty.

Clinical faculty members are appointed in accordance with the Regents' Policy on Tenure (sections 3.3 and 3.4). Clinical track faculty have responsibilities for fulfilling the tri-mission. They participate in faculty governance and service to the college and university in accordance with all bylaws and policies.

The responsibilities of academic professionals are identified in their employment agreements but generally do not involve governance and generally address work in one area of the tri-mission, with the primary function being teaching.

The responsibilities of visiting faculty are identified in their visiting faculty agreements but do not involve governance.

Adjunct faculty members who are professionals in the community serve as clinical preceptors, clinical instructors, provide occasional class presentations without compensation, or collaborate on projects. Responsibilities do not include governance.

Graduate Teaching Assistants provide support for faculty but their responsibilities do not include governance as part of their appointment. They may serve as student members of governance committees, as allowed in the School of Nursing By-laws.

The mix of tenured/tenure-track and clinical faculty is based on the need for a cadre of faculty to conduct clinical instruction for groups of 6-10 students in multiple specialty clinical areas. It is

further based on the need for clinically competent faculty in various specialty areas included in the Doctor of Nursing Practice (DNP) program. Those faculty who teach in the advanced practice tracks of the DNP program are expected to maintain national certification in their specialty area as well as practice. The mix of tenured/tenure-track and clinical faculty creates and encourages synergy between research and clinical practice activities. The number of clinical faculty needed is also based on maintaining viable School of Nursing clinical practices which provide patient care and preceptorship experiences for prelicensure and graduate students. In fall 2016, there were 43 tenured/tenure track faculty and 43 clinical faculty on the School of Nursing roster.

Occasions for appointments other than tenured/tenure track faculty (as outlined in the Regents Policy on Faculty Tenure, section 1, Subsection 3.4):

- a. the duration, the percentage of time, or both require less than service for two thirds time for the academic year;
- b. the appointment is designated a Visiting appointment because the faculty member is from another educational institution or is a qualified professional from a government or private agency on a leave of absence to accept a temporary appointment at this University;
- c. the appointment is designated a clinical appointment because the faculty member is a clinician in the community who gives service to the University part time;
- d. the appointment concerns a faculty member who principally is engaged in and primarily is supported by clinical activities or by discipline-related service. (Service" means performance within the faculty member's expertise, other than teaching and research as defined in subsection 7.11).
- e. the appointment is designated an adjunct appointment because the faculty member's primary employment is outside the University or is in another unit of the University;
- f. the appointment extends courtesy faculty rank without salary;
- g. the position is subject to the joint control of the University and another institution;
- h. the specific funding for the position is subject to the discretion of another agency;
- i. the funding for the position is for a limited time;
- j. the appointment is in a unit or program that is experimental or otherwise restricted in duration; and
- k. the person is enrolled in a University of Minnesota degree program. A regular faculty member on a probationary appointment may transfer to term status during enrollment in such a program if the faculty member and the senior academic administrator agree. This transfer suspends the running of the maximum period of probationary service, but the faculty member retains other rights of regular appointment, including annual review, the right to timely notice and a terminal appointment period as provided in section 6. 3.5 Administrators' Appointments. Academic administrators.

Appointment and promotion decisions are made in accord with University policy. Clinical faculty positions are appointed based on a recommendation from the School of Nursing Search Committee. The School of Nursing uses the criteria for scholarship, teaching, and service/practice/outreach for clinical faculty in appointing and promoting clinical faculty. Criteria for Clinical Faculty promotion are outlined in Appendix B.

Clinical faculty are expected to engage in teaching, research/scholarship, and service, as defined in section 7.11 of the Tenure Code. The percentage time devoted to each of the three missions may

deviate from those of the tenure/tenure track faculty based on the needs of the unit and the qualifications of the individual. The percentage of time devoted to each mission is specified in the initial workload letter and re-evaluated with the Cooperative Unit Chair annually.

Clinical faculty members are those who are hired on a nine-or-twelve-month annually renewable or multi-year contract. These positions may continue on a long-term basis, but are appropriate only in the circumstances set forth in the Regents' Policy on Tenure (sections 3.3 and 3.4). A terminal degree recognized by the field is required for ranks above the Instructor level.

Governing Document: Regents Policy on Faculty Tenure (particularly section 3.3 and 3.4)

Appointment Type: Specified in the individual contract, the contracts are generally annually renewable. At time of promotion a multi-year contract will be offered.

Selection Process: A national or regional search is required. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances (See "Guidelines for Recruiting and Appointing Academic Personnel" at <http://www1.umn.edu/ohr/policies/hiring/recruit-facpa/>).

Appointment Process: Recommendation of the School of Nursing Faculty Search Committee and approval by the dean or the dean's designee.

Annual performance merit review incorporates self-assessment, peer review via the Merit Review Committee (with membership representing faculty with clinical and tenured/tenure track appointments) and administrative review by the Cooperative Unit Chair.

Governance: Clinical faculty members participate in faculty governance, but do not participate in decisions regarding the appointment, promotion or tenure, or retention of members of the tenure/tenure track faculty. Clinical faculty members are eligible to participate in the University Senate.

Mentoring: Each clinical faculty member participates in the faculty mentoring plan as per the Faculty Mentoring Policy. The policy is attached to Appendix B.

Academic Staff (Teaching Specialists and Lecturers)

Academic Professionals (generally Teaching Specialists) are searched and appointed via a blanket requisition that invites applicants for these (generally) part time single semester positions. Academic Professionals may also be recommended by a faculty member who is familiar with their clinical knowledge/expertise.

Governing Documents: Regents Policy on Faculty Tenure, Administrative Policy *Recruitment and Selection of Faculty and Academic Professional and Administrative Employees* and Administrative Policy *Appointments of Academic Professional and Administrative Employees*.

Appointment Type: The initial appointment is normally a date-specific appointment for one semester or summer term, but may run for the entire academic year, and may be renewed. These are generally considered to be short-term, temporary positions with no guarantee of renewal. In

very rare circumstance an individual may be hired into a continuing Teaching Specialist or Lecturer appointment.

Selection Process: A local and/or regional/national search is conducted. See “Recruitment and Selection of Faculty and Academic Professional and Administrative Employees” at <http://policy.umn.edu/Policies/hr/Hiring/RECRUITFACPA.html>.

Appointment Process: The Associate Dean for Academic Programs interviews and recommends these individuals for appointment. This may occur in consultation with the appropriate Cooperative Unit Chair, Program Director, Specialty Coordinator, and/or Course Coordinator. The academic professional earns standard fringe benefits if eligibility requirements are met.

Performance review: Individuals on single semester or academic year short term appointments are not subject to this process. Individuals hired on a continuing appointment would participate in the annual merit review process.

Governance: Individuals holding academic professional appointments with responsibilities primarily for instruction may have input into decisions in their units relating to the policies, courses and programs in which they are involved. They do not participate in the decisions regarding the appointment, promotion, tenure, or retention of faculty.

Special Note: Persons are appointed to these positions primarily to provide instruction. They are not normally expected to fulfill the other missions of the University. Individuals in these categories may not teach classes at the 8000 level without special approval of the PhD Council, granted on an individual basis.

Minimum criteria for teaching specialists and lecturers are listed in Appendix C. In addition, the School of Nursing uses the following descriptions of responsibilities in appointing and evaluating the performance of individuals to the various categories. Responsibilities within each of the three missions are weighted by the percentage of time specified in the employment contract.

Clinical Faculty Supplemental Plan

Background

Schools of Nursing are facing several transitions that require flexibility and creativity in how faculty are recruited, retained, and supported. Nursing shortages, impending retirement of nurse educators, and complex clinical environments are requiring schools of nursing to explore new ways of supporting faculty and educating future nurses. Society as a whole and the contemporary health care environment specifically demand clinically competent, scholarly educators who will contribute to the profession through scholarship, education, and service. In Minnesota, and nearly every other state, advanced practice nurses including Nurse Midwives, Nurse Practitioners, Clinical Nurse Specialists, and Nurse Anesthetists must be certified by an accredited credentialing agency in order to be licensed to practice. In order for graduates to be eligible to sit for these exams, certifying bodies require that faculty teaching and providing clinical supervision be certified in the same specialty. Certification requirements include a substantial number of clinical practice hours per year in order to obtain and maintain certification. Clinical faculty who focus on clinical practice and teaching are able to meet this criteria. Tenure/Tenure track faculty whose emphasis is on developing and maintaining programs of research are challenged to meet both research and clinical practice

benchmarks simultaneously. Thus, certified Clinical faculty who educate and prepare advanced practice nurses a vital component of the School of Nursing teaching and service missions.

The appointment to the clinical faculty recognizes the considerable contributions of those faculty members whose primary responsibilities are in education, practice, and scholarship which supports *translational science*. The requisite scholarship in this appointment process provides opportunities for professional growth and advancement and clarifies retention and promotion criteria.

Clinical faculty practice is broadly defined and may be, but is not limited to the areas of direct care, leadership, consultation, education, and research. Clinical faculty practice is evidence-based, interdisciplinary, communicates caring, and is responsible and accountable to individual patients, populations, and organizations.

The clinical faculty members teach across the curriculum, although primarily in clinical courses in the Bachelor of Science in Nursing (BSN), Master's in Nursing (MN), and Doctor of Nursing Practice (DNP) programs of study, serve as Specialty Coordinators for the various clinical specialty areas of study, and engage in faculty practice throughout the Twin Cities and potentially Rochester and other system campus areas. These faculty members are expected to engage in governance, scholarship and service. The integrity of the tenured faculty is maintained through the School's by-laws, stating which functions are directed by the tenured faculty.

In the School of Nursing the number of FTE clinical faculty positions plus the number of FTE academic professional positions with primary responsibility for teaching typically exceeds 25% of the FTE tenured and tenure-track faculty. As noted above, appointments to these class titles are for educators who have expertise in a specialized area of clinical nursing education and patient care and provide clinical instruction to undergraduate and/or graduate students in a variety of settings including clinics, communities, hospitals, laboratories, and classrooms. Overall responsibility for course development and direction is retained by the tenured/tenure track faculty. While individuals appointed to this title series will be recognized primarily for their expert clinical instruction, clinical competence and knowledge of developments in their area of specialization, service contribution, and participation in scholarly activities is also an expectation and a responsibility. The degree of involvement in these three areas of teaching, service and scholarship, will vary according to the demands of each appointment.

The number of clinical faculty has grown over the past 5 years to accommodate the growth of the DNP program requiring clinical expertise in a variety of specialty areas, as well as the growth in faculty practice opportunities. These individuals are considered core faculty, involved in supporting the mission and vision of the School. The number of clinical faculty will generally not exceed 50% of the total faculty FTE where total faculty equals the sum of the tenured/tenure track faculty plus the clinical faculty.

In summary over the next 4-5 years, the School of Nursing anticipates the need to appoint many tenure track faculty (taking into account both anticipated retirements and projected growth), more clinical faculty (taking into account both anticipated retirements and projected growth), additional adjunct faculty, additional visiting faculty, and use contracted part time teaching specialists to maintain the value of clinical expertise required for teaching our courses.

The exact number in each category is likely to vary from year to year depending on how many faculty are hired, how many Teaching Specialists are needed to fill vacant clinical slots, actual growth in enrollment, and on the number and size of extramural grants received. In additions, the numbers appointed to tenure/tenure track vs. clinical track could vary, depending on the career goals, preparation, and experience of faculty applicants.

Drafted by School of Nursing Executive Committee, 5/1/01 Revised/approved by School of Nursing FEC, 8/2/01 Revised/approved by School of Nursing Faculty Assembly, 10/12/01 Approved, Sr. VP Health Sciences, 1/9/02

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Approved 2012

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Submitted to Provost 01/06/17

Approved

DRAFT

Appendix A

Faculty Tenure Section 7.12 School of Nursing

Approved by School of Nursing Faculty: September 23, 2015 (Regular Faculty)

Feedback Received by Provost Office, December 2015; Revised January 2016

Approved by School of Nursing: February 22, 2016 (Regular Faculty)

Approved by Executive Vice President and Provost: March 21, 2016

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Faculty Tenure Section 7.12

School of Nursing

1.0. Introduction

This document describes the indices and criteria to be used to evaluate candidates for appointment, continuation, promotion, and tenure for the regular faculty of the School of Nursing, as specified in subsection 7.11 (General Criteria) and subsection 9.2 (Criteria for Promotion to Professor) of the Regents' Policy on *Faculty Tenure*. In accord with Section 7a (Review of Faculty Performance), it also describes post-tenure goals and performance expectations and procedures for annual review. The Appendix lists procedures assuring School of Nursing compliance with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-track and Tenured Faculty* of the Regents' Policy on *Faculty Tenure*. The Regents' Policy on *Faculty Tenure* and the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-track and Tenured Faculty* provide a complete overview of the promotion and tenure process at the University of Minnesota.

All tenured faculty members are expected to participate fully in tenure and promotion reviews, including reviews of probationary and clinical faculty. Full participation includes reading dossiers, participating in the review session (unless compelling circumstances prevent participation), and voting.

2.0 Mission and Vision

The mission of the School of Nursing is to generate knowledge and prepare nurse leaders who will create, lead, and participate in holistic efforts to improve the health of all people within the context of their environments. The School of Nursing envisions a world where nurses lead collaborative efforts to attain optimal health for all people.

3.0 Criteria for Appointment, Tenure and Promotion

3.1. Regents Policy: *Faculty Tenure*

3.1.1. General Criteria for Tenure (Section 7.11). 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 [FN2]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN4]. 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.

[FN 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.

[FN 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.

[FN 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.

3.1.2. Promotion to Professor (Section 9.2). 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 [FN 7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN 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. [FN 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. [FN 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 subsection 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (subsection 7.5), and the review of recommendations (subsection 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 subsection 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

3.2. School of Nursing Criteria

Criteria for appointment, tenure and promotion for each rank in the domains of research, teaching, and service are listed in Tables 1-3, respectively. As per University of Minnesota guidelines, a formal vote of the regular faculty is not required for appointment of a new faculty person to the tenure track. Candidates for tenure and/or promotion are expected to fulfill criteria shown for each of the research, teaching, and service domains. Interdisciplinary collaboration and public engagement are incorporated into the criteria. In each domain, exemplars for each criterion constitute suggested types of evidence that candidates may use to demonstrate records of accomplishment distinguished by conspicuous excellence in quality, productivity, visibility, and continued promise.

4.0. Annual Appraisals of Probationary Faculty

Probationary faculty members are reviewed every academic year by the tenured faculty as a whole, using the criteria shown in Tables 1-3. These annual reviews are informed by feedback and recommendations candidates received from prior years that have been documented on UM Form 12. (An academic year is defined in Section 5.3 of the Regents’ Policy on *Faculty Tenure*.) The review is based on the General Criteria for Tenure (Section 7.11), the School of Nursing criteria listed in Tables 1-3 in accord with Section 7.12 (Departmental Statement), and documentation submitted by the faculty member under review. Materials reviewed include annual summary statements of accomplishments in research, teaching, and service and a statement that synthesizes work across the missions; effort allotted to each mission; goals, including response to the prior year’s evaluation; lists of specific accomplishments in each area; and current curriculum vitae (CV). In accord with School of Nursing By Laws, the annual appraisal process for probationary faculty is coordinated by the Faculty Appointment, Promotion, and Tenure Evaluation Committee and completed by the tenured faculty as a whole. Co-operative Unit chairs complete UM Form 12 and discuss the review with candidates. The summary is signed by the candidate, the co-operative unit chair, and the Dean of the School of Nursing, who forwards it to the Executive Vice President and Provost.

Procedures for annual appraisals of probationary faculty and formats for submitting documentation and evidence are outlined and detailed in the Appendix.

5.0 Conferral of Indefinite Tenure

5.1 Criteria

Faculty members are expected to demonstrate integration of the three missions: research, education and service, which may include practice. The criteria for tenure for these three areas are the same as those for promotion to associate professor, presented in Tables 1-3.

5.2 Extension of Probationary Period

Under conditions described in Section 5.5 of the Regents' Policy: *Faculty Tenure*, the maximum period of probationary service may be extended by one year at the notification or request of a probationary faculty member. These conditions include the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member (requires notification only); or when the faculty member is a major caregiver for a family member who has an extended serious illness, injury, or debilitating condition; or when the faculty member has an extended serious illness, injury, or debilitating condition (requires approval of request).

5.3 Tenure at Appointment

The Dean must have the vote of tenured faculty prior to offering a prospective faculty member an appointment with tenure. The applicant must provide the following documents to the search committee, who must make them available to the tenured faculty as the basis for their evaluation: (a) five letters of recommendation, comparable to external reviews obtained for internal candidates for tenure, that include an evaluation of the applicant's accomplishments with respect to General Criteria (Section 7.11) and School of Nursing criteria (Tables 1-3) for tenure; evidence of teaching ability (e.g., peer or student evaluations); (c) CV that includes documentation of research advisement/mentorship and peer-reviewed articles; (d) a synthesizing statement linking research, teaching, and service; and (e) a statement of the prospective faculty member's vision for nursing and how their work will contribute to it. For items (d) and (e), the applicant's cover letter will suffice if the items are adequately addressed. The regular faculty meet to discuss the case and vote as follows: (a) the entire regular faculty first vote on the motion to hire; (b) the entire tenured faculty then vote on the motion for tenure at appointment; and (c) lastly, the full professors vote on the motion for appointment at full professor rank. Results of the votes and a summary of the discussions are forwarded to the Dean. The vote and summary are to be appended to the appointment document. Specific procedures for tenured hires are provided in the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

6.0 Post-tenure Review

6.1 Purpose of Post-Tenure Review

A lively climate of engaged scholarship is essential to advancement of the scholarly interests and the tripartite mission of the School of Nursing and the University. Tenured faculty are leaders in this efforts by virtue of authority delegated to them within the University and arising from their accomplishments and experience as seasoned academicians. The purpose of Post-Tenure Review is to affirm each tenured faculty member's continued engagement; or, when performance falls substantially short of minimal expectation, to create and implement a performance improvement plan.

6.2 Minimum Performance Expectations

School of Nursing post-tenure performance expectations reflect criteria for promotion to ranks of Associate or Full Professor (Tables 1-3). During the post-tenure period, the relative emphasis on the three missions of research, teaching, and service may vary from person to person and year to year. All tenured faculty members are expected to contribute to the service mission of the School of Nursing and the University. The minimum performance expectations are evaluated and include individual goals that a tenured faculty member may establish as a personal work plan. Additional accomplishments in any given year may reflect active research and/or teaching, as described below. Failure to submit annual review documents by the published deadline is a general failure to meet minimum performance expectations because no data relevant to the assessment are available.

6.2.1 Service. Participation in governance and service is expected.

6.2.2 Research. Active researchers contribute to the knowledge of the discipline of nursing. Active researchers are those who articulate the nature of their research and who show evidence of accomplishment over the course of a 3-year period that includes *at least one* of the Exemplars for research at rank shown in Table 1.

6.2.3 Teaching. Effective teachers disseminate knowledge to students and are respected mentors who guide advisees to advancement in their educational and professional careers. Adequate discharge of educational responsibilities includes teaching assigned courses and receiving satisfactory evaluations, and being available to students and advisees.

6.3 Process

The post-tenure review is conducted as part of the annual merit review process. The merit assessment documents completed by tenured faculty are submitted from the Dean's Office to the Faculty Appointment, Promotion, Tenure and Evaluation Committee (FAPTEC). The FAPTEC conducts the annual assessment of tenured faculty activity with respect to School of Nursing goals and expectations listed in sections 6.2.1, 6.2.2, and 6.2.3, above, using the procedure outlined in the Appendix.

7.0. Schedule of Revision

The Faculty Appointment, Promotion, Tenure and Evaluation Committee (FAPTEC) shall conduct a systematic review of the 7.12 statement at least every three years. Requests for additional reviews of the 7.12 statement may be sent to the FAPTEC by faculty members with regular appointments or by the Dean. The FAPTEC will propose any necessary revisions. These revisions will then be made available to the regular faculty, which will conduct a vote on the acceptability of the changes. If no changes are required, that fact will be reported to the regular faculty. Revisions approved by the regular faculty are then forwarded to the Dean and the Executive Vice President and Provost for their consideration. The dates of approvals of changes shall become part of the School of Nursing 7.12 Statement.

Table 1
Criteria and Exemplars for Research

Assistant Professor	Associate Professor	Professor
Criterion: <i>Shows evidence of competence in research</i>	Criterion: <i>Pursues a focused program of research</i>	Criterion: <i>Increases depth and/or breadth of focused, sustained and creative program of research</i>
Exemplars	Exemplars	Exemplars
<ul style="list-style-type: none"> • Clearly articulated area of research and scholarship. • Beginning establishment of trajectory of research productivity. • Substantive contribution to a research grant. • Post-doctoral fellowship. • Interdisciplinary or collaborative research or other scholarly initiatives. 	<ul style="list-style-type: none"> • PI on an internally or an externally funded research grant award. • Co-I on an internally or an externally funded research grant award. • Co-I or consultant on School of Nursing and/or U of M collaborative, interdisciplinary or community-based research/scholarship project. 	<ul style="list-style-type: none"> • Sustained record of extramural grants awards as PI, Co-PI, or Co-I of increasing depth and breadth. • PI or Co-PI on an NIH R01 award or similar extramural grant award demonstrating independence as a researcher. • Sustained creativity and sophistication in focused area of scholarship. • Leadership in interdisciplinary or collaborative research or scholarly activities in AHC or university. • Sustained record of grants from a variety of funding sources (e.g., federal, foundation, corporate).
Criterion: Defines an area of scholarship	Criterion: Merits regional and national recognition as a scholar	Criterion: Has national/or international recognition as a scholar
Exemplars	Exemplars	Exemplars
<ul style="list-style-type: none"> • Clearly articulates direction of research program and how it is significant to nursing knowledge development and practice. • A defined plan for research and funding. 	<ul style="list-style-type: none"> • Positive external evaluations of program of scholarship. • Increasing competence, creativity, and sophistication in focused area of scholarship. • Local/regional or national research consultation. • Local, state, or regional award for research or scholarship. • Invitations to speak in area of expertise at regional or national programs. 	<ul style="list-style-type: none"> • Positive external evaluations of research program and scholarship. • Member of editorial board or national scientific review panel. • Member of national/international scientific advisory committee, consensus group or expert panel. • Member/fellow of prestigious professional society. • National/international research consultant. • International award for research or scholarship.

Criterion: <i>Publishes scholarly products</i>	Criterion: <i>Established record of scholarly publications</i>	Criterion: <i>Sustained, substantive record of scholarly publications</i>
Exemplars	Exemplars	Exemplars
<ul style="list-style-type: none"> • Papers published/in press in peer-reviewed journals. • Data-based papers published/impress in peer-reviewed journals. • Published dissertation findings. 	<ul style="list-style-type: none"> • Publication record includes articles in prestigious, peer-reviewed journals that are recognized as authoritative, scientifically rigorous and influence health care and/or the discipline of nursing. • Expanded record of publications with a preponderance of data-based, peer-reviewed papers. • A substantial number of peer-reviewed articles must be first and/or solo authored • Publication record includes books, book chapters, review papers and monographs. 	<ul style="list-style-type: none"> • A substantial publication record that includes articles in prestigious, peer-reviewed journals that are recognized as authoritative, scientifically rigorous and influence health care and/or the discipline of nursing. • Publication record includes a majority of data-based, peer-reviewed publications. • Sustained record of students co-authoring publications. • Publications include editorials and other influential scholarly commentary. • Serves as editor or guest editor for prestigious, peer-reviewed research journals or textbooks that are recognized as exerting a major influence on health care and/or the discipline of nursing. • Serves as guest reviewer of international grants and scholarship. • Serves as expert guest reviewer of article in prestigious journal when not on editorial board.
Criterion: <i>Successfully disseminate research and/or scholarly knowledge</i>	Criterion: <i>Established record of successful dissemination of research and scholarly knowledge</i>	Criterion: <i>Sustained record of disseminating research and scholarly knowledge</i>
Exemplars	Exemplars	Exemplars
<ul style="list-style-type: none"> • Local, regional and/or national presentations. 	<ul style="list-style-type: none"> • Competes successfully to present scholarly work at national and/or international conferences. • Presents research at regional research conferences. • Invited or keynote speaker at regional research conferences. 	<ul style="list-style-type: none"> • Sustained record of competing successfully to present scholarly work at national and/or international conferences. • Competes successfully to present research at international conferences. • Multi-Media presentations (e.g., video, web-based).

		<ul style="list-style-type: none"> • Research dissemination awards • Invited or keynote speaker at national and international research conferences.
	<p>Criterion: <i>Contributes to the research climate of the School of Nursing</i></p>	<p>Criterion: <i>Research mentorship of students and assistant/associate professors</i></p>
Exemplars	Exemplars	Exemplars
	<ul style="list-style-type: none"> • Record of advising and participating on graduate student committees. • Involves students in program of research or scholarship. • Has student co-authors or co-presenters at regional or national research conferences. • Successfully mentors students in research. 	<ul style="list-style-type: none"> • Sustained record of: <ul style="list-style-type: none"> • -advising graduate students and participating serving on DNP and PhD committees • -research mentorship of students and post doctoral fellows • - involving students, graduates, and/or postdoctoral fellows in research • -student co-authors • -students presenting or co-presenting research at local, regional, national, or international conferences. • -research mentorship of junior faculty colleagues • Students and postdoctoral fellows receive research awards, grants, fellowships, or publication awards.

Table 2
Criteria and Exemplars for Teaching

Assistant Professor	Associate Professor	Professor
<p>Criterion: <i>Demonstrates an in-depth knowledge of defined content area or specialty practice area</i></p>	<p>Criterion: <i>Recognition in defined content area or specialty practice area</i></p>	<p>Criterion: <i>National or international recognition in defined content area or specialty practice area</i></p>
Exemplars	Exemplars	Exemplars

<ul style="list-style-type: none"> • Experience in teaching or presenting at local, regional or national venues in content/specialty area. • Practice experience in content/specialty area. • Certification in content/specialty area. 	<ul style="list-style-type: none"> • Teaches courses, classes, and/or provides teaching consultations related to defined content area or specialty practice area. • Certification in content/specialty area. • Publishes education focused manuscripts, textbooks, book chapters, case studies or other learning aides. 	<ul style="list-style-type: none"> • Publishes in education/teaching or practice related journals that are refereed and in journals of distinction. • Provides invited presentations or consultations.
Criterion: <i>Experience as a skilled teacher</i>	Criterion: <i>Expertise as a teacher</i>	Criterion: <i>Recognized as a master teacher</i>
Exemplars	Exemplars	Exemplars
<ul style="list-style-type: none"> • Provides evidence of positive evaluations from teaching/presentations. • Provides letters of reference regarding teaching ability. • Provides examples of teaching materials. • Teaches as a guest lecturer at college level. 	<ul style="list-style-type: none"> • Demonstrates a pattern of positive student relationships and evaluations. • Demonstrates a pattern of positive peer evaluations. • Integrates own research and that of the field into their teaching. • Receives a School of Nursing or local teaching award strategies. • Effectively teaches students in more than one program. 	<ul style="list-style-type: none"> • Pattern of innovative and creative teaching strategies. • Receives a university or external teaching award. • Demonstrates that own teaching models/perspectives are adopted at regional or national levels.
Criterion: <i>Demonstrates a clear philosophical vision of nursing and nursing education</i>	Criterion: <i>Demonstrates leadership in the education mission of the School of Nursing</i>	Criterion: <i>Demonstrates broad educational leadership</i>
Exemplars	Exemplars	Exemplars
<ul style="list-style-type: none"> • Articulates a philosophy of teaching. 	<ul style="list-style-type: none"> • Organizes, teaches, and evaluates one or more courses. • Effectively contributes toward the revision, development, implementation, and evaluation of a course and/or curriculum. • Actively participates in deliberations and implementation of the education mission of the School of Nursing. • Successfully develops or significantly revises, implements, and evaluates a 	<ul style="list-style-type: none"> • Mentors faculty at assistant or associate level. • Assumes a leadership role in advancing the education mission for the School of Nursing. • Integrates scholarship/research into teaching. • Assumes a leadership role related to education on professional and/or university groups. • education in the AHC or university. • Serves as PI, Co-I or

	<p>course.</p> <ul style="list-style-type: none"> • Effectively coordinates an undergraduate or graduate course. • Effectively coordinates an area of study. • Serves as PI or Co-I of an intramural or extramural education (training) grant. • Advances interdisciplinary education in the School of Nursing. 	<p>investigator of an intramural or extramural education or training grant.</p>
<p>Criterion: <i>Showing advising potential</i></p>	<p>Criterion: <i>Demonstrates advising effectiveness</i></p>	<p>Criterion: <i>Demonstrates leadership in advising & mentoring</i></p>
<ul style="list-style-type: none"> • Experience mentoring nurses. • Experience advising students. 	<ul style="list-style-type: none"> • Advises UROPs or capstone projects Teaches research practicum. • Serves as academic advisor • Serves as advisor to student organizations. • Advises or co-advises PhD dissertation research. 	<ul style="list-style-type: none"> • Advises PhD dissertation research. • Serves as academic advisor for PhD students or post-doctoral fellows. • Submits letters from advisees/mentees documenting positive influence. • Serves as advisor/sponsor for pre-doctoral or post-doctoral training awards. • Serves as project director or collaborator for pre or postdoctoral training.

Table 3
Criteria and Exemplars for Service

Assistant Professor	Associate Professor	Professor
Criterion: <i>Participates in professional service</i>	Criterion: <i>Effective service in School of Nursing and professional societies</i>	Criterion: <i>Effective service leadership in national and international societies</i>
Exemplars	Exemplars	Exemplars
<ul style="list-style-type: none"> • Experience in teaching or presenting at local, regional or national venues in content/specialty area. • Practice experience in content/specialty area. • Certification in content/specialty area. 	<ul style="list-style-type: none"> • Participates in scholarly societies (e.g. specialty organization, regional or national research organization, etc.). • Integrates service with research and/or education mission activities. • Serves as abstract reviewer. • Committee member or officer in local, state, or regional professional organizations. • Participates in scholarly and policy advisory groups. • Provides practice consultation. • Testifies before government and regulatory bodies. 	<ul style="list-style-type: none"> • Serves on Academic Health Center committees and/or task forces. • Serves on university-wide committees and/or task forces. • Serves in a leadership position in national or international professional organization. • Provides leadership in scholarly societies, scholarly and/or policy advisory groups.
Criterion: <i>Participates in community service</i>	Criterion: <i>Provides community service activities</i>	Criterion: <i>Leadership in community service activities</i>
Exemplars	Exemplars	Exemplars
	<ul style="list-style-type: none"> • Provides community with knowledge and skills related to scholarly expertise. • Engages in faculty practice Develops practice models. Participates in advisory groups • Works with Minnesota Extension Service, AHEC or other outreach groups. 	<p>Holds leadership positions in local, state, regional, or national community and official advisory groups.</p>

APPENDIX A: Procedures for Review and Evaluation of Regular Faculty

A.1.0 Guidance

A.1.1. Probationary Faculty

A.1.1.1. Mentoring Policy. A mentoring policy is in place to support a proactive approach for assisting probationary faculty to be successful in progressing toward tenure. The faculty member is responsible for preparing a career development plan within 6 months of employment. The career development plan includes a 5-year Research/Scholarship Plan and a Teaching/Service Plan. The Service Plan may include nursing practice. The goal of the plans is to ensure alignment of the career goals of the faculty member with promotion and tenure criteria and the mission of the School of Nursing in the context of the University. These plans will be reviewed and revised as needed in consultation with a mentoring team at least once a year. A complete copy of the policy is included in the Tenure and Promotion Handbook.

A.1.1.2. Tenure and Promotion Handbook. The Dean with consultation of the Faculty Appointment, Promotion, Tenure and Evaluation Committee will prepare a Tenure and Promotion Handbook including: (a) timelines and deadlines for all aspects of the tenure and promotion process; (b) copies of each 7.12 version in use during the year, with versions clearly labeled; and (c) specified CV format. The Handbook is updated annually and includes information about specific documentation required for Tenure and Promotion.

A.1.2 Associate Professors

A.1.2.1 Expectation for Promotion. The long-range goal is that associate professors will achieve the rank of full professor in a timely manner.

A.1.2.2 Information Sessions. Members of the School of Nursing Faculty Appointment, Promotion, Tenure and Evaluation Committee (FAPTEC) who are full professors conduct annual information sessions about criteria and process for promotion of tenured associate professors to full professor rank.

A.1.2.3 Periodic Review. The progress of all associate professors toward promotion to Professor shall be formally reviewed every four years. Associate professors provide the following documents/information to the chair of the FAPTEC (deadline April 1):

- a. Current CV;
- b. One-page Quadrennial Statement with a projected timeline and plan of activities for achieving promotion;
- c. Name of one full professor to serve on their quadrennial review committee;
- d. Name of a desired FAPTEC professor to serve on quadrennial review committee.

A Quadrennial Committee (including the associate professor who is being reviewed, the full professor named by the associate professor, and a full professor who is also a member of FAPTEC) meets to review progress/discuss recommendations (deadline April 15th). The one-page Quadrennial Statement (amended if needed) is signed by all members of the Quadrennial Committee and returned to the chair of the FAPTEC (deadline April 19th).

The full professors meet annually to review the progress of all reviewed associate professors toward promotion (April meeting). After progress is reviewed by the full professors, the Quadrennial Statement and the unit appraisal summary form (UM 13: Promotional Review of Tenured Associate Professors) are forwarded to the cooperative unit chair, who discusses the Statement and review with the associate professor being reviewed (deadline May 15). In instances when the cooperative unit chair has not participated in the full professors' review session, the FAPTEC chair will meet with the associate professor following the full professors' meeting to discuss the review with the individual being reviewed. The Quadrennial Statement and the unit appraisal summary form (UM 13: Promotional Review of Tenured Associate Professors) are signed and dated by the cooperative chair and the associate professor to document the review. Copies of the completed forms are provided to the faculty member and filed in the faculty member's file in the cooperative office; the original forms are sent to the Dean's Office. The Dean's Office sends a copy of the completed forms to the University Vice President & Provost's Office. The date of the review is entered into the Faculty Data Base to create a retrievable record of individual and School-wide compliance with the procedure

Two important notes regarding the Quadrennial Review: (a) this review is oriented toward supportive guidance and counseling about promotion; and (b) there is no penalty for failing to move toward or achieve promotion according to the projected timeline; in particular, not being promoted to rank of professor will not in itself result in special post-tenure review of a tenured associate professor (Tenure Code, Section 9.2 [FN7]).

A.1.2.4 Decision to Conduct a Review. Associate professors may request a meeting with full professors to discuss promotion readiness in the spring semester of the academic year. A quorum of full professors is needed for this meeting. When an associate professor desires to seek promotion to full professor rank (self-nominates) or is nominated for promotion, the FAPTEC members at full professor rank are notified and provided with (a) a current CV, (b) a formal synthesizing statement from the potential candidate summarizing accomplishments as related to achievement of criteria for the rank of full professor and linking her/his accomplishments in the areas of research, teaching and service, and (c) a nominator's statement (if relevant). Consistent with University of Minnesota *Procedures*, a quorum of full professors meets in closed session to determine whether the review will be held, using regular voting rules as provided in Section A4.2, below. The FAPTEC Chair informs the Dean of the decision and rationale, and the Dean informs the potential candidate of the decision to conduct the review. The decision may be appealed to the Dean or Provost if the nominee perceives the process was unjust.

A.2.0 Annual Review of Probationary Faculty

A.2.1. Basis of Review

The criteria set forth in the Tables 1-3 are used by the tenured faculty and administrators in evaluating the annual progress of a candidate and are consistent with the Regents' Policy on Faculty *Tenure* and the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

A.2.1.2. Information Sessions. Members of the School of Nursing FAPTEC who are associate and/or full professors conduct annual information sessions about criteria and process for promotion and tenure of probationary faculty.

A.2.2 Materials Reviewed

In each annual review in years 1-5, probationary faculty submit a dossier that includes (a) an overall synthesizing statement; (b) additional synthesizing statements in the areas of research, teaching, and service; (c) evidence of teaching ability (e.g., summary of student evaluations); (d) and explanation of effort in the year being reviewed; and (e) a current curriculum vitae. These materials shall be submitted for each annual continuation review and the cumulative review for tenure and promotion to associate professor.

A.2.3 Review Process

Beginning with the first year of the probationary period, the Dean's Office will compile the candidate's file on a yearly basis (an academic year is defined in the Regents' Policy on *Faculty Tenure*).

Each year the Dean's Office will inform the candidate of the schedule for annual review. The candidate will submit the items described in the procedures for annual probationary review documenting activities and progress towards tenure and promotion during the year under review. The Dean/designee will assemble the file and make it available for tenured faculty to review.

A meeting is set for review of probationary faculty by tenured faculty. Typically, votes for continuation are taken beginning in the third year. Secure electronic ballots are used. In the decision year, votes are taken using secure electronic ballots on a recommendation for tenure and for promotion. Probationary faculty members are reviewed each year, even during the first and second probationary years.

For the faculty review session (annual and decision year), one member of the Faculty Appointment, Promotion, Tenure and Evaluation Committee is assigned to be thoroughly prepared to present a preliminary summary of file contents to the Tenured Faculty and, during the review, point out aspects of the candidate's performance not otherwise noted in the faculty discussion. The Faculty Appointment, Promotion, Tenure and Evaluation Committee member writes a summary of the candidate's review session that includes recommendations of the faculty. Results of the vote taken during the probationary period and during the decision year are included in the summary. The summary will be reviewed by tenured faculty and revised, if necessary, and approved by the Faculty Appointment, Promotion, Tenure and Evaluation Committee.

A.2.4 U M Form 12

The annual review of probationary faculty will be recorded on UM Form 12 and reflects the faculty member's performance relative to the 7.12 statement. A record of the vote will be included on the Form 12. If a faculty member has been approved to extend his or her probationary period, consistent with Section 5.5 of the Regents' Policy on *Faculty Tenure*, this must be noted on the Form 12. The Cooperative unit chair will meet annually with each probationary faculty member to review and sign the completed UM Form 12. The form is forwarded to the dean for review, comment, and signoff. The Form 12 is forwarded to the Executive Vice President and Provost for review, comment, and signoff. The signed UM Form 12 will be kept in the probationary faculty member's tenure file and becomes a part of the dossier.

A.3.0 Promotion and Tenure Reviews

Procedural information in this section applies to reviews for (a) promotion from assistant professor to associate professor with tenure; (b) tenure with or without promotion to professor, for associate professors appointed without tenure; and (c) promotion from associate professor with tenure to professor.

A.3.1. Promotion and Tenure

Promotion to the rank of associate professor is based upon professional distinction in research and demonstrated effectiveness in teaching and advising students, and, where relevant, in discipline-related service. The criteria for tenure are those for promotion to associate professor. Promotion to the rank of professor requires, in addition, a national or international scholarly reputation in the individual's field of study.

The candidate for promotion to a higher level must meet all the criteria of that level and of those at lower ranks.

A.3.2 Definitions

Candidates include: (1) probationary faculty members eligible for indefinite tenure and promotion to the next rank; (2) probationary faculty members eligible to receive tenure in rank; and (3) faculty members with tenure eligible for promotion in rank. In these Procedures, "unit" means the academic unit that makes the initial recommendation on tenure and promotion. In the School of Nursing the unit is the School.

A.3.3 Period under Review

The review period is the time since appointment to the University of Minnesota or the time since last review (either for promotion and tenure; or for tenure, if tenure review was separate from appointment as associate professor) at the University of Minnesota.

A.3.4 External Reviewers

Letters are solicited from external reviewers who are distinguished faculty at or above the rank sought. Occasionally, highly regarded non-academics may serve as reviewers. These persons are expected to provide an impartial evaluation of the candidate's qualifications and accomplishments, using criteria set forth in the 7.12 statement. Typically, letters from six to eight external reviewers are included in the file.

During spring semester prior to the review year, faculty members who are seeking tenure and/or promotion submit to the Faculty Appointment, Promotion, Tenure and Evaluation Committee a roster of about 10-12 potential external reviewers from peer institutions (names, credentials and contact information). The probationary faculty should not contact the potential external reviewers in advance; the contact and request is made by the Dean's Office. Materials to be sent to the external reviews include (a) letter from the Dean requesting the review; (b) copy of the criteria for ranks from the School of Nursing 7.12 Statement; (c) 1-2-page synthesizing statement from the candidate describing the focus of research/scholarship and written in the third person; (d) current CV; and (e) maximum of five journal articles and/or submitted manuscripts. The candidate shall prepare a cover sheet and table of contents for the packet. Referees must be informed that their evaluations will not be held confidential, since state law permits the candidate to inspect them.

A.3.5 The Dossier

A.3.5.1 Preparation. The Dean has the responsibility for seeing that a dossier is prepared for each candidate, containing relevant information on teaching, research, and service, and on other factors relevant to the decision, including outside evaluations of the candidate's contributions to scholarship. For tenure and promotion decisions, the Dean shall seek appraisals from persons suggested by the candidate that have been reviewed and approved by the FAPTEC, and also request from other recognized scholars in the field or related fields. Form 12s must be included for probationary faculty.

A.3.5.2 Contents. Candidates are responsible for providing information about their accomplishments as detailed in the following paragraphs.

A.3.5.3 Promotion of Probationary Faculty. Information submitted by probationary faculty for a promotion and/or tenure review are similar to those submitted for annual probationary reviews.

Differences are as follows: (a) the synthesizing statement (1-2 pages) should be comprehensive in succinctly addressing key points of the entire probationary period and not just the review year; (b) the summaries of research, teaching and service should address key points of the entire probationary period and not just the review year; (c) a cumulative explanation of effort is not needed; and (d) the dossier should include external letters as described in Appendix Section A.3.4. In addition to letters from external reviewers, letters from University of Minnesota faculty colleagues whose appointments are outside of the School of Nursing may be included in the dossier.

A.3.5.4 Promotion to Full Professor. Candidates seeking promotion to full professor submit: (a) a CV that includes documentation of research advisement/mentorship and peer-reviewed articles; (b) a 3-5 page summary of accomplishments (as related to criteria for full professor) in a synthesizing statement linking research, teaching, and service; (c) evidence of teaching ability (e.g., summary of student evaluations); (d) external review letters as described in Appendix Section A.3.4. In addition to letters from external reviewers, letters from University of Minnesota faculty colleagues whose appointments are outside of the School of Nursing may be included in the dossier.

A.3.6 Review by Tenured Faculty

Tenured faculty review the files of candidates and then meets in closed session for discussion and votes on motions for tenure and/or promotion. All tenured faculty vote on motions for tenure and/or promotion to associate professor. Only professors discuss and vote on motions for promotion to full professor.

A.3.7 Review by Dean

Serving in the capacity of the initial academic administrator, the cooperative chair with tenure (or Dean's designee otherwise) prepares a statement of agreement or disagreement with the recommendation of the tenured faculty, including the reasons for any disagreement. The Dean reviews both the Tenured Faculty discussion summary and vote and the recommendation of the Cooperative Unit chair. The dean may also consult with other persons before making decisions but each such consultation or review shall be recorded in the candidate's file.

The Dean informs the candidate of the tenured faculty's recommendation and of the Dean's own recommendation. The department head also gives the candidate a copy of the final report if the candidate requests it. The Dean will inform FAPTEC of recommendations. The FAPTEC Chair will convey the recommendations to the tenured faculty.

A.3.8 Candidate Response

The candidate has the right to submit a supplementary statement. Copies of the statement must be distributed to the tenured faculty.

A.3.9. Dossier

The candidate's final file is compiled according to guidelines and procedures from the Office of the Vice President for Academic Affairs and Provost for second level review by the All- University Tenure and Promotion Committee.

A.3.10. Second Level Review

The dossier is forwarded to the Vice-President for Academic Affairs and Provost for handling during the second level review process, including peer review at the All-University Tenure and Promotion Committee.

A.4.0 Review Sessions

A.4.1. Confidentiality of Review Materials

At the beginning of meetings to review candidates for continuation, tenure, or promotion to any rank, the following statement will be read:

“The proceedings of this review are confidential. Tenured faculty may discuss the review with other the tenured faculty members in the School, but may not disclose the review session content and/or sources of the content (i.e., attributing content of the discussion to specific persons) to anyone who was not a tenured faculty in the School of Nursing at the time of the review session. Candidates may discuss the review with members of the School of Nursing Tenured Faculty after they receive a written summary of the review.

Under the Minnesota Government Data Practices Act, any written materials from the annual review of probationary faculty meeting(s) regarding a specific individual may be requested by that individual. In order to encourage open discussion during the probationary review session(s) and remain consistent with Section 7 of the Tenure Code, any notes taken by the recorder will be without personal attribution.”

A.4.2. Regular Voting Rules

A tenure vote may be taken in any year of the probationary period, but must be taken in the last year of the probationary period. Votes are recorded on the tally form provided by the Dean or designee and are transcribed to Form 12 (following votes for probationary faculty) and to the Discussion Summary for votes for tenure and/or promotion to any rank. The voting process is described in detail in *University Procedures*.

A.4.3. Report of Action

The Faculty Appointment, Promotion, Tenure and Evaluation Committee prepares a draft report

which states the faculty's recommendation, reports all votes taken, summarizes the candidate's file, and summarizes the reasons for the action expressed at the meeting of the tenured faculty (including any minority views expressed at the meeting which had substantial support). The draft report is made available to the tenured faculty, who may comment and suggest changes.

The Faculty Appointment, Promotion, Tenure and Evaluation Committee forwards the following material to the Dean for review: the tenured faculty's recommendation, the Faculty Appointment, Promotion, Tenure and Evaluation Committee report, and any separate statements made by members of the tenured faculty. Faculty members may file separate reports if they believe that their views are not adequately reflected in the departmental report. Copies of such separate reports must be given to the department head (Co-operative Unit Chair) and to the candidate. The submission of such reports is the only appropriate way for faculty members to present their separate views to the Dean or to the collegiate or University review bodies.

A.5.0. Appointment with Tenure

Required documentation and coordination of activities by the search committee and tenured faculty were described in Section 5.3.

A.6.0 Post-tenure Review

Faculty performance is evaluated annually through the School of Nursing Merit Review Process. The Merit review committee is a subcommittee of the FAPTEC. Faculty are required to submit an annual evaluation detailing goals and accomplishments for the calendar year. This annual evaluation includes input from three sources: self, cooperative unit chair and Merit Review committee. For those faculty holding administrative positions a fourth source of evaluation is by the Dean of the School. The School of Nursing has developed performance criteria consistent with the mission of the School and University in the areas of teaching, research and service. The criteria outline performance expectations for exceeding, meeting and failing to meet expected performance in each of the three areas. The School uses a 5 point scale to evaluate merit and performance. Failure to meet expectations is evident if no evidence is submitted that supports performance expectations in the areas of teaching, research, and service. The faculty member would rate a 1 on a 5 point merit scale. Ratings of 2-3 on the scale constitute meeting of expectations. Ratings of 4-5 on the merit review scale exceeds performance expectations. For a detailed breakdown of the specific performance indicators and the corresponding metrics see Table B.

When no merit review documents are received, or a faculty member fails to meet performance expectations, in teaching, research, and/or service an annual performance shortfall process is initiated, in accordance with the 7.12 document stating that "Failure to submit annual review documents by the published deadline is a general failure to meet minimum performance expectations because no data relevant to the assessment are available". Exceptions to this are with faculty who are employed at less than 0.5FTE, and faculty who have been on leave during the year under review. Faculty who are in a phased retirement period must still meet performance expectations even as those are adjusted or negotiated with the Cooperative Unit Chair.

A.6.1. Annual Performance Shortfall. In the case of a faculty member who fails to meet minimum performance expectations, the Faculty Appointment, Promotion, Tenure and Evaluation Committee (FAPTEC) Merit Review subcommittee activates and recommends review

to determine whether (a) performance is satisfactory (all three criteria are fully met), or (b) there is an annual performance shortfall (one or more criteria are not fully met). The determination for each tenured faculty member is forwarded to the Dean, who shall maintain a cumulative record of such determinations. A determination of performance shortfall must be transmitted in writing by the Dean to the tenured faculty member as part of the annual review process. The letter shall include stipulations that must be met within the next review period to correct the performance shortfall. Faculty with an annual performance shortfall may seek the guidance of FAPTEC about ways to improve performance.

A.6.2. Substantial Performance Shortfall. Following two consecutive years with shortfall, the Dean and FAPTEC independently assess information submitted for the annual review to determine whether *substantial shortfall* has occurred. If the FAPTEC determines that minimum performance criteria have been met during the third year, the current accumulation of consecutive shortfalls is stopped. If the Dean and FAPTEC agree that three consecutive years of shortfall have occurred, performance is deemed a substantial shortfall and the case is referred to the Executive Vice President and Provost for special peer review according to subsection 7a.3 of the Faculty Tenure policy.

1. Statements	
A. Synthesizing	A narrative statement (1-2 pages only) that synthesizes and describes the integration or link of the candidate's research, teaching, and service. For each mission, include both disciplinary and interdisciplinary work. The statement should be dated and current. The synthesizing statement should be updated annually.
B. Research	A narrative summary (1-2 pages only) of research and scholarly activity during the review period. Include a brief explanation of significant research activities and accomplishments.
C. Teaching	A narrative summary (1-2 pages only) of teaching activity during the review period
D. Service	A narrative summary (1-2 pages only) of service activity during the review period
2. Effort	Specify percent and nature of effort on external funded grants/projects and time committed to another department. Specify the percent of effort for research, teaching, and service that is negotiated with administration for the year under review
3. Goals	The statement lists goals for research, teaching, and service for the next year. Response to previous recommendations related to research, teaching, and service should be included in the statement of goals.
4. Accomplishments during the Year Under Review (to be highlighted in candidate's CV)	
A. Research	<ul style="list-style-type: none"> • data-based scholarly/research-related publications • research grants submitted, awarded, or being implemented • research/scholarly presentations • participation on U of M or extramural grant review committees. • research/scholarly awards received, including sponsor

	<ul style="list-style-type: none"> •research awards received by student advisees, including sponsor •appointments as associate editor or editor of journal •election to prestigious societies (e.g., American Academy of Nursing) •research consultations participation on University, state or national or consensus expert panels during evaluation year; indicate if multi-disciplinary. •research mentorship of faculty during evaluation year; include department of faculty mentee •any other research/scholarly progress
B. Teaching	<ul style="list-style-type: none"> •all courses taught (number, name, title semester/year) •peer evaluation of teaching •student evaluation of teaching; evaluations should be completed for every course taught during the review period. Standard University and School forms and procedures should be used to obtain the evaluations. Information should be summarized in a table that includes: Term, Course Number and Title, Credits, Enrollment, and the average and range or standard deviation for item on the standard form. •significant teaching or course coordination innovations or •intramural or extramural teaching grants submitted, awarded, or implemented •educational/teaching or clinical related journal articles, text books and book chapters submitted, accepted/in press or published •education or teaching presentations (title, conference name, location) •academic advising (BSN, MN, MS, DNP, PhD) •graduate and undergraduate research assistants mentored •other student mentees (e.g., pre- or post-doctoral fellows) •undergraduate research advisement (e.g., UROP, School of Nursing Honors) •teaching mentorship (School of Nursing, Uof M, elsewhere) •education/teaching consultation •teaching awards or other honor; include source of the award. •other significant activities in the teaching mission

C. Service	<ul style="list-style-type: none"> • Institutional <ul style="list-style-type: none"> ▫ SoN, AHC, or U of M Governance Committees ▫ SoN, AHC, or U of M Task Forces ▫ Other institutional service given during review period ▫ SoN, AHC, or U of M center director responsibilities; ▫ SoN, AHC, or U of M service awards • Grant, Manuscript, Presentation/Poster Reviews • Conference Planning • Editor or associate editor: educational or practice journal • Association Activities <ul style="list-style-type: none"> ▫ participation in professional associations ▫ participation on consensus or expert panels ▫ testimony provided to state or national groups ▫ professional service awards received during review period ▫ nomination and/or election to prestigious university, national, or professional organization positions or awards ▫ clinical practice, including clinical supervision of students and/or research, other practice activities related to maintaining or achieving practice certification; clinical consultations provided to outside groups; clinical practice awards or recognitions • Community Service <ul style="list-style-type: none"> ▫ community service activities that do not fall in other categories. • School of Nursing Administration: • <i>Note: This category applies only to faculty members who have official administrative responsibilities for which they are compensated in terms of payment and/or effort.</i> <ul style="list-style-type: none"> ▫ administration activities and responsibilities
5. Current CV: Prepared Using Format Described in School of Nursing Tenure and Promotion Handbook	

Table B
Tenure and Tenure Track Merit Review Criteria

The dimensions for evaluating a faculty member’s contributions in each of the three missions are consistent with the Promotion and Tenure Criteria as outlined in the School of Nursing’s 7.12 Statement. A faculty member’s academic rank is taken into consideration when evaluating merit. Characteristics are provided as examples for evaluating the faculty member’s level of contribution. However, not all characteristics need to be demonstrated to judge that the contribution level has been met.

TEACHING

Dimensions: Teaching evaluations; teaching honors; course development and innovation; nature of intensity of assigned teaching responsibilities; teaching publications; mentoring faculty in teaching; currency of course content; teaching evaluations:

Ratin	Contribution	Characteristics
1	Unacceptable	Frequent student complaints beyond instructor; student evaluations are largely below the mean; faculty member refuses a particular course assignment or fails to deliver an assigned course; no evidence of innovation; course content inadequate or out of date.
2	Fair	Occasional student complaints beyond instructor; student evaluations from majority of courses include some ratings below the mean; little evidence of teaching innovation; little participation in key teaching assignments.
3	Expected/ Commendable	Student and peer evaluations are largely positive; evidence of course innovation; course content is up to date and appropriately involved program advisement if indicated by job description; effective contribution to course or curriculum development; positive role-model for students.
4	Excellent	Meets some or all of the following criteria; Student evaluations are consistently positive; effective in managing demanding teaching or course coordination schedule; advised PhD/DNP student(s) to program completion; clear evidence of course innovation; leadership in curriculum development efforts for area of study; school/local teaching award or other honor; publication of a clinical or teaching-related research article, book chapters; provides educational consultation to outside schools or other groups; participates on national test construction panel; acquires or conducts intramural grant for teaching innovations; teaching mentorship of junior or temporary teaching academic professionals.
5	Outstanding	Meets some or all of the following criteria: Student evaluations and comments are superlative; effective in managing a particularly demanding teaching or course coordination schedule; clear evidence of course innovation and course materials are rigorous and up to date; university, state/regional, or national teaching award or other honor; publication of textbook, several clinical or teaching-related articles, or book chapters; teaching model/perspective adopted at regional or national levels; acquires and conducts extramural grant for teaching innovations.

RESEARCH/SCHOLARSHIP

Dimensions: Research publication, research grant activity, research or other scholarly presentations, research activity, research recognition, and research mentorship of students and/or faculty.

Rating	Contribution	Characteristics
1	Unacceptable	No evidence of research activity, no recent manuscript submissions or acceptances. No grant submissions or participation in grant activities as principal or co- investigators.
2	Fair	No new or revised manuscript acceptances or submissions; active research program as evidenced by preparing grant or paper submissions.
3	Expected/Commendable	Meets some or all of the following criteria. Active research program as evidenced by: a new, high quality journal acceptance or the submission of 1 or more manuscripts for publication in peer- reviewed journals; submitted intramural grant or local/regional foundation grant as principal investigator or co- investigator on extramural grant; presented research at least once in external forum; involves students in research program.
4	Excellent	Meets some or all of the following criteria. Exceptional success in journal or other research publication activity as demonstrated by the equivalent of one or more high-quality journal acceptances and one or more submissions; editorial board member of high quality journal; submitted national or external grant as principal investigator or co- investigator; receives or conducts intramural or local/regional foundation grant as principal investigator or national grant as co- investigator; frequent invitations to present work externally; receipt of local/regional research award or other honors; presents research at least once in a national/international forum; membership on state/regional expert panel; nominated for Fellowship in prestigious, national professional society; prestigious invitations for research consultation; participates on national or consensus
5	Outstanding	Exceptional success in journal or other research publication activity as demonstrated by the equivalent of three or more high-quality journal acceptances as first author and one or more manuscripts submitted for publication with expectation of publication in high quality journals; associate editor or editor of high quality journal; receives or conducts national grant as principal investigator; presents research several times in a national/international forum; prestigious invitations for research consultations; elected for Fellowship in prestigious, national professional society; receipt of national award or other honor.

SERVICE

Dimensions: Participation in and contribution to division/school activities, meetings, etc. nature and intensity of school committee assignments; leadership in school initiatives; clinical

practice; abstract and journal review activities; editorial board; act reviewer; participation and leadership on local/state/ regional, national and international organizations and committees; continuing education to local/state group.

	Contribution	Characteristics
1	Unacceptable	No evidence of service activity; does not attend or contribute to division/school meetings; no professional service activity.
2	Fair	Minimal evidence of service activity; some participation in division/school activities and committees.
3	Expected/Commendable	Meets some or all of the following criteria: Attends and participates actively in division/school service activities; contributes actively, willingly, and effectively in committee assignments; active at national level through ad hoc refereeing, e.g., abstract and journal review; development/organization of continuing education program or teaching in continuing education program; maintains clinical practice with precepting of students.
4	Excellent	Meets some or all of the following criteria: Frequent participation in division/school service activities; takes leadership in school initiatives and contributes actively, willingly, and effectively in school service activities; may have held a particularly demanding committee assignment; held leadership role in conference/society activities; active at the national level through ad hoc refereeing, editorial board participation; regular appointment on NIH review panel; leadership roles in conference/society activities; provides testimony to state/national groups
5	Outstanding	Meets some or all of the following criteria: Frequent participant in critical school and external service activities; takes leadership regularly in school initiatives and contributes actively, willingly, and effectively in committee assignments; may have held a particularly demanding committee assignment; active at the national level through ad hoc refereeing, editorial board participation; regular appointment on NIH review panel; leadership roles in conference/society activities; provides testimony to state/national groups.

a. Mentoring Policy for Tenure Track Faculty

CONTENTS Mentoring Program Career Development Plan Accountability Resources and Support for Mentors and Mentees	Last Updated: September, 2008 Policy Owner: School of Nursing Executive Council Policy Contact: Office of Nursing Research and Scholarship (ONRS)
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The School of Nursing recognizes the benefit and importance of mentoring tenure track faculty in career advancement. The School of Nursing supports a proactive approach for assisting junior faculty to be successful in achieving the expectations of tenure track faculty at the School of Nursing as well as their own professional goals.

The School of Nursing is committed to providing quality mentoring for its tenure track faculty.

The School of Nursing Policy for Mentoring Tenure Track Faculty references and is consistent with the **AHC Mentoring Policy** (4/25/07) which is available at http://www.ahc.umn.edu/img/assets/7617/AHC_Mentoring_Policy_04.25.07.pdf

Mentoring Program

▪ **Mentoring Team Composition**

All tenure track faculty are expected to participate in a mentoring program from the beginning of their employment. The mentoring program at the School of Nursing will consist of a mentoring team whose membership includes the Associate Dean for Research and the tenure track faculty's Cooperative Chair, with a recommended option of an additional third senior faculty member. The third person would typically be a senior faculty at the School of Nursing but it could also be a senior faculty in a UMN school or college outside the School of Nursing who meets School of Nursing criteria to be a mentor. The tenure track faculty member may request a particular faculty to be the third member of their mentoring team or the other two team members may recommend a third faculty member from the list of eligible senior faculty mentors in collaboration with the junior faculty member. Recognizing that mentoring requires expertise and quality time for interaction, preference for selection will be given to senior faculty mentors who have expertise in the tenure track faculty member's area of scholarship and who have fewer than two junior faculty mentees at any one time.

▪ **Criteria for Senior Faculty Member**

Criteria for being a senior faculty mentor of a tenure track faculty are to: (a) be in good standing as a tenured Associate Professor or Professor at the University of Minnesota for at least 12 months, (b) have a record of extramurally funded research, and (c) be familiar with the School of Nursing's current criteria for tenure at the University of Minnesota.

- **Recognition of Mentors**

Senior faculty mentors will receive recognition of their activities as part of the annual Merit review and application for promotion to a higher rank. Senior faculty mentors may list their role and name of their junior faculty mentee on their CVs.

- **Components of Mentoring Programs**

The mentee and mentoring team members are expected to meet for the purpose of discussing career development and progress toward agreed upon goals at least twice annually. At one of these meetings, all members are expected to meet as a team. Considering the variance in faculty schedules and needs of mentees, the second meeting of the year may occur with subgroups of mentoring team members.

Career Development Plan

Each mentored faculty member will develop with her/his mentors a realistic career development plan with specific timelines and quantifiable goals in writing. The Career Development Plan includes: (1) a Research and Scholarship Plan; and (2) a Teaching and Service/Practice Plan. The goal of the plan is to meet the career goals of the faculty member while meeting promotion and tenure criteria. The mentoring team is referred to the promotion and tenure criteria of the School of Nursing on the School of Nursing Shared Server at S:\Policies Procedures Guidelines\Human Resources\Promotion & Tenure

1. Creation and documentation of career development plan by tenure-track faculty member:

The tenure track faculty member will be responsible for:

- (a) preparing a proposed ***Career Development Plan*** within 6 months of employment that includes a 5-year ***Research and Scholarship Plan*** and a ***Teaching/Service Practice Plan***
- (b) **updating the proposed plan at least once a year.** These plans will be reviewed and revised as needed in consultation with the mentoring team at least once a year, preferably during Fall semester.

The ***Research and Scholarship Plan*** will include the faculty member's proposed research and other grants with designated funders, type of grant mechanism, role on grant and project submission date; and list of proposed publications and abstracts for scholarly presentations.

The ***Teaching and Service/Practice Plan*** will address the faculty member's proposed:

- **Direct Teaching** (Plan and timeline for direct teaching, advising, and development of instructional materials.
- **Service** (Plan and timeline for University, AHC, SON; Professional Service; and Community Service and civic engagement)
- **Clinical Practice** plan (if applicable)

To avoid duplication of effort, the tenure track faculty member may attach their research, teaching and service tables completed for annual Promotion and Tenure reviews with their Career Development Plan to document accomplishment of goals instead of documenting

accomplishments on the 5-year Career Development Plan.

2. Review of Career Plan and Development of Mentoring Activities Plan by Tenure-Track Faculty and Mentoring Team:

The tenure-track faculty member will set up a meeting with their mentorship team at least twice during the year. The mentoring team will review the tenured track faculty member's Career Development Plan annually and make recommendations for effectively accomplishing the career plan at each meeting. One of the mentors will be responsible for summarizing mentoring activities and recommendations on the *Mentoring Activity and Recommendations Form* at each meeting.

Goals for tenure-track faculty member and mentorship team meetings include:

- I. Review the proposed *Research and Scholarship Plan* and *Teaching and Service/ Practice Plans* in the *Career Development Plan* and progress towards meeting goals. Suggest modifications as needed.
- II. Identify **skills** needed to accomplish career goals (e.g., grant writing seminar; experience in an outside lab to acquire a new technique, learning new teaching methods, formal education) and a timeline for acquiring these skills.
- III. Identify **contacts** to be made – mentors should formally consider what networking activities to promote and for what purpose.
- IV. Identify **experiences** to meet goals. Plan for additional activities that should be sought (i.e., reviewer for articles for certain journals, member of study sections, winner of awards) and a strategy for accomplishing these goals (specific plans for making calls, writing reference letters, seeking out colleagues at meeting, nominating for awards on behalf of mentee).
- V. Discuss **balance and trajectory** – A plan for which activities should be emphasized given tenure criteria and career goals. Evaluate the match between expectations and appropriate available time (protected time and effort distribution) and how this portfolio might change over time.

Accountability

The *Career Development Plan* should be reviewed and updated annually, depending upon prior successes and revised assessments of how to achieve future goals.

The mentee is responsible for maintaining a portfolio of documented mentorship activities that includes copies of revisions of their *Career Development Plan* and copies of *Mentoring Activities and Recommendations Forms* from mentoring team meetings signed and dated by the mentee and members of the mentoring team. The mentee is expected to provide copies of their updated career development plan and the most recent Mentoring Activities and Recommendations Form for mentors at each meeting. At each meeting, the mentoring team and mentee will document their mentoring activities and summarize their discussions in writing on a *Mentorship Activities and Recommendations Form*.

Cooperative Chairs will be responsible for maintaining records of the Mentorship Activities and Recommendations Forms received from each tenure track faculty in their Cooperative Unit.

The Associate Dean for Research will maintain a master list of eligible senior faculty mentors in the School of Nursing and mentors assigned to tenure track faculty.

Resources and Support for Mentors and Mentees

The School of Nursing will periodically offer activities and disseminate information about mentoring opportunities that support senior faculty mentors in this role. In addition to faculty career development opportunities (e.g., research and teaching-learning seminars, grant reviews and manuscript reviews offered in the School of Nursing, a variety of resources are available for both mentors and mentees through the Academic Health Center and University of Minnesota. These include:

- A Training manual – Carol Bland, Anne Taylor, Sindie Shollenberger and Patricia Mulcahy have developed a very complete guide *Mentoring and Being Mentored: Effective Collaboration Throughout an Academic Career* (in press). This book serves as a primary reference for mentors and mentees.
- Grantwriting seminars offered one to two times per year by the AHC and UMN.
- Faculty programs offered through the Center for Teaching and Learning

Tenure Track Mentorship Meeting Instructions

Instructions:

At each semi-annual mentorship team meeting, one of the mentors will summarize the recommended mentorship activities and action steps related to the following categories on the *Mentorship Activities and Recommendations Form* that will be signed and dated by those in attendance.

- VI. **Review Research and Scholarship and Teaching and Service/ Practice Plans** and progress towards meeting goals. Suggest modifications as needed.
- VII. Identify **skills** needed to accomplish career goals (e.g., grant writing seminar; experience in an outside lab to acquire a new technique, learning new teaching methods, formal education) and a timeline for acquiring these skills.
- VIII. Identify **contacts** to be made – mentors should formally consider what networking activities to promote and for what purpose.
- IX. Identify **experiences or activities** to meet goals. Plan for additional activities that should be sought (i.e., reviewer for articles for certain journals, member of study sections, winner of awards) and a strategy for accomplishing these goals (specific plans for making calls, writing reference letters, seeking out colleagues at meeting, nominating for awards on behalf of mentee).
- X. Discuss **balance and trajectory** – A plan for which activities should be emphasized given tenure criteria and career goals. Evaluate the match between expectations and appropriate available time (protected time and effort distribution) and how this portfolio might change over time.

Appendix B

CLINICAL FACULTY PROMOTION CRITERIA FOR SCHOLARSHIP

Note: Candidates for promotion to a higher level must meet the criteria of that level and those of lower ranks.

SCHOLARSHIP		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<i>Criterion: Shows evidence of competence in clinical scholarship</i>	<i>Criterion: Makes sustained contributions to a focused program of clinical scholarship</i>	<i>Criterion: Increased depth and/or breadth of sustained and creative program of clinical scholarship (Scholarship of Discovery, Integration, Application/Engagement, and/or Teaching/Learning)</i>
Indicators	Indicators	Indicators
Shows evidence of beginning the establishment of a trajectory of scholarly productivity, as exemplified by: <ul style="list-style-type: none"> • Experience in interdisciplinary interprofessional or collaborative research or other scholarly initiatives • Record of scholarly presentations at local or state forums or professional development conferences • Involvement in quality and process improvement at clinical site • Development of course activities and assignments that reflect best practices or current evidence in learning science • Involvement in forums or center activities that promote scholarly activities (e.g., School of Nursing Centers; participating in 	Shows evidence of established scholarly productivity, as exemplified by: <ul style="list-style-type: none"> • Translation of research findings into practice (translate knowledge into practice) • Presentations of scholarly work at regional, national or international scholarly research or practice conferences • Engagement in quality improvement work at systems level • Mentorship of students at state or national professional development conferences • Evidence of leadership in interprofessional scholarly collaborations • Submission or receipt of an internally or externally funded research or program grant award as a PI, Co-PI, Co-I, Faculty Consultant, or Project Director; • Service as a Co-I or 	Shows evidence of sustained creativity and sophistication in scholarship as exemplified by a number of the following: <ul style="list-style-type: none"> • Leadership in interdisciplinary or collaborative scholarship activities in AHC, university, community, professional organizations) • Presentation of scholarship in a juried/peer reviewed national or international conferences/forum • Participation in the development of practice white papers, published by national professional practice organizations • Participation in the development of curriculum guidelines and essentials, published by national professional practice organizations

<p>manuscript or grant reviews, etc.)</p> <ul style="list-style-type: none"> Engagement in peer review of scholarly products 	<p>consultant on School of Nursing and/or university collaborative, interdisciplinary or community based research/scholarship projects</p> <ul style="list-style-type: none"> (consider how this indicator stem fits: Shows evidence of increasing competence, creativity, and sophistication in focused area of scholarship, exemplified by a number of the following:) 	<ul style="list-style-type: none"> Demonstrates independence as a scholar (PI, Co-PI, Project Director, Clinical/faculty consultant) on grant award Demonstrates sustained record of grant awards from a variety of funding sources (e.g., federal, foundation, corporate, internal university sources)
<p>Criterion: Defines an area of clinical scholarship</p>	<p>Criterion: Merits local and regional recognition as a clinical scholar</p>	<p>Criterion: Has national and/or international recognition as a clinical scholar</p>
<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>
<p>Shows evidence of developing plan for scholarship</p> <ul style="list-style-type: none"> Articulates a direction of a program of scholarship Identifies significant in knowledge development and application in nursing practice and education Develops goals for scholarly productivity formally with mentor or supervisor for critique and feedback Demonstrates progress toward achievement of scholarship goals Actively seeks opportunities to advance scholarship Refines focus for scholarship over time in rank 	<p>Has a record of recognition as a clinical scholar locally and regionally:</p> <ul style="list-style-type: none"> Receiving positive external peer evaluations of program of scholarship Receiving positive external peer evaluations of clinical practice Providing local/regional or national consultation in area of scholarship Receiving local, state, or regional award for scholarship Receiving invitations to speak in area of expertise at regional or national programs Contributing to the development of clinical best practice guidelines that are implemented locally, regionally or nationally Evidence of successful submission of abstracts for competitive review of local, national, regional conference or meeting Serving as abstract, manuscript, or grant reviewer Participates in program 	<p>Has national or international recognition as a clinical scholar, exemplified by a number of the following:</p> <ul style="list-style-type: none"> Continued positive external evaluations of scholarship Serves on editorial board of a national or international journal Serves as a peer reviewer for a national or international journal Awarded a competitive abstract/ presentation Serves on national or international professional advisory committee, consensus or expert panels Invited to be a member or fellow in a prestigious professional society Provides national and international professional consultation Receives regional, national or international award for recognition of scholarly contributions

	committee for a regional, national or international professional development conference	<ul style="list-style-type: none"> • Being an invited or keynote speaker at large regional, national, or international research or practice conferences • Being an invited guest editor of scholarly and/or peer-reviewed journal influential to the discipline of nursing or related field • Demonstrate leadership of program committee for a regional, national or international professional development conference
<i>Criterion: Articulates a plan for dissemination of scholarly products</i>	<i>Criterion: Establishes a record of dissemination of scholarly products</i>	<i>Criterion: Has a sustained and substantive record of scholarly publications</i>
Indicators	Indicators	Indicators
<p>Displays plan for dissemination of scholarly products, exemplified by:</p> <ul style="list-style-type: none"> • Record of local, regional and/or national presentations [poster or podium] • Establishes and maintains a multi-year Clinical Track Mentoring Plan related to dissemination of clinical scholarship • Prepares grants for review and submission • Submits scholarly products for publication 	<p>Has a record of dissemination in increasingly sophisticated venues as exemplified by:</p> <ul style="list-style-type: none"> • Author/co-author of books/book chapters • Author/co-author of monographs and/or case reports • Authors research-based, data-based, expert opinion, or other scholarly manuscripts in peer-reviewed journals • Record of presentations at regional, national or international conference • Evidence of timely dissemination of completed scholarly projects • Success in dissemination in increasingly high-impact journals and interdisciplinary venues 	<p>Has an expanded record of publications and/or evidence-based practice dissemination including:</p> <ul style="list-style-type: none"> • Author/co-author books/book chapters • Editor/co-editor of books • Editorials/influential commentary • Educational methodologies • Clinical pathways, models, algorithms • Systems Change, quality improvement models • Multi-Media presentations (e.g., video, web-based) • Peer-reviewed or high impact journal
	<i>Criterion: Contributes to the scholarly climate of the School of Nursing</i>	<i>Criterion: Has record of mentorship of students' scholarship and mentoring scholarship of clinical faculty</i>

	<p>Indicators</p> <p>Has record of advising and participating on undergraduate or graduate student committees, exemplified by:</p> <ul style="list-style-type: none"> • Involving students in program of scholarship • A record of students co-authoring and/or co-presenting scholarship at local, regional and/or national conferences • Mentoring students in scholarship • Has record of scholarship of clinical practice, exemplified by one or more of the following: <ul style="list-style-type: none"> • Utilizing scholarly knowledge and skills to teach/revise courses at graduate or undergraduate level • Mentoring students into independent practitioners • Documenting the demonstration and modeling of the application of evidence in practice and in teaching clinical nursing skills • Using principles of the scholarship of teaching to develop clinical teaching methods and strategies • Developing students' knowledge, skills, attitudes consistent with entry level or advanced practice. 	<p>Indicators</p> <ul style="list-style-type: none"> • Involving students in program of scholarship <ul style="list-style-type: none"> • A record of students co-authoring and/or co-presenting scholarship at local, regional and/or national conferences • Mentoring students in scholarship, professional development, and career choices • Leader in activities that foster a collegial atmosphere in the school or in clinical practice <ul style="list-style-type: none"> • mentorship of practitioners in clinical settings • mentoring preceptors in their role development as preceptor • mentoring clinical faculty • Has sustained record of advisement and mentorship of students and junior clinical faculty <ul style="list-style-type: none"> • leads mentoring activities within the School of Nursing
TEACHING		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<i>Criterion: Demonstrates an in-depth knowledge and skills in a defined content area or specialty practice area</i>	<i>Criterion: Recognition in defined content area or specialty practice area</i>	<i>Criterion: National or international recognition in defined content area or specialty practice area</i>
Indicators	Indicators	Indicators

<ul style="list-style-type: none"> • Demonstrates evidence of prior experience in teaching experience or presenting at local, regional or national venues in content/ specialty area • Demonstrates practice experience in content/specialty area • Holds certification in content/specialty area, if applicable 	<ul style="list-style-type: none"> • Engages with teaching team and seeks opportunities for contributions to a course or program plan • Provides teaching consultations related to defined content area or specialty practice area • Provides expertise as a member of doctoral committees • Develops curriculum based on literature/evidence and new and emerging knowledge • Holds certification in content/ specialty area that supports teaching, if applicable • Publishes education focused manuscripts, textbooks, book chapters, case studies or other learning aides • Receives teaching award/recognition • Invited participant as nursing faculty/nursing expert in an interprofessional course • Invited as a guest lecturer in area of specific content expertise or practice 	<ul style="list-style-type: none"> • Publishes in education/teaching or practice related journals that are refereed and in journals of distinction. • Provides invited presentations or consultations • Receives national or international award or recognition in content area or specialty practice • Invited to serve on scholarly grant or program grant peer review panel
<p><i>Criterion: Shows experience and developing skill as a teacher</i></p>	<p><i>Criterion: Demonstrates expertise as a teacher</i></p>	<p><i>Criterion: Is recognized as a master teacher</i></p>
<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>
<p>Is active in professional self-development for teaching activities, exemplified by a number of the following:</p> <ul style="list-style-type: none"> • Evidence of positive student/attendee evaluations from teaching/presentations • Evidence of positive peer or mentor evaluation of teaching • Teaches in an 	<p>Demonstrates innovation and expertise in teaching practices, as exemplified by a number of the following:</p> <ul style="list-style-type: none"> • Demonstration of a pattern of positive student relationships and evaluations • Demonstration of a pattern of positive peer evaluations • Research of the field 	<ul style="list-style-type: none"> • Demonstrates a pattern of innovative, creative, and effective teaching strategies, exemplified by a number of the following: <ul style="list-style-type: none"> • Student and peer evaluations are consistently positive • Receiving university or external teaching award • Teaching models/

<p>interprofessional course</p> <ul style="list-style-type: none"> • Teaching materials/lesson plans show active learning strategies, problem-based learning such as case studies, or other learner focused activities • Invited guest lecturer at professional level • Articulates a plan for pedagogical development • Attends or participates in teaching/learning workshops and programs (e.g., Center for Innovation in Education programing including Early Career Program; Teaching Enrichment Series; pedagogical innovations journal club, etc.; School of Nursing ED programs) • Evidence of positive student learning outcomes and student engagement. 	<p>integrated into teaching</p> <ul style="list-style-type: none"> • Evidence that course content is up to date & appropriate to course level and objectives • Recognition with an School of Nursing or local teaching award • Development and sustained record of participation in or delivery of interprofessional courses • Invited as guest lecturer on multiple occasions • Provides educational consultation to outside Schools or other groups • Participates on national test construction panel • Engaged in development and delivery of continuing education program • A pattern in professional self-development for teaching, such as participating in teaching developmental program (e.g. early career, mid-career) or engaging in a fellowship program, with demonstrated use of the acquired content/skills in teaching 	<p>perspectives are adopted by others at local, regional, national or international levels</p> <ul style="list-style-type: none"> • Develops interprofessional courses in the AHC or University • Pattern of requests to serve as a guest lecturer. • Participating in teaching or mentoring in a professional development program (e.g. early career, mid-career) • Mentoring faculty • Providing consultation to outside faculty
<p><i>Criterion: Demonstrates a clear philosophical vision of nursing education</i></p>	<p><i>Criterion: Demonstrates leadership in a defined area of the education mission of the School of Nursing</i></p>	<p><i>Criterion: Demonstrates leadership in the education mission of the School of Nursing</i></p>
<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>

<ul style="list-style-type: none"> • Actively participates in School of Nursing activities that promote understanding of the role of advisor. • Seeks guidance in mentoring and advising students • Receives positive student and peer feedback for advising • Supports students in their academic progression • Effectively advises students, with increasing independence, on BSN senior projects, UROPs, MN capstone, or DNP projects to completion • Participates in relevant program councils (e.g., BSN Council, MN Council, DNP Council, PhD Council) 	<ul style="list-style-type: none"> • Demonstrates a pattern of lectures or innovative teaching strategies including development, implementation and evaluation of curriculum, exemplified by a number of the following: <ul style="list-style-type: none"> • Organizing, teaching, and evaluating one or more courses • Effectively contributing toward the revision, development, implementation, and evaluation of a course and/or curriculum • Actively participating in deliberations and implementation of the education mission of the School of Nursing • Demonstrating leadership in the development and maintenance of effective clinical teaching sites for prelicensure and graduate students • Effectively coordinating an undergraduate or graduate course • Effectively coordinating a DNP specialty • Planning and coordinating clinical simulations to enhance student learning • Advancing interdisciplinary education in the School of Nursing • Education grant funding • Ed policy and curriculum committee service • Serves on relevant senate committee (e.g., SCEP) 	<p>Assumes a leadership role in advancing the education mission for the School of Nursing, exemplified by a number of the following:</p> <ul style="list-style-type: none"> • Mentoring clinical faculty at assistant or associate level • Holding a leadership role related to education on professional and/or university groups • Documentation of advancing goals of interprofessional education in the AHC or university <ul style="list-style-type: none"> • PI, co-PI, or project director of an intramural or extramural education or training grant • Leading curriculum analysis and revision effort • Effectively identifying and implementing prognostic indicators at individual student and program levels to measure clinical competencies in a specialty area • Teaching model /perspective adopted at regional or national levels • Demonstrating strong integration of scholarship and teaching in practice <ul style="list-style-type: none"> • ongoing participation in university or regional education policy forums or committees (e.g., SCEP)
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	<i>Criterion: Demonstrates advising effectiveness</i>	<i>Criterion: Demonstrates leadership in advising and student mentoring</i>
	Indicators	Indicators
	<ul style="list-style-type: none"> • Demonstrates skill in advising students, exemplified by • Effectively advises students on BSN senior projects, UROPs, MN capstone, or DNP projects to completion • Effective pattern of serving as a formal/informal faculty or project advisor for undergraduate or graduate students • Supporting students in their academic progression • Effectively reviews and/or supervises masters or doctoral projects, or doctoral dissertations, if applicable • Demonstrating competence in the identification of and appropriate follow-through with students who require additional support including use of notices of concern 	<p>Sustained pattern of advising and mentoring, as exemplified by a number of the following:</p> <ul style="list-style-type: none"> • Advising students on MN capstone or DNP projects to completion • Serving as faculty advisor for School of Nursing students • Providing supporting letters from advisees or faculty mentees • Mentoring junior faculty on how to advise students with notices of concern
SERVICESERVICE		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
<i>Criterion: Participates in professional service</i>	<i>Criterion: Demonstrates effective service in School of Nursing and professional societies</i>	<i>Criterion: Shows effective service leadership in regional, national and/or international societies; or leadership/advisory role in the School of Nursing</i>
Indicators	Indicators	Indicators
Recognizes the relationship of scholarly expertise to the profession and community service, as exemplified by a number of the following:	Participates in scholarly societies (e.g. specialty organization at regional or national organization, etc.), exemplified by a number of the following:	Serves in a leadership position in regional, national or international professional organization as exemplified by a number of the following:

<ul style="list-style-type: none"> • Participating in local or regional professional organization(s) • Engaging in professional practice • Serving as a committee member or officer in a local, state, or regional professional organizations • Actively, willingly and effectively participating in School of Nursing committee work • Assisting in the design, planning, or implementation of School of Nursing events • Representing school at a state or national professional conference (e.g.: recruitment booth) • Teaching in continuing education program • Attending and participating actively in school service and governance activities 	<ul style="list-style-type: none"> • Serving in a leadership position/holds office in state, or regional professional organizations • Providing peer review of scholarly or research-based manuscripts, monographs, case reports and/or grants • Participating in scholarly and policy advisory groups • Testifying before local/state government and regulatory bodies • Serving on policy committee at state or regional level • Serving as accreditation reviewer (e.g.: CCNE, Magnet) • Providing practice consultation within faculty practice area to community setting • Engages in faculty practice <ul style="list-style-type: none"> Integrates service with education mission activities, exemplified by • Developing [clinical] leadership in a specialty area • Providing practice consultation to colleagues within the School of Nursing or UMN • Serving on subcommittee or taskforce in School of Nursing or UMN • Organizing a School of Nursing event • Being invited to work on interdisciplinary project • Frequently participating in school service activities • Holding a particularly demanding committee assignment 	<ul style="list-style-type: none"> • Providing leadership in scholarly societies, scholarly and/or policy advisory groups at national level • Leading lobbying efforts at state and national levels • Serving on policy committees at national level • Creating innovative professional practice opportunities locally, nationally, or internationally • Holding leadership position or office in School of Nursing or UMN committees • Acting as advisory member or consultant to School of Nursing or UMN committees or initiatives • Effectively working across disciplinary boundaries on projects/research/faculty practice/student clinical opportunities • Leadership in designing, planning and leading of a School of Nursing event. • Holding a leadership role for accreditation process • Leading a committee to improve systems or quality of care • Serving as an advisory, or consultant to industry, professional practice groups or scholarly endeavors • Enriching clinical practice with frequent preceptorship of students
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	<ul style="list-style-type: none"> • Member of taskforce or committee in clinical practice capacity • Regularly precepts students in practice area 	
<i>Criterion: Participates in community service</i>	<i>Criterion: Provides community-based service activities</i>	<i>Criterion: Provides leadership in community-based service activities</i>
Indicators	Indicators	Indicators
Shows evidence of participation in community service, exemplified by <ul style="list-style-type: none"> • Participating in local community advisory groups • Lectures given to local professionals or community groups • Contributes to setting up/running local disease prevention efforts 	Provides individuals and groups in the community with knowledge and skills related to clinical expertise, exemplified by a number of the following: <ul style="list-style-type: none"> • Developing innovative practice models • Receiving positive evaluations of practice • Participating in local, state, regional, or national community and official advisory groups • Working with university or regional outreach groups • Organizing outreach activities to community such as setting up local disease prevention effort 	Holds leadership positions in local, state, regional, or national community and official advisory groups, exemplified by <ul style="list-style-type: none"> • Leading development of practice models or guidelines on state, regional or national level • Working with state, federal or international organizations as a consultant, advisor, or committee member • Writing grants for funding for community based initiatives • Designing, setting up, or running community-based disease prevention clinic • Serving as a mentor in a post-graduate mentorship program • Serving as journal editor, or membership on editorial board. • Receiving service or practice award

b. Mentoring Policy for Clinical Track Faculty

CONTENTS Mentoring Program Career Development Plan Accountability Resources and Support for Mentors and Mentees	Last Updated: August, 2009 Policy Owner: School of Nursing Executive Council Policy Contact: Office of Academic Programs (OAP) Associate Dean for Academic Programs
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The School of Nursing recognizes the benefit and importance of mentoring clinical track faculty in career advancement. The School of Nursing supports a proactive approach for assisting all faculty to be successful in achieving the expectations of faculty in the School of Nursing as well as in relation to their own professional goals. The School of Nursing is committed to providing quality mentoring for its faculty.

The School of Nursing Policy for Mentoring Clinical Track Faculty references and is consistent with the School of Nursing policy for mentoring tenure track faculty available at S:\Policies Procedures Guidelines\Human Resources in the School of Nursing.

Mentoring Program

▪ Mentoring Team Composition

All clinical track (CT) faculty at the assistant professor level are expected to participate in a mentoring program from the beginning of their employment. The mentoring program at the School of Nursing will consist of a mentoring team whose membership includes the clinical track faculty's Cooperative Chair and a senior faculty member. The Co-operative Unit Chair will appoint the senior faculty mentor in consultation with the CT faculty member, and will give consideration to those senior faculty who have fewer than two mentees (including mentees on the tenure track) at any one time.

▪ Criteria for Senior Faculty Member

Criteria for being a senior faculty mentor of a CT faculty member are to: (a) be in good standing as a clinical track or tenured Associate Professor or Professor at the University of Minnesota for at least 12 months, and (b) be familiar with the School of Nursing's current criteria for promotion on the clinical track at the University of Minnesota.

▪ Recognition of Mentors

Senior faculty mentors will receive recognition of their activities as part of the annual Merit review and application for promotion to a higher rank. Senior faculty mentors may list their role and name of their faculty mentee on their CVs.

▪ Components of Mentoring Programs

The mentee and mentoring team members are expected to meet for the purpose of discussing career development and progress toward agreed upon teaching, research/scholarship, and service/practice goals annually. In addition to the annual meeting with co-op chair, the senior faculty mentor and the mentee are expected to meet once per semester. One of these meetings will include an observation and evaluation of the teaching of the mentee using the Teaching Effectiveness Rating form that can be located on the shared server at S:\Forms. For research-intensive clinical track faculty, the Associate Dean for Research will meet annually to review the research/scholarship plan.

Career Development Plan

Each mentored faculty member will develop with her/his mentors a realistic career development plan with specific timelines and quantifiable goals in writing. The Career Development Plan includes: (1) a plan for developing teaching effectiveness; and, (2) a plan for developing scholarship. The goal of the plan is to meet the career goals of the faculty member while meeting promotion criteria. The mentoring team is referred to the clinical track promotion criteria of the School of Nursing on the School of Nursing Shared Server at S:\Policies Procedures Guidelines\Human Resources\Clinical Track Promotion Criteria

1. Creation and documentation of career development plan by clinical-track faculty member:

The clinical track faculty member will be responsible for:

- (a) preparing a proposed 3-5 year ***Career Development Plan*** within 6 months of employment that includes a *Teaching Effectiveness Plan* and a *Plan for Developing Scholarship*
- (b) **updating the proposed plan at least once a year.** These plans will be reviewed and revised as needed in consultation with the mentoring team at least once a year.

The ***Teaching Effectiveness Plan*** will address the faculty member's proposed direct teaching including teaching of didactic, online, clinical and/or learning laboratory courses. The plan should also include the projected time for the mentor to observe and evaluate the mentee's teaching using the Teaching Effectiveness Rating Form.

The ***Plan for Developing Scholarship*** will include the faculty member's proposed area(s) of scholarly interest, proposed involvement in research and other grants with designated funders, and role on grant(s), and list of proposed publications and abstracts for scholarly presentations.

2. Review of Career Plan and Development of Mentoring Activities Plan by Clinical Track Faculty and Mentoring Team:

1. The clinical track faculty member will set up a meeting with the mentorship team once during the year. At this annual meeting, the mentoring team will review the faculty member's Career Development Plan and make recommendations for effectively accomplishing the career objectives.

Accountability

The *Career Development Plan* should be reviewed and updated annually, depending upon prior successes and revised assessments of how to achieve future goals.

The mentee is responsible for maintaining a portfolio of documented mentorship activities that includes copies of revisions of the *Career Development Plan*, summaries of the discussions, and the completed Teaching Effectiveness Rating Form. This portfolio will be updated annually and presented to the co-op chair and senior faculty mentor for review each year.

Co-operative Chairs will be responsible for maintaining records of the Mentor-Mentee assignments within their co-op.

Resources and Support for Mentors and Mentees

The School of Nursing will periodically offer activities and disseminate information about mentoring opportunities that support senior faculty mentors in this role. In addition to faculty career development opportunities (e.g., teaching-learning seminars, grant reviews and manuscript reviews offered in the School of Nursing, a variety of resources are available for both mentors and mentees through the Academic Health Center and University of Minnesota. These include:

- The School of Nursing Advancing Teaching-Learning Excellence Series (ATLES) for developing teaching effectiveness of faculty
- A Training manual – Carol Bland, Anne Taylor, Sindie Shollenberger and Patricia Mulcahy have developed a very complete guide *Mentoring and Being Mentored: Effective Collaboration Throughout an Academic Career* (in press). This book serves as a primary reference for mentors and mentees.
- Faculty programs offered through the Center for Teaching and Learning
(<http://www1.umn.edu/ohr/teachlearn/faculty/index.html>)

Appendix C
Academic Professionals Criteria

Teaching Specialist	Sr. Teaching Specialist	Lecturer	Sr. Lecturer
Master's Degree in Nursing	Master's Degree in Nursing	Graduate Degree appropriate to the field of instruction	Terminal Degree appropriate to the field of instruction
License to practice nursing in the state of Minnesota	License to practice nursing in the state of Minnesota	Licensure and/or certification appropriate to the field of instruction	Licensure and/or certification appropriate to the field of instruction
Professional certification when required by area of specialization	Professional certification when required by area of specialization	Professional certification when required by area of specialization	Professional certification when required by area of specialization
Two to three years of clinical teaching and/or patient care experience in the area of specialization	Five to six years of clinical teaching and/or patient care experience in the area of specialization	Two to three years experience as a graduate teaching assistant or faculty member in the area of specialization	Five to six years experience as a graduate teaching assistant or faculty member in the area of specialization
Articulation of a commitment to professional excellence in clinical nursing and teaching	Articulation of a commitment to professional excellence in clinical nursing and teaching	Substantial professional recognition in the field of study	Substantial professional recognition in the field of study
	Evidence of certification, advanced study and/or a doctoral degree	Evidence of continued contribution in one or more areas of responsibility.	Evidence of continued contribution in one or more areas of responsibility.

Responsibilities of Teaching Specialists and Lecturers

Teaching Specialist/Lecturer	Sr. Teaching Specialist/Sr. Lecturer
Teaching	
<p>Clinical Instruction</p> <ol style="list-style-type: none"> 1. Identify and coordinate student clinical learning experiences 2. Instruct and supervise groups of students at a clinical site 3. Facilitate students' application and synthesis of knowledge from prerequisite and concurrent courses 4. Participate in the design and evaluation of student assignments and performance 5. Establish effective communication among students, faculty and clinical personnel 	<p>Clinical Instruction</p> <ol style="list-style-type: none"> 1. Identify and coordinate student clinical learning experiences 2. Instruct and supervise groups of students at a clinical site 3. Facilitate students' application and synthesis of knowledge from prerequisite and concurrent courses 4. Participate in the design and evaluation of student assignments and performance 5. Establish effective communication among students, faculty and clinical personnel 6. Participate in the review & development of clinical instruction
<p>Laboratory Instruction</p> <ol style="list-style-type: none"> 1. Provide instruction, demonstration & supervision for students during the practice of nursing skills 2. Participate in the design, administration & grading of all methods used to evaluate students 3. Participate in the planning, implementation 4. & evaluation of laboratory content 5. Procure & prepare equipment required for instruction 	<p>Laboratory Instruction</p> <ol style="list-style-type: none"> 1. Provide instruction, demonstration & supervision for students during the practice of nursing skills 2. Provide leadership in the design, administration 3. & grading of all methods used to evaluate students 4. Provide leadership in the planning, implementation & evaluation of laboratory content 5. Procure & prepare equipment required for instruction 6. Coordinate activities in the laboratory to provide efficient service & an educationally
<p>Classroom Instruction</p> <p>Participate in classroom instruction when related to area of expertise & with appropriate guidance</p>	<p>Classroom Instruction</p> <p>Participate in the implementation of course objectives & curricular design related to area of specialization by:</p> <ol style="list-style-type: none"> 1. Selecting course readings 2. Selecting student learning experiences & assignments 3. Providing classroom instruction 4. Identifying & implementing appropriate evaluation measures <p>Provide leadership for teaching teams, orienting new teaching specialists, lecturers & faculty as necessary.</p>

Teaching Specialist/Lecturer	Sr. Teaching Specialist/Sr. Lecturer
Remain current with clinical practice, literature & developments in area of specialization	Remain current with clinical practice, literature & developments in area of specialization
Serve in an advising capacity to students in the undergraduate program as appropriate	Serve in an advising capacity to students in the undergraduate program as appropriate
	Develop new and innovative course work based on current knowledge and practice
Scholarship/Research	
Participate in planning and presenting at professional programs for the school & university	Plan & present at professional programs for state, region, nation & international audiences
Participate in the presentation of scholarly writing for publication	Serve as reviewer of professionally oriented journals, articles, texts and other educational material
Contribute to the design & development of progressive educational delivery systems	Contribute to scholarly projects in areas related to specialization by preparing proposals, conducting studies as a co-investigator or project director, & writing final reports
Function as liaison between the School of Nursing's scholarly efforts and community-based resources to promote achievement of mutually beneficial aims	Develop & maintain relationships between the School of Nursing and community-based resources to achieve mutually aims
Is recognized in area of clinical specialization by peers	Is recognized in area of clinical specialization by School of Nursing, university and local or regional chapters of national organizations that recognize excellence
	Provide leadership for the design & development of progressive & technologically-based educational delivery systems
	Sought as consultant in areas of expertise
Service	
Participate in School of Nursing committees & governance for which eligible through bylaws	Assume leadership in School of Nursing committees & governance for which eligible through bylaws
Participate in School of Nursing task forces and workshops related to position responsibilities	Assume leadership in School of Nursing task forces and workshops related to position responsibilities
Provide liaison activities with established clinical agencies	Establish liaison activities with established clinical agencies
Establish liaison activities with equipment supply companies and/or educational materials companies	Establish liaison activities with equipment supply companies and/or educational materials companies

Participate in professional and/or relevant community organizations	Provide consultation to other schools of nursing, health care professionals, public officials, etc. regarding area of specialization
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Teaching Specialist/Lecturer	Sr. Teaching Specialist/Sr. Lecturer
	Coordinate the utilization of supplies, equipment & laboratory space by the school, university & community
	Represent the School of Nursing and/or University of Minnesota in professional and/or relevant community organizations
	Assume leadership in University of Minnesota committees open to academic
	Assume leadership activities in professional and/or relevant organizations at the community and/or national levels

DRAFT

Appendix D
UNIVERSITY OF MINNESOTA
School of Nursing

CONSTITUTION

Approved by the General Assembly	1/23/78
Approved by Board of Regents	8/78
Amended	2/80; 6/80, 6/86, 6/06
Amended by Faculty	6/08
Amended by Faculty	2/23/12
Draft for review	1/20/15
Draft	2/11/15
Revised Draft	2/20/15
Revised Draft	2/27/15
Revised Draft	3/4/15
Revised and approved by the Faculty Assembly	3/27/15
Approved by the Provost	4/14/15

DRAFT

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

School of Nursing Constitution final 3-27-2015

UNIVERSITY OF MINNESOTA
School of Nursing

CONSTITUTION

PREAMBLE

In addition to the accepted powers of the faculty of the School of Nursing at the University of Minnesota as described in this Constitution, all members of the organization ascribe to the following underlying principles and intend that these members shall:

- Embrace a commitment to the genuine sharing of perspectives which facilitates nimble decision-making in the service of the mission of the school.
- Respect and honor the roles, responsibilities, and differential contributions of faculty, staff, and students as outlined by the policies set forth by the Regents and University of Minnesota governing bodies.
- Develop and support a governance structure that is purpose-driven, efficient, and effective.
- Encourage models of governance that rely on elected representation
- Honor the rights and responsibilities of faculty to assemble, discuss, and deliberate matters of concern within the scope of their accountabilities and influence related to faculty welfare, educational and research matters, and academic personnel allocation.
- Invite and actively engage faculty, staff and student participation in governance, dialogue, and decision making regarding relevant matters.
- Define the differences between faculty and administrative support functions that serve the strategic and operational efforts of the School of Nursing within the Academic Health Center and university at large.
- Uphold the consultative, steering and executive functions of the Faculty Leadership Council as the governing body for conducting faculty business in the School of Nursing.

ARTICLE I: GENERAL POWERS

The name of this organization shall be the University of Minnesota, School of Nursing. The purpose of this Constitution is to foster an active and informed faculty and to promote open communication and deliberation among all members of the community of the School of Nursing. To this end, the Constitution provides a democratic framework in which are defined the roles of the dean, the faculty, staff, and students in initiating recommendations, formulating decisions and communicating the basis for decisions to those affected. The framework provides guidance in the governance of the School of Nursing in accordance with the policies of the University of Minnesota, including the Board of Regents policy on faculty tenure and is consistent with university definitions and recognizes differences among categories of faculty.

This Constitution is not part of the employment contract between the university and its employees, and therefore does not establish terms and conditions of employment.

Section A: Approval, Adoption, and Amendment Procedures

Approval of the Constitution of the School of Nursing shall occur by ballot and shall require affirmation by two thirds of the votes cast based on participation by a simple majority of

members of the Faculty Assembly by ten days after presentation of the Constitution. Voting members of the Faculty Assembly include those faculty members in the School of Nursing as described under Article IV: The Faculty.

Following approval of the Constitution by the Faculty Assembly, the Constitution shall be sent to the dean by the chair of the Faculty Assembly for approval, after which the dean shall submit the approved document to the Senior Vice President for Academic Affairs and Provost (SVPAAP) for final approval.

Amendments to the Constitution of the School of Nursing may be initiated by any voting member of the Faculty Assembly. Proposals shall be submitted to the chair of Faculty Assembly in writing at least ten (10) working days prior to the scheduled discussion in Faculty Assembly. Following discussion, a draft of the proposed amendment and a ballot shall be submitted to each voting member of the Faculty Assembly. Voting shall occur by mail ballot ten days after presentation of the amendment and requires affirmation by two thirds of the votes cast based on participation by a simple majority of members of the Faculty Assembly. Amendments approved by the voting membership of the Faculty Assembly shall be in effect the day following their approval.

ARTICLE II: MISSION OF THE SCHOOL OF NURSING

The mission of the school is to generate knowledge and prepare nurse leaders who will create, lead, and participate in holistic efforts to improve the health of all people within the context of their environments.

ARTICLE III: THE DEAN

Section A: Authority, Role and Responsibilities

The dean is the chief academic and executive officer of the college, responsible for overseeing the academic priorities and day-to-day administrative operations of the college in consultation with the faculty as described in Article IV: The Faculty. These responsibilities include, but are not limited to, setting a vision and aligning college resources to support that vision, inspiring and supporting faculty, staff, and students in the activities of teaching and learning, research, public engagement, institutional and professional service, garnering internal and external support for the college, and building relationships and support with alumni, donors, civic and business leaders and other key partners in the community. The dean shall have responsibility for the regular review of organizational units and shall take such actions as are appropriate to the implementation of recommendations resulting from these reviews. The dean operates within the policies established by the University and the Board of Regents.

Section B: Selection and Appointment

The Dean is appointed by, and serves at the discretion of, the Senior Vice President for Academic Affairs and Provost, subject to the approval of the Board of Regents. The Senior Vice President for Academic Affairs and Provost has sole authority and responsibility for decisions related to the dean's employment, including but not limited to selection, performance evaluation, and termination.

A search committee will be appointed by the Senior Vice President for Academic Affairs and Provost, and its membership shall be made up of representatives from college constituencies, including faculty, staff, and students. The search process shall provide faculty, staff, and students with an opportunity to meet with and hear in a public forum from candidates who are announced as finalists for the position, and allow for input to the Provost. Interim appointments will be made by the Provost, after consultation with the faculty and staff.

Section C: Provision for a Vote of Recall

The procedure for the School of Nursing faculty to recommend a recall of the dean is initiated by the filing with the Senior Vice President for Academic Affairs and Provost of a petition to recall signed by a minimum of 30 percent of the voting members of the Faculty Assembly as defined in Article VI A. A two-thirds affirmative vote of the voting members based on participation by a quorum of the Faculty Assembly shall be required to recommend to the Senior Vice President and Provost that the dean be terminated.

Section D: Associate Deans, Assistant Deans, Directors

The dean shall have the right to appoint associate deans, assistant deans, unit chairs, and program directors as appropriate to organize and direct the administrative operations of the School of Nursing. These appointments shall be made in a manner consistent with University search and tenure policies. The conditions of their appointment, the delegation of authority and responsibilities to them and criteria for their annual review shall be determined by the Dean after consultation with the faculty of the school as described in Article IV: The Faculty. Reappointment will be determined by the dean and made in accord with university policy.

ARTICLE IV: THE FACULTY

Section A: Definition

For the purposes of this Constitution and Bylaws, the term "faculty" shall include regular faculty and clinical faculty. Regular faculty members are those individuals who hold full-time or part-time regular appointments as defined in the Regents' Policy Faculty Tenure. Clinical faculty members are those individuals who hold annual or multi-year renewable term appointments as defined in the University of Minnesota Faculty Senate Constitution.

Section B: Rights and Responsibilities

Consistent with the policy on Academic Governance in the University of Minnesota, the regular faculty as described in the Regents Policy Faculty Tenure shall hold the primary responsibility for governance. This responsibility shall include governance of the unit in policies related to research, curriculum and degree requirements, academic personnel allocation, and faculty welfare in consultation with the dean. Faculty rights and responsibilities include those contained in the tenure regulations and in the School of Nursing's 7.12 statement as well as those embedded in other Regents' and university policies. Faculty responsibilities shall be consistent with the Senate Statement of Academic Freedom and Responsibility or the most recent revision of that document. In the School of Nursing, these rights and responsibilities are shared among all

members of the faculty as defined in Article IV A.

Section C: Faculty Tenure and Promotion

The School of Nursing shall follow the tenure policies and regulations approved by the University Senate and other university and Board of Regents' policies. Procedures concerning faculty tenure, including post-tenure review and removal for cause, shall be consistent at all times with procedures adopted by the Board of Regents and embodied in the document Regulations Concerning the Regents Policy on Faculty Tenure or the most recent revision of that document. In addition, the School of Nursing shall follow the Procedures for Reviewing Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty.

Section D: Clinical Faculty Promotion

The School of Nursing shall follow its own approved clinical faculty promotion policies and procedures.

ARTICLE V: OTHER CONSTITUENTS

Other members of the School of Nursing community comprise staff, and students enrolled in any academic degree program of the School of Nursing. Roles and responsibilities of constituents related to governance are specified in the School of Nursing Bylaws.

ARTICLE VI: COLLEGIATE GOVERNANCE

The Faculty of the School of Nursing, as defined in Article IV above, shall hold the primary responsibility for governance. This responsibility shall include governance of the unit in faculty welfare, research policy, curricular policy and degree requirements, and academic personnel allocation, in consultation with the dean.

ARTICLE VI A: FACULTY ASSEMBLY

1. Authority and Responsibility

- a. The Faculty Assembly shall have general legislative authority over policies related to research, curriculum and degree requirements, academic personnel allocation, and faculty welfare in the School of Nursing. The authority of the Faculty Assembly shall include, but not be limited to, primary responsibility for educational and research policies, providing advice to the dean concerning the School of Nursing's budget, accreditation, designation and granting of honors, and policies concerning faculty appointment.
- b. The Faculty Assembly may delegate authority and responsibility to School of Nursing faculty committees related to faculty welfare, research policy, curricular policy and degree requirements, and academic personnel allocation.
- c. Only those members of the Faculty Assembly who hold probationary or tenured faculty appointments may vote on changes to the Nursing 7.12 statement.

2. Membership

- a. The Faculty Assembly of the School of Nursing shall be composed of all voting and

non-voting faculty members. A simple majority of voting members shall constitute a quorum.

- b. Voting members shall be defined as Voting Faculty (VF) and shall include: (1) regular faculty (those tenured or on the tenure-track) and, (2) clinical faculty who have full-time appointments.
- c. Non-voting faculty (NVF) shall be those appointed to the clinical faculty who hold part-time appointments (<67%); NVF may attend and participate in Faculty Assembly, including having floor privileges, but may not vote.
- d. Exceptions to extend voting privileges shall be determined by a majority vote of the Faculty Assembly.

3. Officers

Officers shall include the chair and chair-elect, both of whom shall be voting members of the Faculty Assembly. The position of chair shall rotate annually between members of the clinical faculty at the rank of associate professor and above and members of the regular faculty.

The chair shall be elected by a simple majority vote of the Faculty Assembly and shall serve a term of one year as chair and one year as past chair to support the new chair in the second year.

The chair-elect shall be elected by a simple majority vote of the Faculty Assembly and shall serve one year as chair elect and shall then serve in the second year as chair. Officers are members of the Faculty Leadership Council.

4. Meetings

The Faculty Assembly shall hold regular meetings at a time and place determined by the Faculty Leadership Council and approved by the chair. At any regular or special meeting of the Faculty Assembly, a majority of its membership shall constitute a quorum.

5. Committees

The Faculty Assembly may establish standing committees from its membership and may also create special committees to facilitate carrying out the responsibilities of the faculty in relation to faculty welfare, research policy, curricular policy and degree requirements, and academic personnel allocation. Membership on committees established by the Faculty Assembly and procedures for electing or appointing members is described in the Bylaws. Committees may appoint subcommittees. The Faculty Assembly shall periodically review the need for the function of all its committees.

ARTICLE VI B: FACULTY LEADERSHIP COUNCIL

The Faculty Leadership Council (FLC) shall represent the faculty and all constituents in the School of Nursing and shall serve as the consulting body to the dean and as the executive committee of the Faculty Assembly.

1. Membership

Elected Members

Elected members of the Faculty Leadership Council shall be elected by the Faculty Assembly and shall serve two year terms according to procedures outlined in the Bylaws. The following faculty will comprise membership of the FLC:

- a. Three regular faculty who are members of Faculty Assembly: one tenure-track and two tenured. One shall be the elected chair or chair elect of Faculty Assembly.
- b. Three clinical faculty voting members of Faculty Assembly - at least one at the rank of associate professor or professor. One shall be the elected chair or chair elect of Faculty Assembly.
- c. At least one Faculty Senator who represents the School of Nursing on the University Faculty Senate and who is a voting member of the Faculty Assembly.
- d. The School of Nursing representative to the Academic Health Center Faculty Consultative Committee.

Ex officio Voting Members

- a. The chairs of the standing committees as defined in the Bylaws.

2. Officers

There shall be a chair and vice-chair of the Faculty Leadership Council. The chair and vice-chair of the FLC shall not serve simultaneously as the chair or chair elect of Faculty Assembly.

The chair shall be elected by a simple majority vote of the Faculty Leadership Council and shall serve a term of one year.

The vice-chair shall be elected by a simple majority vote of the Faculty Leadership Council and shall serve a term of one year.

3. Duties and Responsibilities

Consultative

- a. To discuss with the dean issues or policies of the School of concern to the faculty and, as appropriate, to make recommendations concerning such matters to the Faculty Assembly.
- b. To request studies from the dean or from committees of the Faculty Assembly.
- c. To consult with the dean on planning, the annual budget, and the biennial request.
- d. To advise the dean on procedures for making major administrative appointments.
- e. To receive from any faculty member notification of concerns which may require consultation with the dean.
- f. To consult with the dean as requested by the chair of the FLC or at the request of the dean who shall ask to be placed on the agenda for that meeting.

Steering

- a. To establish, appoint members and direct all standing committees of the Faculty Assembly, which includes the authority to require that any committee of the Faculty Assembly report on any matter within its jurisdiction within 30 days.
- b. To receive recommendations of any faculty member who wishes to present a proposal to the Faculty Assembly and to refer or act upon such recommendations as it deems appropriate.
- c. To route to the appropriate body all documents, proposals, or papers on any matter pertaining to the affairs of the Faculty Assembly.
- d. To serve as a coordinating body between the dean and the Faculty Assembly or a committee of the Faculty Assembly.
- e. To be responsible for the review, approval, and distribution of the agenda for each meeting of the Faculty Assembly.
- f. To recommend, with the approval of the Faculty Assembly, such rules of procedure as are not provided in the Constitution or Bylaws.
- g. To evaluate the published Constitution, Bylaws, and Rules of the Faculty Assembly every five years.

Executive

- a. To serve as a deliberative body of the Faculty Assembly on all major items it deems necessary and appropriate.
- b. To act on behalf of the Faculty Assembly when a decision is required prior to the

next scheduled meeting of the Faculty Assembly and when a decision is required when it would not be possible to convene a special meeting of the Faculty Assembly in a timely fashion; such actions will be reported to the Faculty Assembly at its next meeting and the Faculty Assembly may then overrule the Faculty Leadership Council. To report regularly on any matters which, in its judgment, should be brought to the attention of the Faculty Assembly.

- c. To approve editorial changes in existing administrative policies previously approved by the Faculty Assembly and in the Constitution and Bylaws. To correct grammatical and punctuation errors and to approve other non-substantive technical amendments in existing administrative policies previously approved by the Faculty Assembly, including the Constitution, Bylaws, and Rules; such actions will be reported to the Faculty Assembly at its next meeting. The Faculty Assembly may then overrule the Faculty Leadership Council.

4. Meetings

The Faculty Leadership Council shall meet at least once monthly and shall publish its agenda for the faculty; these meetings are open to all faculty members unless otherwise stated in the published agenda. Additional meetings may be called for consultation with the dean.

BYLAWS

Bylaws stipulate processes and procedures required to carry out the requirements of the Constitution, as well as other college business.

**UNIVERSITY OF MINNESOTA
School of Nursing**

BYLAWS

**Approved by Faculty Assembly
September 10, 2015**

DRAFT

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

ARTICLE I. NAME, GENERAL POWERS, PURPOSES

The name of this organization shall be the University of Minnesota School of Nursing. The School of Nursing has three purposes: to provide education in the discipline and practice of nursing; to promote and conduct research in nursing; and to serve as a resource in the promotion of excellence in nursing to the community at large. All powers exercised by the faculty and dean of the School of Nursing are delegated by the Board of Regents. These authorities and responsibilities are delineated in the Constitution of the School of Nursing. These Bylaws are to be interpreted in conformity with the School of Nursing Constitution.

A. Amendments

Bylaws of the School of Nursing of the University of Minnesota shall be enacted or amended by a simple majority vote of the faculty. Proposed amendments or revisions may be introduced by any member of the faculty. Amendments shall be listed as an official agenda item, and shall be distributed to all members of the Faculty Assembly at least five working days before the faculty meeting. Voting on the bylaws shall take place by mail or electronic ballot no sooner than five working days after the Faculty Assembly meeting. The ballots shall be distributed by, returned to, and tallied by the designated staff support member of the Faculty Assembly. Results will be reported to the membership within 48 hours following the vote.

ARTICLE II. FACULTY ASSEMBLY

C. Authority and Responsibility

- (1) The Faculty Assembly shall have general legislative authority over policies related to research, curriculum and degree requirements, academic personnel allocation, and faculty welfare in the School of Nursing. The authority of the Faculty Assembly shall include, but not be limited to, primary responsibility for educational and research policies, providing advice to the dean concerning the School of Nursing's budget, accreditation, designation and granting of honors, and policies concerning faculty appointment.
- (2) The Faculty Assembly may delegate authority and responsibility to School of Nursing standing committees as described in the bylaws that are formed to align with the major responsibilities of faculty as described by the University of Minnesota described above.
- (3) Only those members of the Faculty Assembly who hold probationary or tenured faculty appointments may vote on changes to the Nursing 7.12 statement.

D. Membership

- (1) The Faculty Assembly of the School of Nursing shall be composed of all voting and non-voting faculty members.
- (2) Voting members shall be defined as Voting Faculty (VF) and shall include: (1) regular faculty (those tenured or on the tenure track) and, (2) clinical faculty who have full-time appointments. Exceptions to extend voting privileges shall be determined by a majority vote of the Faculty Assembly.
- (3) Non-voting faculty (NVF) shall be those appointed to the clinical faculty who hold part-time appointments (<67%); NVF may attend and participate in Faculty

Assembly, including having floor privileges, but may not vote.

E. Officers

- (1) Officers shall include the chair and chair-elect, both of whom shall be voting members of the Faculty Assembly. The position of chair shall rotate annually between members of the clinical faculty at the rank of associate professor and above and members of the regular faculty at the rank of associate professor or above.
- (2) The chair shall be elected by a simple majority vote of the Faculty Assembly and shall serve a term of one year as chair and one year as past chair to support the new chair in the second year.
- (3) The chair-elect shall be elected by a simple majority vote of the Faculty Assembly and shall serve one year as chair-elect/faculty secretary and shall then serve in the second year as chair.
- (4) Officers are members of the Faculty Leadership Council.

F. Operating Procedures of the Faculty Assembly

(1) Meetings

- i. Regular meetings shall be held at least twice each semester. The final meeting in the spring semester shall be the annual meeting at which committee reports shall be received from standing committees, elections will be conducted as specified under operating procedures, and future directions will be considered.
- ii. A simple majority of the Faculty Assembly voting membership shall constitute a quorum for Faculty Assembly meetings.
- iii. In the presence of a quorum, a simple majority of faculty present and voting shall constitute a definitive vote unless otherwise specified in the Constitution or these Bylaws.
- iv. Agendas shall be prepared by the Faculty Leadership Council. For regular meetings, agendas including action item materials shall be distributed one week in advance of meetings. Individual members of the Faculty Assembly as well as committees may submit agenda items to the chair of the Faculty Leadership Council or the chair of Faculty Assembly.
- v. The agenda and minutes of Faculty Assembly shall be recorded and distributed by the Chair-elect/Faculty Secretary who is a member of the FLC.

(2) Special Faculty Meetings

- i. Special faculty meetings without administrators present can be called by a petition of any ten voting members of the Faculty Assembly or by a majority vote of the Faculty Leadership Council. Administrators are defined as anyone who is a member of the School of Nursing Executive Council, including the dean, associate and assistant deans, co-operative unit chairs and the chief administrative officer. Such meetings shall require a two working day notice. The chair of the Faculty Assembly will preside. Special meetings shall deal only with the specific concerns for which they are called. In case the Faculty Assembly chair is also a cooperative unit chair, FLC shall appoint a chair for the special meeting.

- ii. As described in the School of Nursing Constitution, a special meeting of the Faculty Assembly may be called to send forward an advisory vote of no-confidence in the dean to the Provost, following a majority vote of all faculty present at the special meeting.
- iii. For special meetings, the announcements and the agendas shall be distributed one day in advance of the meeting.

(3) Election of Officers and Representatives of the School of Nursing

- i. At the final meeting of the Faculty Assembly in spring, a slate of candidates will be presented to fill the following positions:
 - Chair and chair-elect/faculty secretary of Faculty Assembly (one from the tenured faculty and one from the clinical faculty to rotate annually between tenured and clinical); both will be on FLC and will represent their respective groups
 - School of Nursing representatives to the University of Minnesota Faculty Senate (if needed)
 - SoN representative to the Academic Health Center Faculty Consultative Committee (if needed)
 - Two tenured faculty members of the FLC; both must be at the rank of professor, unless the chair or chair-elect is a professor (as needed); the third tenured member is the chair or chair-elect of Faculty Assembly
 - Two clinical faculty members of the FLC; both at the rank of associate clinical professor or above (as needed); the third clinical faculty member is the chair or chair-elect of Faculty Assembly

ARTICLE III: STANDING COMMITTEES

Standing Committees in the School of Nursing have authority delegated by the Faculty Assembly for faculty responsibilities as defined by the University of Minnesota to include, but not be limited to, policy recommendations related to research, curriculum and degree requirements, academic personnel allocation, faculty welfare, and to advise the dean concerning the School of Nursing’s budget. Standing committees are accountable to the Faculty Assembly for these responsibilities and for making recommendations to the dean based on their areas of responsibility. Members of standing committees of the Faculty Assembly shall serve for terms of three years, staggered across members, unless otherwise specified in the bylaws. FLC shall compile a list of all committee meetings, both frequency and duration, for the following year and communicate this to the dean’s office by May 15 each year.

A. FACULTY LEADERSHIP COUNCIL

The Faculty Leadership Council (FLC) shall represent the faculty and all constituents in the School of Nursing and shall serve as the consulting body to the dean and as the executive committee of the Faculty Assembly.

1. Membership

Members of the Faculty Leadership Council shall be elected by the Faculty Assembly and shall serve two-year terms according to procedures outlined in the Bylaws. The following faculty will comprise membership:

- a. At least (3) three voting members of Faculty Assembly who are tenured faculty, with at least (2) two at the rank of professor. One shall be the elected chair or vice chair of Faculty Assembly.
- b. At least three voting members of Faculty Assembly who are clinical faculty at the rank of clinical associate professor or above. One shall be the elected chair or vice chair of Faculty Assembly.
- c. The chair-elect shall also serve as the faculty secretary who will be responsible for recording and distribution of the minutes of the Faculty Assembly and of the FLC for approval.
- d. The chairs of each of the standing committees as defined in the bylaws.
- e. At least one faculty senator who represents the School of Nursing on the University Faculty Senate and who is a voting member of the Faculty Assembly.
- f. The School of Nursing representative to the Academic Health Center Faculty Consultative Committee.

2. Officers

- a. There shall be a chair and vice-chair of the Faculty Leadership Council. The chair and vice-chair of the FLC shall not serve simultaneously as the chair or chair elect of Faculty Assembly.
- b. The chair shall be elected by a simple majority vote of the Faculty Leadership Council and shall serve a term of one year.
- c. The vice-chair shall be elected by a simple majority vote of the Faculty Leadership Council and shall serve a term of one year.

Duties and Responsibilities

Consultative

- a. To discuss with the dean issues or policies of the School of concern to the faculty and, as appropriate, to make recommendations concerning such matters to the Faculty Assembly.
- b. To request studies from the dean or from committees of the Faculty Assembly.
- c. To consult with the dean on planning, and on the annual budget and the biennial request.
- d. To advise the dean on procedures for making major administrative appointments.
- e. To receive from any faculty member notification of concerns which may require consultation with the dean.
- f. To consult with the dean as requested by the chair of the FCC or at the request of the dean who shall ask to be placed on the agenda for that meeting.

Steering

- a. To establish, appoint members and direct all standing committees of the Faculty Assembly, which includes the authority to require that any committee of the Faculty Assembly report on any matter within its jurisdiction within 30 days.
- b. To receive recommendations of any faculty member who wishes to present a proposal to the Faculty Assembly and to refer or act upon such recommendations as it deems appropriate.
- c. To route to the appropriate body all documents, proposals, or papers on any matter pertaining to the affairs of the Faculty Assembly.
- d. To serve as a coordinating body between the dean and the Faculty Assembly or a committee of the Faculty Assembly.
- e. To be responsible for the review, approval, and distribution of the agenda for each meeting of the Faculty Assembly.
- f. To recommend, with the approval of the Faculty Assembly, such rules of procedure as are not provided in the Constitution or Bylaws.
- g. To evaluate the published Constitution, Bylaws, and Rules of the Faculty Assembly every five years.

Executive

- a. To serve as a deliberative body of the Faculty Assembly on all major items it deems necessary and appropriate.
- b. To act on behalf of the Faculty Assembly when a decision is required prior to the next scheduled meeting of the Faculty Assembly and when a decision is required when it would not be possible to convene a special meeting of the Faculty Assembly in a timely fashion; such actions will be reported to the Faculty Assembly at its next meeting and the Faculty Assembly may then overrule the Faculty Leadership Committee. To report regularly on any matters which, in its judgment, should be brought to the attention of the Faculty Assembly.
- c. To approve editorial changes in existing administrative policies previously approved by the Faculty Assembly and in the constitution and bylaws. To correct grammatical and punctuation errors and to approve other non-substantive technical amendments in existing administrative policies previously approved by the Faculty Assembly, including the constitution, bylaws, and rules; such actions will be reported to the Faculty Assembly at its next meeting. The Faculty Assembly may then overrule the Faculty Leadership Council.

B. EDUCATIONAL POLICY AND CURRICULUM COMMITTEE (EPCC)

The EPCC shall serve as a body concerned with all matters that influence the quality and integrity of academic programs offered within the School of Nursing, including program

and course development, implementation and evaluation, and to advance recommendations to the Faculty Assembly for adoption of any policy related to the development and evaluation of programs as well as to populations to be served by those programs in the School of Nursing. Members represent cross-sectional knowledge and experience across all

academic programs. The majority of members are regular faculty.

1. Membership

- a. Voting members will include:
 - (2) two faculty members who are tenured.
 - (1) one faculty member who is tenure-track
 - (2) two clinical faculty who are voting members of the Faculty Assembly
 - Membership will specifically include faculty from the BSN, MN, DNP and PhD Councils. At least one (1) DNP faculty must be a practicing nurse practitioner.
- b. Ex-officio/non-voting members to include:
 - The associate dean for academic programs
 - The director of graduate studies
 - The director of the Doctor of Philosophy program
 - The director of the Doctor of Nursing Practice program
 - The director of the pre-licensure programs
 - The co-director of the Bachelor of Science in Nursing program
 - The staff counselor/advisor for the Bachelor of Science in Nursing program
 - Student representatives from each of the four academic programs.
 - The Director of Continuing Professional Development.

2. Officers

- a. The chair shall be elected annually by the voting members of the committee and shall hold a tenured faculty appointment.

3. Authority and Responsibility

- a. Serve as a deliberative and coordinating body in matters pertaining to curricular development and future planning related to all academic programs within the School of Nursing.
- b. Formulate and submit recommendations to the Faculty Assembly regarding approval or modification of academic program objectives, based on the school's philosophy, missions and future directions.
- c. Receive recommendation for course approval from the PhD, DNP, BSN and MN Councils, and coordinate curriculum development activities to accomplish the teaching mission of the school in a manner that promotes creativity in guiding the present functions and future direction if the curricula of the School of Nursing.
- d. Establish curricular subcommittees, as appropriate, from the committee's membership and beyond, and assess progress and products of such subcommittees for consistency and continuity with an overall curricular plan. At least one member of a subcommittee must be a member of the Curriculum Committee.

- e. Recommend to Faculty Assembly position and policy statements regarding initiation and/or discontinuance of programs, criteria and mechanisms for articulation of academic programs, changes in general direction, areas of emphasis and/or philosophical base of academic programs.
- f. Develop and recommend criteria, scope and procedures for evaluation of the school's academic programs based on aggregate data related to program outcomes and to communicate these to PhD, DNP, MN and BSN Councils.
- g. Make policy recommendations to the Faculty Assembly, based on results of evaluative activities.
- h. Make recommendations to administration regarding resources needed to carry out current and projected academic programs.

C. FACULTY APPOINTMENT, PROMOTION, TENURE AND EVALUATION COMMITTEE (FAPTEC)

The Faculty Appointment, Promotion, Tenure, and Evaluation Committee carries out the authorities and responsibilities set forth in the Tenure Code of the University and all associated university policies related to faculty appointment, promotion, tenure and evaluation. Implements continuation, promotion, tenure, and post-tenure reviews of regular and clinical faculty, within the framework established by the Tenure Code, University Tenure and Promotion Procedures and the School of Nursing 7.12 Statement and the policies and procedures established by the School of Nursing for clinical faculty appointment, promotion and evaluation. There are three subcommittees of FAPTEC: The Regular Faculty subcommittee, the Clinical Faculty subcommittee and the Merit Review subcommittee that conducts annual performance reviews of all faculty through established merit review processes and procedures.

1. Membership

- a. Voting members will include:
 - A minimum of (5) five tenured faculty with at least (4) four at the rank of professor.
 - A minimum of (1) one tenure-track faculty.
 - (4) Four clinical faculty who are voting members of Faculty Assembly with
 - (1) one assistant, (2) two associate, and (1) one at professor rank.
 - Clinical faculty are not eligible to participate in discussions or vote on tenure-track promotion or tenure decisions.
- b. Committee membership shall be augmented annually to include all faculty eligible for actions related to discussions and votes for promotion and tenure as set forth in the Tenure Code of the University.
- c. Committee membership shall be augmented annually to include all clinical faculty at associate and professor rank for discussion and voting for clinical faculty promotions.
- d. Faculty appointed as associate and assistant deans and cooperative unit chairs are not eligible for committee membership.

2. Officers

- a. The chair shall be a tenured professor and shall be elected annually from the committee membership.

3. Terms of Service

- a. Tenured and tenure-track faculty members of FAPTEC shall be elected by regular faculty for staggered three-year terms. Voting will occur at the annual meeting of the faculty assembly.
- b. Clinical faculty members of FAPTEC shall be elected by clinical faculty voting members of Faculty Assembly for staggered three-year terms. Voting will occur at the annual meeting of the faculty assembly.

4. Authority and Responsibility

- a. FAPTEC Committee of the Whole
 - Consult with the dean and administrators on matters related to implementation of procedures for probationary continuation, tenure, promotion, post-tenure, and clinical faculty review procedures.
 - Implement the promotion review procedure for clinical faculty. One of the elected clinical full professors shall chair the Clinical Faculty Review and Promotion processes.
 - Periodically review criteria, standards, and procedures related to adjunct and affiliate and clinical faculty appointments, and make recommendations for change to the faculty.
 - Receive recommendations from the Merit subcommittee for changes in criteria, standards, and procedures for faculty merit review and forward such recommendations to Faculty Assembly and to the dean..
 - Receive recommendations each semester from faculty in each cooperative for appointment of candidates for adjunct faculty, review and make recommendations of appointments to the dean.
- ii. Regular Faculty Subcommittee
 - Periodically review criteria, standards, and procedures for all faculty appointments and promotions, for tenure and post-tenure review of regular faculty, and make recommendations for changes to the Faculty Assembly.
 - Carry out the authority and responsibilities set forth in the Tenure Code of the University and all associated university policies. Implement continuation, promotion, tenure, and post-tenure reviews of regular faculty within the framework established by the Tenure Code, University Tenure and Promotion Procedures, and the School of Nursing 7.12 Statement.
 - Report to the Faculty Leadership Council and Faculty Assembly regarding all matters related to promotion and/or tenure, including post-tenure review.
- iii. Clinical Faculty Subcommittee
 - Carry out the authority and responsibilities set forth in the School of Nursing Policies and Procedures for clinical faculty appointment, promotion, and evaluation.
 - Implement the promotion review procedure for clinical faculty. One of the elected clinical full professors shall chair the Clinical Faculty Subcommittee

- and oversee the review and promotion processes.
- Periodically review criteria, standards, and procedures for all clinical faculty appointments and promotions, and make recommendations for changes to the Faculty Assembly.
- Report to the Faculty Leadership Council and Faculty Assembly regarding all matters related to appointment and promotion.

iv. Merit Subcommittee

Conduct annual faculty merit reviews, following School of Nursing criteria and policy and procedures and in accord with University procedure.

- Membership (to be appointed by FAPTEC)
 - One regular faculty from FAPTEC
 - One clinical faculty from FAPTEC
 - Augment members to represent all ranks of regular and clinical faculty as needed
- Authority and Responsibility
 - Conduct annual performance reviews of faculty for merit
 - Submit summary of recommendations for faculty merit to the dean
 - Review and submit recommendations for improving the merit criteria and review process to FAPTEC.
- Meetings
 - The Merit Subcommittee meeting frequency and duration shall be determined annually.

D. GRADUATE ADMISSIONS AND PROGRESSIONS COMMITTEE

The Graduate Admissions and Progressions Committee is responsible for formulating and implementing the use of criteria and standards for graduate student admission and progression in accordance with School of Nursing and University of Minnesota policies and regulations, and for making related policy recommendations to Faculty Assembly.

1. Membership

a. Voting members will include:

- At least (6) six voting members of the Faculty Assembly who have responsibilities for teaching in the graduate programs of the School of Nursing, including (3) three tenured/tenure-track faculty, two of whom must be tenured, and (3) three clinical faculty, one of whom must be a nurse practitioner.
- The director of graduate studies
- The director of the PhD program
- The director of the Master of Nursing program
- The director of the Doctor of Nursing Practice program

b. Ex-officio/non-voting members to include:

- The associate dean for academic programs.

- The graduate enrollment specialist(s)
 - The graduate academic advisor(s)
- c. The chair shall be elected annually by the voting members of the committee and shall hold a tenured faculty appointment.

2. Authority and Responsibility

- a. Review, formulate, and implement policies that specify criteria and standards for student admission and progression in graduate programs in the School of Nursing.
- b. Review of applications to the MN, DNP, PhD programs, and post-graduate certificate programs.
- c. Make final admissions decisions for applicants to the MN, DNP, PhD and post-graduate certificate programs.
- d. Periodically review and update policies for graduate student admission and progression.
- e. Develop and implement procedures for graduate admissions and progression, based on review of historical data and trends.
- f. Recommend policies related to graduate admission and progression to Faculty Assembly.

E. RESEARCH COMMITTEE

The Research Committee is responsible for recommending to Faculty Assembly policies as it deems necessary and appropriate with respect to research activities at the School of Nursing. All members shall have experience participating in funded research.

1. Membership

- a. Voting members will include:
 - (4) Four tenured/tenure-track faculty members, at least (2) two of whom shall be currently funded or have a recent history of research funding from the National Institutes of Health or other comparable entities.
 - (1) One clinical faculty (doctorally prepared) with research experience.
 - (1) One PhD graduate student or post-doctoral fellow in a research program.
 - (1) One representative from UMMC/UMMCH, Fairview.
- b. Non-voting members to include:
 - The associate dean for research
- c. The chair shall be elected annually by the voting members and shall hold a tenured faculty appointment.

2. Authority and Responsibility

- a. Recommend to the Faculty Assembly and School of Nursing administration such policy as it deems necessary and appropriate with respect to research activities of faculty and students.

- b. Recommend and participate in nursing research initiatives for the school that are responsive to societal needs and reflective of professional and scientific priorities from local to global.
- c. Recommend resources needed to nurture and facilitate faculty and student research throughout the research process (including human resources, time, space, and support for fiscal management from project inception to dissemination and utilization of findings).
- d. Review and advise Strategic Communications on ways to promote visibility of research conducted at the school.
- e. Participate in the development of and advise the school's administration on research goals, policies, and funding including the compact process, strategic planning and internal grant funding.
- f. Participate in ongoing evaluation of the school's progress toward achieving research goals and priorities.
- g. Facilitate research collaboration within the school, university, clinical institutions, and the community from local to global.
- h. Recommend, review and support the development of programs and activities (e.g., Research Day, seminars, workshops, T32 proposals and grant proposals) whose submissions may be limited to a department, school, university, etc. These activities are aimed to facilitate the strategic use or development of research expertise as well as the dissemination of research findings in collaboration with the associate dean for research.

F. UNDERGRADUATE STUDENT SCHOLASTIC STANDING COMMITTEE (USSS)

The Undergraduate Student Scholastic Standing Committee (USSS) is responsible for formulating and implementing criteria for undergraduate student admission and progression in accordance with School of Nursing and University of Minnesota policies and regulations.

1. Membership

- a. Voting members will include:
 - At least (5) five voting members of the Faculty Assembly, including (2) two tenured/tenure-track faculty and (3) three clinical faculty. At least one of the members shall be located at the Rochester campus.
 - A majority of the members shall have at least three years of teaching experience in a baccalaureate nursing program and shall be currently teaching in the baccalaureate program.
 - The co-director of the BSN program.
- b. Ex-officio/non-voting members to include:
 - The director of the pre-licensure programs
 - The director of the Office of Student & Career Advancement Services
 - The academic advisor of the Bachelors of Science in Nursing program.

- c. The chair shall be elected annually by the voting members of the committee and shall hold a tenured or clinical faculty appointment at the rank of associate professor or above.

2. Authority and Responsibility

- a. Formulate and implement criteria for undergraduate student admission and progression in accordance with School of Nursing and university policies and regulations.
- b. Review, propose, implement and evaluate policies and procedures for admission to the School of Nursing baccalaureate program.
- c. Review, propose, implement and evaluate policies and procedures regarding progression of School of Nursing baccalaureate students.

G. FINANCE AND PLANNING COMMITTEE

The Finance and Planning Committee serves as a resource to the Faculty Assembly and advises the dean on major issues of planning, budget, resource allocation policy, faculty salary compensation, and School of Nursing operations.

1. Membership

The (4) four faculty members of the Finance and Planning Committee are appointed by the Faculty Leadership Council and hold staggered three year terms. The following faculty will comprise membership:

- a. Voting members will include:
 - One regular faculty at the rank of full professor
 - One regular faculty at the rank of associate professor or higher
 - Two clinical faculty at the rank of associate professor or higher.
- b. Ex-officio/non-voting members will include:
 - The School of Nursing chief administrative officer (CAO) serves as an ex-officio, non-voting member.

2. Officers

- b. The Chair shall hold a tenured faculty appointment and will serve on the Faculty Leadership Council.

3. Authority and Responsibilities

- a. To consult with and advise the Dean or designee on planning, and in particular on financial and operational planning.
- b. To consult with and advise the Dean or designee on the development of the annual compact, annual compensation plan, supplemental budget requests, and the annual budget.
- c. To receive a written budget report annually from the dean or designee.
- d. To periodically review and consult with the Dean or designee on physical facility

- allocation principles and planning.
- e. To consult with the dean or designee on the financial and operational aspects of all major proposals and policy initiatives.
 - f. To consult with the dean or designee on the periodic review of School operations.
 - g. To recommend to the Faculty Assembly such actions or policies related to finance and planning as it deems appropriate.
 - h. To take up other matters related to finance and planning as shall be referred by an individual faculty member and/or other School of Nursing committee.
 - i. To appoint subcommittees to deal with issues related to financial and operational planning.
 - j. To report regularly (once per semester or as requested or deemed necessary) to the Faculty Assembly regarding the committee's role in financial and operational planning and related policies.

ARTICLE IV: STRUCTURAL COMMITTEES

There may exist committees comprising faculty, students, civil service, bargaining unit, and professional and administrative staff, to advise and make recommendations to the School of Nursing administration on matters of interest to their constituencies.

- A. These committees shall be governed by their own rules and procedures.
- B. These committees shall have the option to formulate and propose changes to the School of Nursing Bylaws for areas germane to their activities. These proposals must follow the process defined in the School of Nursing Constitution: Article I.

Addendum/History of Bylaws Updates and Revisions

Approved by General Assembly April 15, 1991 Amended: November 18, 1991 (Art. V, Sec. A,2.c.4)
 Amended: May 28, 1992 (Art. V, Sec. A.2.b.1; Art. V, Sec. A.2.b.3; Art. V, Sec. A.2.b.4; Art. V, Sec. A.2.b.5; Art. VI, [new] Sec. E [old Sec. E becomes F & Sec. F becomes G]) Amended: June 11, 1993 (Art. VI, Sec. A,1)
 Amended: June 6, 1994 (Art. III, Sec. A.1: Addition of "Definitions") Amended: March 8, 1995 (Art. III, Sec. A, add 7)
 Amended: May 12, 1995 (Art. IV, B.: Delete 1 & 2 & replaced by single paragraph)
 Amended: June 23, 1995 (Art. IV, add new Section E) Amended: April 17, 1996 (Art. VI, revised Section F)
 Amended: February 25, 1999 (Art. VI, Sec. A, B, C, D, F.1, F.2) Amended: May 20, 1999 (Art. V, Sec. A.1, 2)
 Amended: December 29, 1999 (Art. VI, Sec. D, 1, c) Amended: December 7, 2001 (Art. V, Sec. A, 1, b) Amended: June 4, 2002 (Art. VI, Sec. A, 1, e) Amended: June 6, 2002 (Art. VI, Sec. B. 1., d. e. f. g.)
 Amended: June 4, 2003 (Art. II, revised Section B; Art. III, revised Section A; Art. IV,

revised Sections D & E; Art. V revised Section A; Art. VI revised Sections A, B, C, D, E, & G)

Amended: March 16, 2005 (Art.VI, Sec A; 1.a., b.; Sec A. 2. g.) Amended: June 12, 2006

Amended: June 4, 2008 (Art. II, Sec A1, A5-8; Art III Sec B3; Art. IV Sec. A1-2; Art. IV Sec.B5-7; Art. V Sec. A2b; Art. V Sec C. 1a; Sec C. 2 a-e; Sec D Deleted; Art. VI Sec. A 1ai-v, bii, c; Art. VII Sec. A 1ai, ii, v, vi, bii, 2d, g, h; Art. VII Sec. B 1ai, bi, ii, iv, v, vi; Art.VII Sec. C 2a-g; Art. Vii Sec. D 1aii, bi-ii; Art. Vii Sec E.1 1ai, bi-iv; Art. VII Sec. E.2 1ai, iii, iv, bi-ii, 2 a, aii, aiii, d; Art. Vii Sec F. ai-viii, 2a-e; Art. VII Sec. B 2)

Amended: May 1, 2009 (Art. VII, Section C; 2.h, i) Amended: October 30, 2009 (Art. VII, Section E.1 Ai, Bi-iii) Amended: April 23, 2010 (Article V Sec. D; added sec. E, F)

Amended: May 31, 2012 (Art II Sec A; Art IV Sec A, B; Art V Sec A, new Sec B, rev Sec E, F, G, H; Art VI Sec A, New Sec B; Art VII Sec A, B, C, E, F1, F2, G)

Amended: December 17, 2012 (Article VII Sec E; increased members to 5)

Amended: 11/18/91, 5/28/92, 6/11/93, 3/08/95, 5/12/95, 6/23/95, 4/17/96, 2/25/99, 12/29/99, 12/07/01, 6/04/02, 6/06/02, 6/12/06, 6/04/08, 10/30/09, 4/23/10, 5/3/2012, 12/17/2012

Complete revision of Bylaws 9-10-2015

DRAFT

March 2017

COLLEGIATE ACADEMIC PERSONNEL PLAN SCHOOL OF PUBLIC HEALTH (SPH)

John R. Finnegan, Jr., Dean and Professor

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1. Background

On July 18, 2016, Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs, requested that University of Minnesota campuses and colleges with tenure-initiating units provide updated collegiate academic personnel plans as required by the University of Minnesota administrative policy [Academic Appointments with Teaching Functions](#). (A copy of the memo making this request is provided as Appendix A.) This request was clarified and confirmed to the Council of Faculty Affairs Deans in November, 2016.

The last SPH Collegiate Academic Personnel Plan was submitted in 2002 and is included as Appendix B. With respect to this current collegiate academic personnel plan, initial consultation occurred with the School's leadership team to ensure accurate representation of division's teaching practices. A working draft then was reviewed and revised by the School's Faculty Consultative Committee. It was shared electronically with the School's P&A Senate. Finally, it was presented to the School's executive team (referred to in the existing SPH Constitution, attached as Appendix C, as the Policy Council).

2. Guiding Principles for Academic Appointment with Teaching Function in SPH

The School of Public Health is committed to excellence in its instructional activities at all levels. These levels include undergraduate students (through classes oftentimes taken in pursuit of a minor in public health are offered through the College of Liberal Arts); post-baccalaureate students pursuing certificates, professional, graduate, and doctoral degrees; and some post-graduate students pursuing continuing education opportunities. The School also is committed to research, scholarship, service and community engagement activities that amplify the instructional mission.

As defined in the University of Minnesota administrative policy [Academic Appointments with Teaching Functions](#), there are five appointment categories for personnel delivering instruction. They are:

- i. Regular (tenured and tenure-track) faculty;
- ii. Term (non tenure-track, contract) faculty;
- iii. Adjunct faculty;
- iv. Academic staff; and
- v. Graduate teaching assistants.

The principles that may guide appointments of instructors to the different categories enumerated above include:

- i. Duties and responsibilities associated with the appointment;
- ii. Qualifications of the individual appointed;
- iii. Effort commitment of the individual appointed;
- iv. Expected duration of the instructional need leading to the appointment;
- v. Any special circumstances associated with the resources supporting the appointment; and
- vi. The nature of the instructional unit itself.

With respect to point (vi), for purposes of this plan, the instructional units within SPH include four divisions (Biostatistics, Environmental Health Sciences, Epidemiology and Community Health, and Health Policy and Management) and the School itself.

Given the principles enumerated above, it is appropriate to consider the various roles and responsibilities of instructional personnel within the School.

3. Selection, Review, and Roles and Responsibilities of Instructional Personnel

a. Regular faculty

The regular faculty are the bedrock of the School. They are hired pursuant to the University of Minnesota Regents policy: [Faculty Tenure](#) and its associated administrative policies, namely the administrative policy: [Recruitment and Selection of Faculty and Academic Professional and Administrative Employees](#). Pursuant to Section 7.12 of the Regents policy: [Faculty Tenure](#), the School has specific, stringent standards and processes governing the appointment, promotion, reviews, and granting of tenure of regular faculty. For more detail, refer to the SPH Policy: Academic Faculty: Appointment, Promotion, and Tenure which is included as Appendix D.

Regular faculty are expected to contribute broadly to teaching, research, and service with specific goals and expectations for each faculty member articulated in the School's 7.12 statement (see Appendix D). There is a general expectation that regular faculty members will contribute to all of the research, teaching, and service missions of the School, but the relative amount of time any individual faculty member spends on each mission is subject to considerable variation and is in general discussed annually with the division head to which the faculty member reports.

Most of the regular faculty have appointments as graduate faculty with the University of Minnesota Graduate School. Regular faculty actively advise doctoral, professional, and graduate students supplemented by access to program coordinators and School-wide student services staff (who are not appointed to instructional job classifications).

All undergraduates pursuing a minor in public health have access to a professional advising staff (not appointed to instructional job classifications) in the Department of Geography and Environmental Science or Department of Sociology within the College of Liberal Arts where the minor is housed. SPH faculty and student services staff may supplement this undergraduate advising.

The SPH regular faculty have a consultative governing role within the School as articulated further in the School's Constitution (see Appendix C).

b. Term (non tenure-track, contract) Faculty

Term faculty are vital to the success of the School's teaching and research. Similar to regular faculty, they are hired pursuant to the University of Minnesota Regents policy: [Faculty Tenure](#) and associated administrative policies, namely the administrative policy: [Recruitment and Selection of Faculty and Academic Professional and Administrative Employees](#). SPH has a detailed policy for the appointment and promotion of contract faculty members (the current version is attached as Appendix E). It also addresses review processes.

Generally speaking, the primary component of a contract faculty member's work is teaching and/or research; service may be an additional provision of the contract faculty member's contract. As described further in the policy, the primary standards for recommendation for a contract faculty appointment are effectiveness in teaching and advising and/or distinction in scholarly activity. Contract faculty must have

demonstrated sustained performance in the areas included in their contract as contrasted with regular faculty who must sustain performance in research, teaching, and service.

The expected relationship of term faculty with the School is ongoing (beyond a single semester or year) and significant; accordingly, the vast majority of term faculty employment in SPH is through contract faculty appointments. Temporary or visiting faculty appointments are used infrequently.

The SPH contract faculty have a consultative governing role within the School as articulated further in the School's Constitution (see Appendix C).

c. Adjunct faculty

SPH adjunct faculty members generally hold paid appointments in the School below 40% time because their principal employment is outside of the School. Oftentimes, they are professionals in the community who lend their valuable experience and practical knowledge to enrich our students' learning. While adjunct faculty appointments are part-time and typically only a semester in duration, in some cases appointments are reoccurring so that the adjunct faculty member contributes to the teaching mission in several academic years.

d. Academic Staff

The majority of academic staff in SPH provide significant contributions to the research mission of the School. A minority of the academic staff hold appointments with instructional job classifications; albeit a small number, they are important in successfully fulfilling the SPH teaching mission. While many of the academic staff also contribute to the service mission, it generally is not a formal requirement.

Of note, the highest concentration of academic staff in SPH work in the Rothenberger Institute which is part of the Division of Epidemiology and Community Health. The Rothenberger Institute's vision is to equip college students – at the University of Minnesota and beyond – with the knowledge and skills to live healthy lives through evidence-informed, inclusive, and engaging on-line health and wellness curriculum. The curriculum is designed as an online, one-credit, elective undergraduate course. This innovative work is an extension of the School's primary educational focus on doctorate, professional, and graduate students.

Some key employment provisions for academic staff are set forth in the University of Minnesota administrative policy: [Appointments of Academic Professional and Administrative Employees](#). Similar to regular and contract faculty, academic staff are hired pursuant to the University of Minnesota administrative policy: [Recruitment and Selection of Faculty and Academic Professional and Administrative Employees](#). Termination of academic staff appointments are described in two University of Minnesota administrative policies: [Early and Select Appointment Terminations for Academic Professional and Administrative Employees](#) and [Non-Renewal of Appointment for Academic Professional and Administrative Employees](#). As required by the University of Minnesota administrative policy: [Performance Management for Academic Professional and Administrative Employees](#), SPH academic staff are reviewed annually via the on-line Academic Health Center Performance Appraisal Tool.

SPH academic staff have a consultative governing role within the School as articulated further in the School's Constitution (see Appendix C).

e. Graduate Teaching Assistants

In SPH some graduate students serve as teaching assistants; they typically are supervised by faculty members who serve as the instructor of record for the course. These opportunities provide financial support and training helping our students attain their educational and career goals.

4. Current Appointment Distributions

Attached as Appendix F are the Fall 2015 reports provided by the Vice Provost for Faculty and Academic Affairs that detail use of various appointments for instructional personnel in SPH as a whole and in its four divisions.

For the School as a whole with 128.03 full-time equivalent (FTE) appointments in Fall of 2015, 99.57 (78%) were regular faculty, 20.23 (16%) were contract faculty, 7.64 (6%) were academic staff, and .59 (0%) were adjunct faculty. As such, for the School as a whole, the non-regular FTEs (28.46) were 22% of the regular FTEs (128.03), which falls below the limit of 25% required to trigger a Supplemental Plan as described in the University of Minnesota administrative policy [Academic Appointments with Teaching Functions](#).

Considering individual divisions of the School, three of the four had regular faculty comprising somewhere between 76-92% of their FTEs with, correspondingly, non-regular faculty comprising somewhere between 8-24% of their FTEs. Only one, the Division of Biostatistics, had a regular faculty representation below 75%, and the required supplemental plan for this division is outlined in Section 5 below.

5. Supplemental Plan for the Division of Biostatistics

In Fall of 2015, the Division of Biostatistics had 24 FTE appointments of which 17 (71%) were regular faculty, 6 (25%) were contract faculty, and 1 (4%) was academic staff. (See Appendix F.) This is an appropriate balance of instructional personnel for this division.

Every student in the School of Public Health is required to take at least one Biostatistics course. In addition, the Division supports MPH, MS and PhD students majoring in Biostatistics. As a result, the division serves very distinct student bodies with distinct needs. The current teaching distribution has evolved over the last few years to more effectively meet the needs of the varied student bodies. Within the Division of Biostatistics, the regular faculty's contributions to teaching and advising activities largely are focused around courses and students in the biostatistics doctorate and master's of science programs. The contract faculty and academic staff in the division regularly teach the two required courses for all students seeking a master's in public health (PubH 6414: Biostatistical Literacy and PubH 6450: Biostatistics I) offered in in-person and on-line formats. The non-regular faculty were specifically hired to teach these courses as they come with expertise in biostatistics, adult education, and modern instructional methods for both online and "flipped" in-person teaching formats. This combination we have found better serves the MPH students from other programs who generally do not have as strong of quantitative backgrounds and interests as those in the Biostatistics PhD and MS programs. These non-regular faculty do not engage in biostatistics research at the level expected of regular faculty do, and, therefore, faculty would not be able to meet the requirements to obtain tenure in the SPH. Working together, the division's instructional personnel fulfill the teaching needs of all the programs and

certificates in Biostatistics and courses for programs offered in other divisions while sustaining Biostatistics rankings among the top five to seven programs in the country.

DRAFT

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office of the Vice Provost for Faculty
and Academic Affairs

Office of the Executive Vice President and Provost

110 Morrill Hall
100 Church Street S.E.
Minneapolis MN 55455-0110

Office: 612-626-9545
Fax: 612-626-8388

To: Chancellors (UMM, UMR); TC Deans of Colleges with Tenure-Initiating Units

From: Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs

Date: July 18, 2016

Re: Request for Updated Collegiate Academic Personnel Plans; Due October 19, 2016

C: Karen Hanson, Executive Vice President and Provost
Kathryn Brown, Vice President, Office of Human Resources

Attachments: College data displays

I write to request that you submit by October 19, 2016, an updated collegiate personnel plan for your college or campus. While units have submitted plans previously, we have partnered with faculty governance to improve this process. Additionally, as specified in the policy, the Faculty Senate Committee on Academic Freedom and Tenure will participate in reviewing these plans. We hope that the plans will reflect your unit's priorities in relation to its educational mission and identify needs you may have in relation to meeting that mission.

The administrative policy [Academic Appointments with Teaching Functions](#) establishes internal guidelines for appointments of individuals with teaching functions and is intended to:

- Ensure that our students are taught by outstanding instructors;
- Articulate the appropriate balance of academic responsibilities carried out by tenure system faculty and those carried out by academic professional staff;
- Assure that broad consultation, including with collegiate tenure-track faculty governance, takes place in the development of new and revised academic personnel plans.

The collegiate personnel plan should provide a rationale for what the college considers the appropriate balance of responsibilities carried out by individuals in the five broad appointment categories eligible to provide instruction for credit (see *Academic Appointments with Teaching Functions* for definitions). In addition, for each department in which the number of FTEs in non-tenure appointment types (as defined in the policy) exceeds 25% of the number of tenure system faculty, the college must address in a supplemental plan the appropriate balance of tenure system faculty and academic staff responsibilities.

Attached are reports with data collected from the ninth pay period of fall 2015 which provide an overview of the ratio of tenure system to non-tenure system instructional FTEs for each tenure-initiating unit in your college. These reports will be provided to each college by my office on an annual basis with the goal

of providing information to colleges about any significant variations from the established collegiate patterns over time.

Reports are based on “ZdeptIDs”, which correspond most closely to the academic departments in each college. Please note that FTE is calculated based on FTE and standard hour information entered in PeopleSoft by colleges and departments. In some cases, FTE counts may be inflated if part-time employees worked fewer hours than was initially entered into PeopleSoft. We therefore encourage units to review the list of individuals on the data displays for accuracy. If there are inaccuracies in the reporting, departments and colleges should correct the information in the PeopleSoft system in order to accurately reflect appointments in future reports.

As you consult the administrative policy *Academic Appointments with Teaching Functions* for provisions and terms related to the completion of the personnel plan, please make certain to address the following elements in your report:

- Balance of academic responsibilities carried out by individuals in the appointment categories listed in the policy statement;
- Process for ensuring appropriate credentials of employees in any appointment category listed in the policy statement other than tenure system faculty;
- Principles guiding the appointment of non-tenure system faculty by appointment category. In units in which the number of FTEs in non-tenure system appointment types exceeds 25% of the number of tenure system faculty, please provide a supplemental narrative;
- Collegiate and departmental guidelines for the use of instructors with different appointment categories in the delivery of the curriculum such as parameters around instruction by course type;
- Mentoring and professional development focused on teaching provided for individuals in each of the appointment categories;
- Career advancement options and systematic reviews for non-tenure system appointments;
- Evidence of consultation with representatives from the appointment categories listed in the policy statement. Please provide a narrative describing your consultation process.

The administrative policy requires that campuses and colleges have in place an approved collegiate academic personnel plan and that it be resubmitted every five years or as necessitated by changes in the balance of individuals in the appointment categories listed in the policy.

In the past, collegiate plans have varied in their content and structure. My intention is to establish a system to gather common information across colleges and to identify best practices that can be shared widely. Additionally, these plans can signal to administrative bodies how we might be of assistance in relation to faculty and instructional staff appointments across our campuses.

If you have any questions about these plans, please be in touch with Ole Gram (gram@umn.edu) or me (ropers@umn.edu). We can be reached via e-mail or at 612-626-9545. Thank you in advance for your responsiveness to this request. I look forward to reviewing your plans.

**School of Public Health
University of Minnesota**

**Collegiate Plan
Administrative Policy on Academic Appointments**

February 2002

The plan presented herein has been developed, reviewed, and approved within the School of Public Health (SPH) Policy Council¹. It was adopted at the meeting of 29 November 2001, and revised at the meeting of 14 February 2002.

I. Specify which of the following five categories and specific subcategories will be used:

The SPH exercises the options to use the following categories of teaching appointments. A corresponding table of allowable class titles and job codes in all categories/subcategories is presented as Appendix A.

- a. Regular Tenure and Tenure-Track Faculty
 - i. Indefinite Tenure [P (tenured)]
 - ii. Tenure-Track [N (Probationary)]

- b. Non-Tenure Track Faculty
 - i. Contract – [K (annual/renewable); J (multiyear/renewable)]
 - ii. Temporary [T (temporary)]
 - iii. Visiting [V (visiting)]

- c. Adjunct Faculty
 - i. Within University of Minnesota [B-one year, renewable]
 - ii. Outside University of Minnesota [A-single semester, academic year, or one year – renewable]

- d. Academic Staff
 - i. Primary Responsibility is Teaching [K, J, H (probationary), G (continuous)-semester, summer term, or academic year]
 - ii. Other Primary Duties, Occasional Instruction [K-course, semester or summer term]

¹ The SPH Policy Council, as described in the SPH Constitution dated August 20, 1999, is comprised of the Dean, Head of each Division, one faculty member from each Division (elected by secret ballot), three at-large faculty members (elected by secret ballot), Chair of the SPH P&A Senate, President of the SPH Student Senate, President of the SPH Staff Association, Chair of the SPH Educational Policy Committee, Associate Deans, one SPH representative to the University Senate, and SPH faculty elected to serve on the University Faculty Consultative Committee as *ex officio* members.

e. Graduate Teaching Assistants

Teaching Assistants [semester, summer term, academic year, or one year – Teaching Assistant, Advanced Master Teaching Assistant, Ph.D. Candidate Teaching Assistant, Summer Session w/tuition benefits, Summer Session w/o tuition benefits, Summer Term TA]

II. Define core responsibilities for each main category and subcategory specific responsibilities:

a. Regular Tenure and Tenure-Track

Each member of the Regular Faculty is expected to teach (i.e., didactic instruction and student advising), maintain a research program, and engage in service to the institution and his or her professional communities, all in accord with the tenure and promotion policies of the School. The Regular Faculty as a group is responsible for developing, delivering, and maintaining the quality of the School's curriculum.

b. Non-Tenure Track Faculty

- i. Contract – [K (annual/renewable); J (multiyear/renewable)]
- ii. Temporary [T (temporary)]
- iii. Visiting [V (visiting)]

Teaching, research, and service. The specific mix of responsibilities and expectations will be determined for and specified in each individual contract. A proposed Contract Faculty Request template is included as Appendix B.

c. Adjunct Faculty

- i. Within University of Minnesota [B-one year, renewable]
- ii. Outside University of Minnesota [A-single semester, academic year, or one year – renewable]

One or more of teaching, research, academic outreach, or service. The specific mix of responsibilities and expectations will be determined for and specified in the documentation of each individual appointment.

d. Academic Staff

- i. Primary Responsibility is Teaching [K, J, H (probationary), G (continuous)-semester, summer term, or academic year]
- ii. Other Primary Duties, Occasional Instruction [K-course, semester or summer term]

Teaching. The specific assignment, responsibilities and expectations will be determined for and specified in the documentation of each individual appointment.

e. Graduate Teaching Assistants

Teaching Assistants [semester, summer term, academic year, or one year – Teaching Assistant, Advanced Master Teaching Assistant, Ph.D. Candidate Teaching Assistant, Summer Session w/tuition benefits, Summer Session w/o tuition benefits, Summer Term TA]

Teaching. The specific assignment, responsibilities and expectations will be determined for and specified in the documentation of each individual appointment.

III. Rationale for any significant variations from established collegiate patterns in making academic appointments in specific units:

The significant variations from established collegiate patterns are with regards to the use of the T-track for faculty appointments. In the past this track has been used to hire and retain a significant number of faculty members; e.g., at present there are approximately 30 faculty appointed in this track. Going forward individuals hired into the School will normally be hired either as Regular Faculty or as Contract Faculty. Plans for addressing the appointments of faculty members currently appointed on the T-track are presented in VI below.

IV. Define circumstances by which the use of one or more of the following four prefix working titles to the assistant, associate, or full professor titles is appropriate: Teaching, Research, Service, or Outreach:

The SPH waives the option to use prefixes in conjunction with professorial titles.

V. Supplemental Plan – If Necessary:

A supplemental plan is not being presented at this time. The necessity for preparing a supplemental plan will be determined once this Collegiate Plan is approved and the items in VI below have been addressed.

VI. Anticipated Internal Consequences of the Collegiate Plan:

The SPH appointment, promotions, and tenure (APT) code will need to be revised to accommodate the introduction of the Contract Faculty tracks J and K into the SPH appointment structure.

The new academic appointment structure also will necessitate that all SPH faculty currently holding T-track appointments be reclassified into other faculty tracks. The immediate reclassifications will be into Contract Faculty tracks J or K. However, the School anticipates hiring a number of these faculty members as Regular Faculty through the normal appointment process over the next several years. These appointments will be made as part of an evolving plan to revise the composition and size of the School's faculty and student body.

To maintain or enhance its position as a national leader in education and research, and to continue to make good on its outreach commitment to Minnesota, the School needs both to increase its enrollment and grow its faculty. The SPH has embarked on a plan to increase enrollment to at least 500 graduate and professional students (from a base of 354 in the 1999-2000 academic year) by Fall 2005. At present the School enrolls approximately 425 students and has a faculty complement of approximately 65 Regular Faculty and 30 T-track Faculty. Based on projected student enrollments, financial considerations, and student-faculty ratios² for similarly situated peer institutions³, the University of Minnesota School of Public Health should over the next 5 years develop a Regular Faculty complement on the order of 85-100 Regular Faculty. As is true at Minnesota and its peer schools today, development and support of the School's Regular Faculty will be based on a combination of substantial external research funding and funding for the professional and graduate education programs (i.e., state funding and tuition). The SPH also will maintain a complement of Contract Faculty, the future size of which will be driven by specific programmatic needs in the teaching and research programs that are above and beyond what can be accommodated with the Regular Faculty. The planned mix of students, Regular Faculty, and Contract Faculty will position the University of Minnesota School of Public Health to enhance its position as a nationally recognized, globally oriented, and locally committed leader in academic public health.

It is recognized and understood that the size of the Regular Faculty is subject to financial considerations, and accordingly the Dean will work with the Senior Vice President for Health Sciences to evaluate and refine the School's faculty and student body growth plans so that they are indeed financially feasible and prudent. It is anticipated that this will be part of the Compact process for the 2003 fiscal year.

² Students per Faculty Member, and Students per Tenure/Tenure-Track Faculty Member.

³ Peer institutions: Columbia, Harvard, Johns Hopkins, and the universities of California (Los Angeles, and Berkeley), Michigan, North Carolina, and Washington.

Appendix A: Teaching Appointments – Code, Title, Type

FACULTY GROUP	JOB CODE	JOB TITLE	APPOINTMENT TYPE CODES
Regular	9401 9402 9403 9404	Professor Associate Professor Assistant Professor Instructor	P (tenure) N (probationary) R (retired) X (outside term of appt) O (other)
Contract	9401 9402 9403 9404	Professor Associate Professor Assistant Professor Instructor	K (annual/renewable) J (multiyear/renewable) R (retired) X (outside term of appt) O (other)
Temporary	9401 9402 9403 9404	Professor Associate Professor Assistant Professor Instructor	T (temporary)
Visiting	9401V 9402V 9403V 9404V	Visiting Professor Visiting Associate Professor Visiting Assistant Professor Visiting Instructor	V (visiting)
Adjunct (within University)	9401A 9402A 9403A 9404A	Adjunct Professor Adjunct Associate Professor Adjunct Assistant Professor Adjunct Instructor	B (adjunct)
Adjunct (outside University)	9401A 9402A 9403A 9404A	Adjunct Professor Adjunct Associate Professor Adjunct Assistant Professor Adjunct Instructor	A (adjunct)
Academic Professional/P&A (primarily teaching)	9751 9753	Senior Fellow Lecturer	K (annual renewable) J (multiyear renewable) H (probationary) G (continuous) R (retired) X (outside term of appt) O (other)
Academic Professional/P&A (part-time teaching)	9701 9702 9703 9728 9729 9743	Senior Research Associate Research Associate Research Fellow Public Health Specialist Continuing Education Spec Senior Research Fellow	K (annual renewable) J (multiyear renewable) H (probationary) G (continuous) R (retired) X (outside term of appt) O (other)
Graduate Teaching Assistants	9511 9512 9571	Teaching Assistant Undergrad Teaching Asst I Summer Term TA (and others in series)	Y (number of years restricted)

Appendix B: Contract Faculty Request Template

- 1. Contract Term Faculty Template Request: U Wide Form UM 1538**
- 2. School of Public Health Contract Term Faculty Request Supplement**

DRAFT

Contract Term Faculty Template Request

This form does not apply to use of temporary, visiting, or adjunct term faculty.

College/Campus	
Contact Person	Title
Campus Phone	E-mail Address

Rationale for use of contract faculty appointments. This list is taken directly from the Regents' Policy on Faculty Tenure, Section 3.4. Appropriate uses of term appointments. Check all that apply.

- 1. The duration, the percentage of time, or both, require less than service for two-thirds time for the academic year;
- 2. The appointment is designated a Visiting appointment because the faculty member is from another educational institution or is a qualified professional from a government or private agency on a leave of absence to accept a temporary appointment at this University;*
- 3. The appointment is designated a clinical appointment because the faculty member is a clinician in the community who gives service to the University part-time;*
- 4. The appointment concerns a faculty member who principally is engaged in and primarily is supported by clinical activities or by discipline-related service;
- 5. The appointment is designated an adjunct appointment because the faculty member's primary employment is outside the University or is in another unit of the University;*
- 6. The appointment extends courtesy faculty rank without salary;*
- 7. The position is subject to the joint control of the University and another institution;
- 8. The specific funding for the position is subject to the discretion of another institution;
- 9. The funding for the position is for a limited time;
- 10. The appointment is in a unit or program that is experimental or otherwise restricted in nature;
- 11. The person is enrolled in a University of Minnesota degree program. A regular faculty member on a probationary appointment may transfer to term status during enrollment in such a program if the faculty member and the senior administrator agree. The transfer suspends the running of the maximum period of probationary service, but the faculty member retains other rights if regular appointment, including annual review, the right to timely notice and a terminal appointment period as provided in Section 6.

* This condition is not applicable as a reason for use of contract faculty.

In order to help better understand the planned use of contract faculty in your unit, please elaborate:

Estimated number of appointments in this category: _____

Anticipated length of appointments:

- Annual Renewable
- 3 Years
- 5 Years
- Other. Please explain: _____

Approved VP for HR	Date
Approved EVPP	Date

Appendix B. (2)
School of Public Health
University of Minnesota

Contract Term Faculty Request Supplement

Division:

Appointment Title & Rank:

Sources of Funds:

Appointment Specific Responsibilities

Teaching:

Research:

Service/Outreach:

Division Head:

Date;

Approved Dean:

Date:

May 11, 2001

ADMINISTRATIVE POLICY ON ACADEMIC APPOINTMENTS

This policy is intended to provide general information to University employees and to serve as internal guidelines for University administrators. The information described in this policy is not a condition of employment, and the language is not intended nor does it create a contract between the University and any employee. Employees may resign their employment in accordance with the terms of their contracts and appointments, the University may terminate an individual employee's employment as provided in the applicable University policies and in accordance with the procedures established for that class of employee. The University reserves the right to change, add to, eliminate, or modify any of the policies described in this policy at its discretion, with or without notice, and in accordance with any applicable University consultative processes. Employees should review the specific policies referred to herein as this policy only provides an overview of those policies and may only be current as to the time of original adoption of this policy.

Executive Summary

This administrative policy on academic appointments establishes the standards and procedures for appointments of individuals *who will have teaching functions*.¹ The University of Minnesota asserts the importance of ensuring that our students are taught by individuals who have appropriate qualifications and who are recognized as teachers and enjoy the privilege of academic freedom. The University of Minnesota also affirms that an appropriate complement of regular faculty will direct the University's ongoing intellectual programs, accompanied by non-tenure track faculty and academic staff. The University of Minnesota will strive to ensure that all such faculty and academic staff be appropriately selected, reviewed, and fairly treated.

Instruction in **courses for credit** may only be offered by persons who hold appointments in one of the following five categories.

1. **REGULAR (TENURED AND TENURE-TRACK) FACULTY:**

Members of the tenured and tenure-track faculty.

2. **TERM (NON-TENURE TRACK) FACULTY:**

2A. **Contract Faculty.** Members of the faculty on annual, renewable or multi-year contracts.

2B. **Temporary Faculty.** Members appointed to address temporary needs of 1-2 years.

2C. **Visiting Faculty.** Faculty at other universities who are temporarily here.

3. **ADJUNCT FACULTY:**

¹ The Administrative Policy on Academic Appointments was drawn from the recommendations of the Academic Appointments Policies and procedures Working Group (December 1999) and the Senate's Joint Committee on Academic Appointments (June 1999), with subsequent consultations with the Faculty Consultative Committee, other Senate Committees, the Academic Staff Advisory Committee, deans, and other administrators.

- 3A. Adjunct Faculty from Within the University. Persons who hold faculty status in one main department and who are appointed by a second department or college.
- 3B. Adjunct Faculty from Outside the University. Professionals in the community who offer instruction on an occasional, part-time basis.

4. **ACADEMIC STAFF:**

- 4A. Academic Professional Staff Who Hold Primary Responsibility for Teaching.
- 4B. Academic Professional or Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties.

5. **GRADUATE TEACHING ASSISTANTS:**

Students registered in a graduate or post-baccalaureate professional degree program may also provide assistance to the faculty in teaching or advising students registered for specific courses, or may be the instructor of record for an entire course, in accordance with the standards of the academic unit and those in the Policy and Guidelines for Graduate Assistants.

In order to be able to assure our students that instruction of quality is provided, to provide appropriate certification to accrediting organizations, and to comply with University regulations, teaching appointments must be made in one of these categories.

Attached are details regarding each of these appointment categories relating to titles, appointment type, governing document, limits, approval process for appointment, selection process, benefits, performance review, notice requirements, and governance.

Central and Unit Responsibilities:

Teaching Specialists and Lecturers: promotional ladders will be available for both the teaching specialist and lecturer classifications. Teaching specialists may be promoted to senior teaching specialists; lecturers to senior lecturers. Collegiate criteria and procedures must be developed to specify the hiring (selection and appointment processes) and promotional requirements for these positions. Length of service duration for teaching specialists and lecturers will no longer be capped, and those who meet the normal eligibility requirements for the Faculty Retirement Plan will be able to participate. A phased schedule for participation by this group in the Faculty Retirement Plan will be implemented by the Office of the Executive Vice President and Provost and the Office of Human Resources (OHR). Generic position descriptions for teaching specialist, senior teaching specialist, lecturer, and senior lecturer are available on the OHR web site.

Collegiate Plans: Each college, led by the dean, must adopt a personnel plan that articulates which of the appointment options would be used by the college, in addition to its regular faculty, in carrying out its teaching functions and to ensure the academic quality of its programs. The plan should indicate the appropriate balance of responsibilities carried out by faculty and those carried out by academic staff (e.g., types of courses, advisement, clinical supervision, etc.) for which members of each group will be responsible. The overall collegiate personnel plan must be

developed through a process that includes substantial representation of tenured and tenure-track faculty, academic professional and administrative staff and term faculty, as applicable, and must be approved by the normal college governance processes and by the dean. Appointments made to any position with responsibilities primarily for instruction (term [non-tenure track] faculty, teaching specialists, senior teaching specialists, lecturers, and senior lecturers) must also be made only in accordance with the plan.

The collegiate personnel plan must include the rationale for any significant variations from the established collegiate patterns in making academic appointments in specific academic units within the college². In addition, the collegiate plan must include a specific supplemental plan for any unit in which the number of FTE contract faculty positions (category 2A) plus the number of FTE academic professional positions with primary responsibility for teaching (category 4A) exceeds 25% of the FTE tenured and tenure-track faculty. Each supplemental plan should indicate the appropriate balance of faculty and academic staff responsibility, to include the levels and types of courses for which members of each group will be responsible. This supplemental plan must be developed in broad consultation with the leadership, faculty and academic staff of these units.

The Executive Vice President and Provost will review and approve all collegiate plans, in consultation with the Vice President for Human Resources, other appropriate vice presidents and chancellors, and the Tenure Subcommittee of the Senate Committee on Faculty Affairs³. Once a collegiate personnel plan has been approved by the Executive Vice President and Provost, it need only be updated if there are substantial modifications in the plan. Each collegiate personnel plan should be reviewed at least once in every five years.

Reporting and Monitoring: The Executive Vice President and Provost, in conjunction with the Vice President for Human Resources, will produce an annual report documenting the numbers of individuals falling within each of these categories, broken out by department, college and campus, as well as aggregated. This information will inform the collegiate dean and other central officers involved in the annual collegiate academic planning and budgeting compact process, and will also be available to inform the Tenure Subcommittee, which will review this information for consistency with the approved plan and the academic mission of the University. Representative(s) of the Academic Staff Advisory Committee will also be invited to participate in the meetings of the Tenure Subcommittee at which this information is reviewed.

Review of Policy: This policy will be reviewed thoroughly at least once every five years. This review should examine both the success of the policy in meeting the University's goals of providing appropriate instruction of the highest possible quality for all students and the suitability of its provisions for the future of the University. This periodic review does not preclude earlier changes, should the need arise.

² An "academic unit" is defined as being a department or similar unit. A school, college or division that is not further subdivided is also an academic unit. This definition of "unit" is consistent with the language in the Regents Policy on Faculty Tenure and applies throughout this document.

³ For units in the Academic Health Center and at the coordinate campuses, college plans will first be reviewed and approved by the senior vice president for health sciences (for units in the Academic Health Center) and by the chancellors (for units at the coordinate campuses) prior to submission to the Office of the Executive Vice President and Provost. This process for units in the Academic Health Center and coordinate campuses applies throughout this document, even though it may not be restated.

Other Key Documents:

- **Regents' Policy on Faculty Tenure**
- **Guidelines for the Review of Probationary Faculty**
- **Academic Staff Policy and Procedures Manual**
- **Guidelines for Recruiting & Appointing Academic Personnel**
- **Policy and Guidelines for Graduate Assistants**

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Category 1. Regular (Tenured and Tenure-Track) Faculty

These individuals constitute the core faculty of each of the colleges and participate in teaching, research/scholarship and service/outreach.

Titles: Professor (9401), Associate Professor (9402), Assistant Professor (9403), and Instructor (9404). Regents' Professor (9410) and holders of endowed chairs are included.

Appointment Type: Indefinite tenure (P) or probationary status (N). Other appointment types to be used as the situation dictates: special contract (C), retired (R), outside term of appointment (X), and other (0).

Governing Document: Regents' Policy on Faculty Tenure.

Limits: The number of tenured and tenure-track faculty is limited by budgetary considerations. Individuals should not be appointed to these positions unless reasonable levels of annual long-term income sources are available to support the appointment. The Executive Vice President and Provost, in consultation with the Vice President for Human Resources, must approve a collegiate funding plan that addresses the financial risks associated with all positions that are tenure-track or tenured as part of the regular planning and budgeting process, as referenced in the compact agreement.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator.

Selection Process: A national search is required. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances. Specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.
- Members of the regular faculty have access to Faculty Sabbatical Leave and Faculty Single-Semester Leave, as defined in Regents' Policy. They also have access to competitive supplemental funding from the EVPP Office's Faculty Sabbatical Supplement Program according to the criteria and procedures established by the college or campus.

Performance review: All regular faculty are subject to annual review as part the unit's merit review process. Probationary faculty are also reviewed annually in the promotion and tenure process, and receive additional review when considered for promotion and/or tenure (Regents' Policy on Faculty Tenure, Section 7). Tenured faculty are subject to post-tenure review (Regents' Policy on Faculty Tenure, Section 7A). Rules and procedures can be found in the Rules and Procedures for Post-Tenure Review.

Notice requirements: The appointment of a probationary faculty member may be terminated with one year's notice to be given by May 15, to take effect slightly over one year later. Probationary faculty must be reviewed for tenure status by the sixth year of service (ninth year of service in approved special cases) or given a notice of non-continuation. Tenured and probationary faculty may be removed for cause, as set forth in the Regents' Policy on Faculty Tenure.

Governance: Persons in this category are members of the faculty and have full right to participate in the governance of the unit. They participate in promotion and tenure decisions and in post-tenure review in accordance with the Regents' Policy on Faculty Tenure. Only members of the tenured faculty participate in tenure decisions. Only members at higher ranks participate in promotion decisions. Departmental compensation review processes are also determined by the regular faculty.

Criteria: A faculty appointment is appropriate if the individual is engaged in teaching, research, and service as defined in Section 7.11 of the Policy on Faculty Tenure. To hold a faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required.

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Category 2. Term (Non-Tenure Track) Faculty

2A. Contract Faculty

These individuals are additional faculty members who are hired on an A (12 month) or B (9 month) annual, renewable or multi-year contract. These positions may continue on a long-term basis, but are appropriate only in the circumstances set forth in the Regents' Policy on Faculty Tenure, Sections 3.3 and 3.4. Contract faculty appointments must be made in accordance with an approved Contract Faculty Template Request.

Titles: Professor (9401), Associate Professor (9402), Assistant Professor (9403), and Instructor (9404). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles to the Instructor, Assistant Professor, Associate Professor or Professor titles is appropriate: Teaching, Research, Clinical, or Service/Outreach. Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for contract faculty.

Appointment Type: Annual renewable contract (K); multiple year contract (J); clinical scholar, medical school (I); yearly appointment, medical school (W); and non-regular appointment, Duluth campus (E). Other appointment types to be used as the situation dictates: retired (R); outside term of appointment dates (X); annual renewable, additional appointment (teaching) (Q); non-credit teaching/other professional work (Z); and other (O).

Governing Document: Regents' Policy on Faculty Tenure (especially Sections 3.3 and 3.4)

Limits:

1. These contract faculty appointments are for use only in pre-approved circumstances that fall within the situations determined by Section 3.4 of the Policy on Faculty Tenure, e.g., full time clinical track faculty in the Medical School. They may not be used as a substitute for regular faculty appointments. The template to request use of contract faculty, Contract Faculty Template Request, must be approved by the dean and appropriate vice president or chancellor (as applicable). The executive vice president and provost, and the Vice President for Human Resources must also approve the request in consultation with the Tenure Subcommittee of the Senate Committee on Faculty Affairs. The Tenure Subcommittee will review the use of each approved Contract Faculty Template Request and the experience thereunder as part of the annual reporting and review process.
2. Contract faculty appointments must provide for:
 - No less than the same notice period for non-renewal as that provided for academic staff.
 - A process for annual and periodic comprehensive performance review.
3. A dean, after consultation with the regular faculty of the unit, may amend an approved Contract Faculty Template Request for a unique set of circumstances subject to review and approval by the Vice President for Human Resources.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator.

Selection Process: A national or limited regional search is required. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances. Other no search options as well as specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.
- Contract faculty are eligible for Faculty Sabbatical Leave and Faculty Single-Semester Leave if funding is available and the unit administrative head and dean concur. Refer to the Regents' Faculty Development Leave Policy.

Performance Review: All contract faculty are subject to annual review as part of the unit's merit review process. The unit must also conduct a more thorough review at least once every six years, using a committee comprised of regular faculty and a representation of term faculty.

Notice Required: The following periods apply: 1 month notice up to the ending of the 1st year of employment in an academic position, 3 months notice with 2-5 years employment, 6 months notice with 6-10 years employment, 1 year notice starting with the 11th years or more of employment.

A written notice of nonrenewal must be sent by the responsible authority for nonrenewal of appointments. The length of the nonrenewal notice required will be determined by consecutive years of service in a contract faculty position and the end date of the current Notice of Appointment.

If proper notice is not given so that it may be met within the contract period, the appointment end date shall be extended to provide for the required nonrenewal notice period. There is no provision for grievance of nonrenewal of an annual or multi-year appointment when the appointment term is completed and the required notice is given.

Service and payment during the nonrenewal period for persons on annual contracts of less than 12 months follow the same regular payroll contract term reflected on the Notice of Appointment, e.g., for academic year B-term appointments, there is no service or payment during the period between the one appointment end date and the start of the new appointment.

Part-time annual or multi-year appointments are entitled to the same length of notice provisions. If the appointments have been for different percentages of time over the length of the individual's employment, the nonrenewal notice period should provide for an averaged amount of time. Alternative packaging of the nonrenewal notice period, such as full-time appointment for three months rather than half-time appointment for six months, is permitted providing the agreement is in writing and mutually consented to by the employee and the responsible administrator.

During the notice period, the individual may be reassigned to different job duties and responsibilities by the responsible authority. For the duration of the notice period, salary must be retained at a level no lower than the salary in effect at the time of the notice.

Governance: Contract faculty participate in faculty governance, but do not participate in decisions regarding the appointment, promotion or tenure, or retention of members of the regular faculty. Contract faculty should be made eligible to participate in the University Senate.

Criteria: Similar to regular faculty, a contract faculty appointment is appropriate if the individual is engaged in teaching, research, and service, as defined in Section 7.11 of the Regents' Policy on Faculty Tenure. The percentage time devoted to each of the three missions may deviate from those of the regular faculty based on the needs of the unit and the qualifications of the individual. To hold a contract faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required.

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Category 2. Term (Non-Tenure Track) Faculty
2B. Temporary Faculty

These individuals are hired to address temporary short-term situations and normally are appointed for no more than one year. In exceptional cases such appointments may be renewed for a second year only with appropriate internal unit approval and approval by the Vice President for Human Resources. The Executive Vice President and Provost and the Vice President for Human Resources will review the pattern of such renewals annually with the Tenure Subcommittee of the Senate Committee on Faculty Affairs.

Titles: Professor (9401), Associate Professor (9402), Assistant Professor (9403), Instructor (9404). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles to the Instructor, Assistant Professor, Associate Professor or Professor titles is appropriate: Teaching, Research, Clinical, or Service/Outreach. Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for temporary faculty.

Appointment Type: Temporary (T). The appointment terminates at the end of the appointment term.

Governing Document: Regents' Policy on Faculty Tenure.

Limits: A temporary faculty appointment is typically for one year or less. This form of appointment is limited to the situations listed in Sections 3.3 and 3.4 of the Regents' Policy on Faculty Tenure. The appointment document should specifically identify these qualifying conditions. This form of appointment is not appropriate if a regular (probationary or tenured) faculty appointment or a contract faculty appointment can be made.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator. The faculty may delegate its recommendation authority to a faculty committee. Appointments beyond the initial one year or less are discouraged. They are permitted only under exceptional circumstances for a second appointment term only and are dependent on special need of the unit and the faculty member's high quality of performance. They require appropriate internal unit approvals and approval by the Vice President for Human Resources. A unit wishing to retain such a faculty member should consider making a tenure-track or contract faculty appointment following normal University recruiting and selection guidelines.

Selection Process: A national, limited regional or limited local search is required. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances. Other search options as well as specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.

- **Due to the short-term nature of their appointments, temporary faculty are not eligible for Faculty Sabbatical and Single Semester Leaves.** If a temporary faculty member is subsequently hired into a regular or contract faculty position, the time spent in temporary status will be reviewed by the unit head at the time of the subsequent hire to determine prior service credit for eligibility for sabbaticals and semester leaves.

Performance Review: The unit should provide an informal performance review for every temporary faculty member. If reappointment is contemplated, a review equivalent to the annual merit review is required.

Notice Required: The appointment automatically terminates at the end of the year (or less) appointment period. Reappointments are discouraged. If special circumstances warrant a reappointment to a second year or portion thereof, it is suggested that the decision to reappoint should be communicated no later than April 15 for the following academic year.

Governance: Since temporary faculty by definition have no continuing connection with the University, they have no vote in faculty governance. Their participation in the discussion of relevant and applicable issues is encouraged.

Criteria: Similar to regular faculty, a temporary faculty appointment is appropriate if the individual is engaged in teaching, research, and service, as defined in Section 7.11 of the Policy on Faculty Tenure. The percentage time devoted to each of the three missions may deviate from those of the regular faculty based on the needs of the unit and the qualifications of the individual. To hold a temporary faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required.

Category 2. Term (Non-Tenure Track) Faculty
2C. Visiting Faculty

Visiting faculty are individuals who have a regular faculty appointment at another university or a similar status in a research institution or in government service.

Titles: Visiting Professor (9401V), Visiting Associate Professor (9402V), Visiting Assistant Professor (9403V), Visiting Instructor (9404V). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles added to the Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor or Visiting Professor title is appropriate: Teaching, Research, Clinical, or Service/Outreach. Refer to Job Code and Title Information for a complete list of titles and appropriate job codes for visiting faculty.

Appointment Type: Visiting (V). The appointment terminates at the end of the appointment term.

Governing Document: Regents' Policy on Faculty Tenure.

Limits: Typically visiting faculty are for appointment periods of one year or less. Only persons who are on leave from regular appointments at another university, research institution, government service, or other similar organizations are eligible for these appointments.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator. The faculty may delegate its recommendation authority to a faculty committee or to the unit head.

Selection Process: No formal search is required. Departments are encouraged to review all available candidates.

Benefits:

- Standard health benefits if on the U of M payroll. See Benefits Summary for Prospective Employees.
- Due to the short-term nature of their appointments, visiting faculty are not eligible for Faculty Sabbatical and Single Semester Leaves as defined in the Faculty Development Leave Regents' policy. If a visiting faculty member is subsequently hired into a regular or contract faculty position, the time spent in visiting or other temporary status will be reviewed by the unit head at the time of the subsequent hire to determine prior service credit for eligibility for sabbaticals and semester leaves.

Governance: Since visiting faculty by definition have no continuing connection with the University, they have no vote in faculty governance. Their participation in the discussion of relevant and applicable issues is encouraged.

Note: In some instances it may be preferable to enter into a "contract for services" with the faculty member's home institution. This may provide continuity of retirement benefits and

medical benefits under that institution's plan. In such a case, the individual should be appointed as a Visiting Instructor, Assistant, Associate, or Full Professor without salary, with the accompanying Contract for Professional Services agreement form administered under the U of M's Purchasing Services Office and the University controller. (Refer to Purchasing a Professional Service.)

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Category 3. Adjunct Faculty

3A. Adjunct Faculty from Within the University

These individuals already hold regular faculty appointments elsewhere in the University⁴, and have been asked to provide additional service in another department or college. The title can also be used to recognize cross-disciplinary activity.

Titles: Adjunct Professor (9401A), Adjunct Associate Professor (9402A), Adjunct Assistant Professor (9403A) and Adjunct Instructor (9404A).

Appointment Type: Adjunct from within the University (B), or non-credit teaching/other professional work (Z).

Governing Document: Regents' Policy on Faculty Tenure, Sections 3.3 and 3.4.

Limits: The individual must currently hold a regular or term faculty position (categories 1 through 2C) in another unit of the University. Unless otherwise specified in writing in the appointment letter by the dean and the faculty member, the adjunct appointment is for a one-year term, but may be renewed by mutual agreement by the dean or other responsible administrator and the faculty member.

Appointment Process: Each appointment requires recommendation of the faculty of the unit and approval by the dean or other responsible administrator. The faculty may delegate its recommendation authority to a faculty committee.

Selection Process: No formal search is required.

Benefits: None. Benefits are defined by the primary appointment. For the purposes of calculating the percentage of time for qualification for benefits in the primary appointment, the sum of the two partial appointments applies.

Performance Review: The unit head must conduct a performance review of each adjunct faculty member annually, before proposing reappointment. The unit's regular faculty must also conduct a performance review at least once every six years; the faculty may delegate its review to a committee.

Notice Required: None. The appointment terminates at the end of the appointment term, but may be renewed if there has been appropriate review and affirmative faculty recommendation.

Governance: The adjunct professor is not a member of the governance bodies of the unit in which the adjunct appointment is held unless otherwise specified by departmental procedures.

⁴ In selected academic professional research-related positions, the addition of an adjunct faculty appointment or an unpaid research faculty appointment may also be applicable with approval by the regular faculty or by a designated faculty committee.

Category 3. Adjunct Faculty

3B. Adjunct and Clinical Faculty from Outside the University

This category consists of individuals who have a principal occupation in professional activities in the community or are retired from such occupation and who participate in teaching at the University only on a limited, part-time basis.

Titles:

- Adjunct Faculty titles: Adjunct Professor (9401A), Adjunct Associate Professor (9402A), Adjunct Assistant Professor (9403A) and Adjunct Instructor (9404A). The collegiate plan may also articulate the circumstances under which the use of one of the following four prefix working titles to the Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor or Adjunct Professor titles is appropriate: Teaching, Research, Clinical, or Service/Outreach.
- Academic Health Center (primarily in the Medical School), use the "Clinical" title: Clinical Professor (9401C), Clinical Associate Professor (9402C), Clinical Assistant Professor (9403C) and Clinical Instructor (9404C). The collegiate plan may also articulate circumstances under which the use of one of the following three prefix working titles to the Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor titles is appropriate: Teaching, Research, or Service/Outreach.
- Refer to Job Code and Title Information for a complete list of possible titles for Adjunct and Clinical faculty from outside the University.

Appointment Type: Adjunct from outside the University (A), non-credit teaching/other professional work (Z), or clinical (U).

Governing Document: Regents' Policy on Faculty Tenure, Sections 3.3 and 3.4.

Limits:

1. These appointments may only be used for individuals who have a related principal professional occupation outside of the University or are retired from such occupation. The adjunct or clinical faculty member is bringing expertise from that field to the students at the University.
2. Because the majority of individuals holding these appointments must have principal occupations in their professions outside of the University, appointments normally should not exceed approximately 20 percent time. (If an appointment in excess of 20 percent time is desired, a contract [term] faculty, a temporary [term] faculty for one year only or a teaching specialist, senior teaching specialist, lecturer or senior lecturer appointment should be considered.) If an adjunct or clinical appointment is made significantly in excess of 20 percent, a justification for this action must be forwarded to the executive vice president and provost. The Executive Vice President and Provost and Vice President for Human Resources will review the pattern of such appointments and justifications annually with the Tenure Subcommittee of the Senate Committee on Faculty Affairs.

Appointment Process: Each appointment requires recommendation of the unit head, with approval of the regular faculty of the unit and, as appropriate, representation of adjunct or clinical faculty. The faculty may delegate its review to a committee or to the unit head. The appointment is made by the dean or other responsible administrator.

Selection Process: A limited local search is required. May be renewed without a search if there has been appropriate review and affirmative faculty recommendation.

Benefits: None.

Performance Review: The unit head must conduct a performance review of each adjunct and clinical faculty member annually, before proposing reappointment. The unit's regular faculty must also conduct a performance review at least once every six years; the faculty may delegate its review to a committee.

Notice Required: None. The appointment expires at the end of the appointment term. It may be renewed without a search if there has been appropriate review and faculty approval.

Governance: Adjunct and clinical faculty do not participate in the governance of the unit, unless otherwise specified by departmental procedures.

Criteria: Adjunct and clinical faculty are active professionals who bring their practical expertise to bear in the support of the instructional mission of the University. To hold an adjunct or adjunct clinical faculty appointment, a terminal or professional degree that is recognized by the discipline normally is required. The faculty member must actively be engaged in the practice of that profession or be retired from such occupation.

Note: In some instances it may be preferable to enter into a "contract for services" with the adjunct or clinical faculty member's principal employer. This may provide continuity of retirement benefits and medical benefits or may be necessary to comply with the principal employer's requirements. In such a case, the individual should be appointed as an Adjunct or Clinical Instructor, Assistant, Associate, or full Professor without salary, with the accompanying Contract for Professional Services agreement form administered under the U of M's Purchasing Services Office and the University controller. (Refer to Purchasing a Professional Service.)

Category 4. Academic Staff – Academic Professional and Administrative (P&A)
4A. Academic Professionals Who Hold Primary Responsibility for Teaching

In a limited number of situations, individuals are appointed to the Academic Professional Staff to fulfill responsibilities primarily in instruction.

Titles: Only the following titles are permitted: Teaching Specialist (9754), Senior Teaching Specialist (9771), Lecturer (9753), Senior Lecturer (9770).⁵ Individuals in this category may not be granted a secondary working title unless approved by a vote of the faculty of the unit or designated committee and with approval by the unit head and dean. This working title may be a professorial title (Assistant Professor, Associate Professor or Professor) or a combination of any of the following prefixes Adjunct and/or Teaching, Research, Clinical or Service/Outreach, with a professorial title (Assistant Professor, Associate Professor, Professor). Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for academic professionals who hold primary responsibility for teaching.

Appointment Type: Annual renewable contract (K), multiple year contract (J), probationary academic professional staff (H), and continuous academic professional staff (G). Other appointment types to be used as the situation dictates: retired (R), non-credit teaching/other professional work (Z), and outside term of appointment (X). The initial appointment is normally for the academic year or for one semester or summer term, but may be renewed. The University encourages units to make appointments in this category on a full-time basis, but appointments of any percentage of time are permissible. In the college plan, unit heads and deans must justify on a programmatic basis any pattern of less than full-time appointments.

Governing Document: Academic Staff Policy and Procedures Manual and other academic policies.

Limits:

1. Appointments may be made in this sub-category only in accordance with the unit's overall collegiate personnel plan as approved by the normal governance processes and the dean, and subject to review by the executive vice president and provost, the Vice President for Human Resources, and the Subcommittee on Tenure. The collegiate plan should specify when the use of this appointment is appropriate to meet the needs of the college and must also include a specific supplemental plan for any unit in which the number of FTE contract faculty positions (category 2A) plus the number of FTE academic professional positions with primary responsibility for teaching (category 4A) exceeds 25% of the FTE tenured and tenure-track faculty. Each supplemental plan should indicate the appropriate balance of faculty and academic staff responsibility, to include the levels and types of courses for which members of each group will be responsible. This supplemental plan must be based on broader consultation with the leadership, faculty and academic staff of these units.

⁵ The Education Specialist series and Continuing Education Specialist series will continue but are not meant to be used for positions that are primarily teaching.

2. Individuals in this category may not teach classes at the 5-000 or 8-000 level without special approval of the graduate faculty of the department, granted on an individual basis. A simultaneous appointment in the Graduate School is also required for full membership, associate membership, and/or examining membership in the graduate faculty.

3. If a unit wishes to have an academic professional or administrative (P&A) staff member in another employment category undertake teaching assignments as an ongoing principal activity, it must move the individual to one of the approved categories of appointment by following the required appointment procedures. The staff member will not lose any fringe benefits (including medical, dental, life and disability insurance, and retirement) or credit for their years of service at the University associated with the title change. A search also would not be required for this title change.

Appointment Process: The instructional appointment must be recommended by the regular faculty of the unit or by a designated committee consisting of a majority of regular faculty. The committee should also include appropriate members of the Academic Professional staff of the unit.

Selection Process: A limited-local search is required, but a decision may be made to conduct a national or limited regional search. Exceptional, spousal and domestic partner hires without a search may be used in special circumstances. Other no search options as well as specific steps to follow and required recommendations and approvals are outlined in the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- Standard fringe benefits if eligibility requirements are met. See Benefits Summary for Prospective Employees.
- Teaching specialists and lecturers who meet the normal eligibility for the Faculty Retirement Plan will be able to participate. To recognize the increased costs to unit budgets, a phased schedule for participation by this group will be developed by the Office of the Executive Vice President and Provost and the Office of Human Resources.
- Academic Professionals in this category are eligible for professional development leaves as outlined in the Regents' Policy, Professional and Administrative Staff Development Leaves.

Performance review: The unit must conduct an annual performance review as part of the merit review process. A committee, the majority of which are regular faculty, with appropriate representation of other academic professionals, must conduct a thorough review of performance for promotion in rank, consistent with academic professional promotional policy. Refer to the Academic Administrative and Professional Manual. A similar thorough review must occur at least once every six years; the faculty may delegate its review to a committee.

Notice Required: The following periods apply: 1 month notice up to the ending of the 1st year of employment in an academic position, 3 months notice with 2-5 years employment, 6 months notice with 6-10 years employment, 1 year notice starting with the 11th years or more of employment. Refer to the Academic Administrative and Professional Manual for additional information.

Governance: Individuals holding academic professional appointments with responsibility primarily for instruction have input into decisions in their units relating to the policies, courses and programs in which they are involved. They do not participate in the decisions regarding the appointment, promotion, tenure, or retention of faculty. Academic professionals should be eligible to participate in the University Senate.

Criteria: Persons are appointed to these positions primarily to provide instruction. They are not normally expected to fulfill the other missions of the University. To hold a teaching specialist or senior teaching specialist position, a masters degree is normally required; the appointee must have competence to teach the material of the specific courses. To hold a lecturer or a senior lecturer position, the degree expected of faculty in the department or substantial professional recognition in the field is required.

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Category 4. Academic Staff – Academic Professional and Administrative (P&A)
4B. Academic Professional and Administrative Staff with Primary Non-Instructional Duties Who Assume Part-Time Instructional Duties

Some members of the academic professional or administrative staff (P&A) who have primary duties that do not involve teaching may become involved in instructional activities as a portion of their primary role.

Titles: The additional instructional assignment is typically recognized through one of the four instructional academic professional titles including Teaching Specialist (9754), Senior Teaching Specialist (9771), Lecturer (9753); and Senior Lecturer (9770). Individuals in this category may be granted a secondary working title if approved by a vote of the faculty of the unit or designated committee and with approval by the unit head and dean⁶. This working title may be a professorial title (Assistant Professor, Associate Professor, or Professor) or a combination of any of the following prefixes: Adjunct and/or Teaching, Research, Clinical or Service/Outreach with a professorial title (Assistant Professor, Associate Professor, or Professor). Refer to Job Code and Title Information for a complete list of possible titles and appropriate job codes for P&A staff with primary non-instructional duties who assume part-time instructional duties. The unit can use the Teaching Specialist, Senior Teaching Specialist, Lecturer or Senior Lecturer titles or a professorial title as a courtesy title for P&As who teach occasionally. If a unit chooses to do this, it should do so consistently.

Appointment Type: Annual renewable; additional appointment teaching (Q) or non-credit teaching/other professional work (Z). The primary appointment defines the individual's employment and may be of any type appropriate for that appointment. The secondary instructional appointment is tied to the teaching assignment, either credit or non-credit or other non-instructional professional work. Other appointment types to be used as the situation dictates: other (O).

Governing document: The primary appointment is governed by the Academic Staff Policy and Procedures Manual and other academic policies. The teaching assignment is an additional assignment.

Limits:

1. The teaching assignment must be secondary to the individual's principal duties. Normally it should occupy no more than approximately 20% of the individual's assigned activities. If a unit wishes to have an academic staff member in this category undertake teaching assignments as an ongoing principal activity, it must move the individual to one of the appointments approved under Category 4A – Academic Professionals Who Hold Primary Responsibility for Teaching.
2. Appointments may be made in this sub-category only in accordance with the unit's overall collegiate personnel plan as approved by the normal governance processes and the dean, and

⁶ In selected academic professional research-related positions, the addition of an adjunct faculty appointment or an unpaid research faculty appointment may also be applicable with approval by the regular faculty or by a designated faculty committee.

subject to review by the executive vice president and provost, the Vice President for Human Resources, and the Tenure Subcommittee. The collegiate plan should specify when the use of this appointment is appropriate to meet the needs of the college.

3. Individuals in this category may not teach classes at the 5-000 or 8-000 level without special approval of the graduate faculty of the department, granted on an individual basis. A simultaneous appointment in the Graduate School is also required for full membership, associate membership, and/or examining membership in the graduate faculty.

Appointment Process: The instructional appointment must be recommended by the regular faculty of the unit or by a designated committee consisting of a majority of regular faculty. The committee should also include appropriate members of the Academic Professional staff of the unit.

Selection Process: Limited-internal to the University search is required. For applicable no-search options, refer to the Guidelines for Recruiting and Appointing Academic Personnel.

Benefits:

- None.
- Benefits are defined by the primary appointment. For the purposes of calculating the percentage of time for qualification for benefits in the primary appointment, the sum of the two partial appointments applies.

Performance review: The unit must conduct an annual performance review, before proposing reappointment. The regular faculty with appropriate representation from other academic staff of the unit must conduct a performance review related to the teaching activities at least once every six years; the faculty may delegate its review to a committee.

Notice: The appointment is typically for a single course, semester, or summer term, but may be renewed. No notice of non-reappointment related to the secondary title linked to the teaching portion of the appointment is required.

Governance: These individuals are encouraged to participate in deliberations regarding courses they teach and have input into decisions relating to the policies, courses, and programs in which they are involved.

5. Graduate Teaching Assistants

Graduate teaching assistantships are to provide financial support and training for graduate students and should help students toward educational and career goals. Teaching assistants may work under direct supervision of the faculty member responsible for a course or may be the instructor of record for an entire course. Teaching assistants provide assistance to the faculty in teaching or advising students registered for specific courses. Graduate teaching assistants are limited to students registered in a graduate or post-baccalaureate professional degree program at the U of M.

Titles: Teaching Assistant (9511), Advanced Masters Teaching Assistant (9518), Ph.D. Candidate Teaching Assistant (9519), Summer Term Teaching Assistant Without Tuition Benefits (9571), Summer Session Teaching Assistant With Tuition Benefits (9574), Summer Session Teaching Assistant Without Tuition Benefits (9575)

Appointment Type: Number of years restricted (Y).

For further information: Refer to the Policies and Guidelines for Graduate Assistants.

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LIST OF APPENDICES

- A. Companion Document to Administrative Policy on Academic Appointments (Chart)
- B. Collegiate Requirements (chart)
- C. Contract Faculty Template Request
- D. Job Code and Title Information
- E. Central Requirements (chart)
- F. Guidelines for College/Campus on Preparing Personnel Plans Required by Administrative Policy on Academic Appointments (with Teaching Functions)

DRAFT

Revised Constitution
Approved and Ratified by School of Public Health Faculty
June 12, 1995

Change in APT Membership - Bylaws, Article IV, Committees
Approved by School of Public Health Faculty
May 25, 1999

Titles, Unit Designation and Academic Calendar References Updated
August 20, 1999

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Preamble

The School of Public Health is dedicated to education, search for knowledge, academic excellence, and service to the profession and to the people of the State, the Nation, and the world. It is the purpose of this Constitution to foster an active, informed faculty, and to promote open communication among all members of the community of the School of Public Health. Toward this end, the Constitution provides a democratic framework in which are defined the roles of the Dean, the faculty, academic professional and administrative staff, civil service/bargaining unit staff and students in initiating recommendations, formulating decisions, and communicating the basis for decisions to those affected.

Section 1. Purpose

Mission: The mission of the School of Public Health is to preserve and enhance the health of the public through education, research, and service programs designed to discover and transmit new knowledge aimed at the prevention of disease and disability, the improvement of health, and the planning, analysis, management, evaluation, and improvement of systems for the delivery of health services.

Goals:

a. **Education:** It is a goal of the School of Public Health to educate students to serve more effectively the health needs of communities. The School will provide suitable educational opportunities to augment the students' knowledge of public health principles and to assist them in developing appropriate skills and attitudes. The School shall participate in the continuing

education of health professionals and in the education of the citizens of the State, the Nation, and the world.

b. Research: It is a goal of the School of Public Health to conduct research and to stimulate scholarly activity, with the aim of enhancing the well-being of the public.

c. Service: It is a goal of the School of Public Health to provide a broad range of consultative and direct services to organizations in support of the School's educational and research programs. It will respond, as appropriate, to community and individual health needs through publications and faculty participation in educational and research endeavors.

Section 2. Members, their Rights and Privileges: The members of the School of Public Health shall be its Dean, Associate and Assistant Deans, faculty, students, academic professional and administrative (P&A) staff, and civil service/bargaining unit staff.

Members of the School shall participate where appropriate in the affairs of the School. Such affairs include governance, committee activities, grievance procedures, and the development and updating of the School's Constitution and Bylaws.

The rights, privileges, and responsibilities of individual members of the School of Public Health shall be in accord with the current University Senate Policy on Academic Freedom and Responsibility.

Procedures to be followed for removal of members for cause shall be in accordance with the current University regulations and policies.

The School of Public Health will be in compliance with grievance and misconduct policies of the University. The School will have a Grievance Committee as established under the University Grievance Policy.

This Constitution is not part of the employment contract between the University and its employees. It does not establish terms and conditions of employment.

ARTICLE I. GENERAL POWERS table of contents

All matters relating to the educational and administrative affairs of the School are committed to the Dean and the School faculty as delegated by the Board of Regents and in accordance with the Constitution of the University Senate and consistent with actions of these bodies heretofore or hereafter taken. These authorities may be modified by subsequent action of the Board of Regents. All actions of the School will be taken in compliance with all appropriate University rules, regulations, policies and procedures.

ARTICLE II. DEAN table of contents

Section 1. The principal administrative officer shall be designated as the Dean of the School of

Public Health. The Dean shall be appointed by the Board of Regents upon the recommendation of the Senior Vice President for Health Sciences and the President of the University. In appointing a Dean, the Senior Vice President for Health Sciences is empowered to appoint a search committee which shall include representatives from the divisions within the School. The search committee will be charged with the responsibility of submitting a limited number of nominees from which the Senior Vice President for Health Sciences and the President may select a candidate to recommend to the Board of Regents for final approval. The Dean shall report administratively to the Senior Vice President for Health Sciences.

Section 2. The Dean shall be appointed for an initial fixed term of three years (J appointment). The Senior Vice President for Health Sciences is responsible for annual reviews and evaluation of the Dean. During the third year of the initial appointment, a major review shall be undertaken in a manner and form determined by the Senior Vice President for Health Sciences and in accord with University policy for administrative reviews.

The review shall include formal consultation with the School of Public Health faculty and other relevant constituents. Following this review of the Dean, the Senior Vice President for Health Sciences shall forward a recommendation for reappointment or non-reappointment to the President of the University along with a concise summary of the review process, finding, and conclusion. Subsequent administrative appointments shall be annual and renewable (K appointment), based each year on a performance evaluation carried out in accordance with University policy. At least every five years this annual review will take the form of a major review as defined above.

Section 3. The Dean, as the Chief Executive Officer of the School, shall have general administrative responsibility over the affairs of the School in the following areas: educational policy, budgets, human resources, and space. The Dean is accountable through the Senior Vice President for Health Sciences and the President to the Board of Regents. Where action of the Board of Regents is requested or required, the Dean shall make such recommendations as are necessary through the appropriate administrative channel to the President of the University. Such recommendations for Board of Regents action shall include, but not be limited to, the appointment, promotion, tenure and salary of all faculty. The Dean shall have final authority to make budgetary recommendations to the Senior Vice President for Health Sciences and the President of the University. Following established consultative processes the Dean shall be responsible for allocation of the School's financial and space resources in accordance with established University policies and procedures.

Section 4. The Dean shall be responsible to the Senior Vice President for Health Sciences for development and implementation of the School's mission, goals and objectives. The Dean and the Policy Council shall develop and implement an organizational structure within the School to further the accomplishment of the mission.

Section 5. The Dean, or a designated representative, shall represent the School both internally and externally in relationship to University matters, provide leadership in fostering innovative programs, formulate policies, introduce and test educational ideas and proposals, and support efforts toward continued improvement of the School's programs. In carrying out these responsibilities the Dean shall consult with the Policy Council.

Section 6. The Dean may, following consultation with the Policy Council, recommend appointment of one or more Associate or Assistant Deans as may be required subject to final

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The review shall include formal consultation with the School of Public Health faculty and other relevant constituents. Following this review of the Dean, the Senior Vice President for Health Sciences shall forward a recommendation for reappointment or non-reappointment to the President of the University along with a concise summary of the review process, finding, and conclusion. Subsequent administrative appointments shall be annual and renewable (K appointment), based each year on a performance evaluation carried out in accordance with University policy. At least every five years this annual review will take the form of a major review as defined above.

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Section 6. The Dean may, following consultation with the Policy Council, recommend appointment of one or more Associate or Assistant Deans as may be required subject to final

approval by the Board of Regents. The performance evaluation of the Associate or Assistant Deans shall be in the form and manner determined by the Dean in conformance with University policies for reviewing administrators, but shall include formal consultation with the Policy Council.

Section 7. The Dean may appoint School-wide officers as may be required or deemed necessary in accordance with the University's affirmative action policy and procedures.

ARTICLE III. FACULTY table of contents

Section 1. Definition: The faculty of the School shall be all faculty personnel holding primary appointments in the School as Regents' Professor, Professor, Associate Professor, Assistant Professor, Instructor, and the Dean and Associate and Assistant Deans, if they hold faculty rank. The faculty of the School of Public Health shall be responsible for the development, implementation, and evaluation of the School's educational, research, and community service efforts. Individual faculty members will be requested to serve on various committees within the School, the Academic Health Center, and the University.

Section 2. Academic Freedom, Faculty Rights, Privileges, Responsibilities and Grievances: The faculty shall be governed by the policies and Constitutions of the Regents, the University Senate, and the University's central administration, and by the University's Regulations Concerning Faculty Tenure, in all matters addressed by those documents or policies which are in effect at the time of adoption or amendment of this Constitution or as such documents or policies may be subsequently amended including, but not limited to, policies and procedures on academic freedom and responsibility, on harassment, and on implementation of the faculty tenure regulations.

Section 3. Voting Faculty: The voting faculty of the School of Public Health shall be composed of the Dean, Associate and Assistant Deans of the School if they hold faculty rank, all regular and non-regular faculty members with the rank of Instructor or above, who are budgeted through the School with a primary appointment of at least 50 percent.

The definition of the voting faculty of the School of Public Health for the purposes of this Constitution shall not govern the designation of voting members in the conduct of matters wholly within one of the School's divisions or majors, nor voting for the purposes of academic promotion and tenure.

Section 4. Appointment: Faculty members will be appointed by the Dean in consultation with the appropriate Division Head. Appointment procedures must comply with affirmative action/equal opportunity policies and procedures of the University of Minnesota and the School of Public Health and with the School of Public Health procedures for appointment.

ARTICLE IV. OTHER CONSTITUENCIES table of contents

Section 1. Academic Professional and Administrative (P&A) Staff: Academic professional and administrative staff shall consist of professional personnel who are assigned to duties

enhancing the research, teaching and service functions of the School and of administrative personnel who are involved in policy development or execution or in directing, coordinating, or supervising activities in the School.

Section 2. Civil Service/Bargaining Unit Staff: Civil service/bargaining unit employees are support staff and scientific/technical staff hired through the University's Office of Human Resources and affiliated with units administratively within the School.

Section 3. Student/Professional Training Appointees: Student/Professional Training appointees are those holding appointments in the 95XX classes, such as graduate assistants and postdoctoral associates.

Section 4. Students: Students are those who have been admitted to and who are currently enrolled in the School of Public Health or in appropriate Graduate School degree programs and who are in good standing.

Section 5. Rights and Privileges: Academic professional and administrative staff, civil service/bargaining unit staff, student/professional training appointees and students are expected to participate in the affairs of the School, including its governance, its committees, its grievance procedures and in the revision of the School Constitution and Bylaws. Representation on School committees shall be chosen according to procedures specified in the Bylaws of this Constitution.

ARTICLE V. GOVERNANCE AND ADMINISTRATIVE STRUCTURE table of contents

Section 1. Policy Council

Membership:

The Policy Council shall consist of the following voting members:

- a. The Dean, who shall chair the Council.
- b. The Head of each Division.
- c. One faculty member from each Division elected by secret ballot by the voting faculty of their Division and three other at-large faculty members from the School, elected by secret ballot by the voting faculty of the School.
- d. The Chair of the Academic Professional and Administrative (P&A) Senate.
- e. The President of the Student Senate.
- f. The President of the Staff Association, or an elected nonunion representative if the President is a member of a bargaining unit.
- g. The Chair of the Educational Policy Committee.

The following shall sit as nonvoting, ex officio members of the Policy Council:

- a. Associate and Assistant Deans.
- b. One of the School's representatives to the University Senate.
- c. Any School faculty member elected to serve on the University Faculty Consultative Committee.

Elected faculty will serve terms of three years each, with the terms staggered so that approximately one-third of the elected members are newly elected each year. Division Heads are ineligible to serve as an elected member. Vacancies in a term will be filled by special elections of the relevant Division, P&A Senate, Staff Association, Student Senate, Educational Policy Committee or the faculty at large. The University Senators from the School will select a representative to the Policy Council from among themselves.

Operating Rules:

The Policy Council shall meet at least monthly. The Dean or any three other voting members can call a meeting or place any item on the agenda of the meeting. The agenda shall be distributed in advance to all Policy Council members. Minutes of the meetings will be distributed to the School.

A quorum shall consist of a simple majority of voting members of the Council, as long as it consists of at least the Dean or the Dean's designate, at least half of the elected faculty, and at least half of the Division Heads. If the Dean cannot attend, he/she must provide a designate to chair the meeting. If other voting members of the Council cannot attend, they may designate another person from their constituency to act on their behalf so long as they inform the Chair of the Council prior to the meeting. The absent member may instruct his/her designates action and bind the designates vote in the Policy Council.

Functions and Powers:

a. To develop and oversee policies governing the School of Public Health. These shall include the mission, vision and goals of the School; programmatic priorities; the strategic plan; the organizational structure, including the creation, dissolution, or merger of any division, major; and strategies of funding and resource allocation. The Dean shall be required to present all proposed new policies and policy changes in these areas to the Policy Council, in advance of any action, for their review and vote. In addition, the Dean or any three voting members of the Council may propose a new policy or policy change in any of these areas. Prior to implementation, approval of new policies and policy changes which affect the organizational structure of the School, including the creation, dissolution, or merger of any division, or major, requires a two-thirds vote of the members eligible to vote. Approval of new policies and policy changes in the other areas requires a simple majority of voting members eligible to vote if the Dean has proposed the policy; otherwise, it requires approval by two-thirds of the voting members eligible to vote.

In addition, the Council shall be responsible for the oversight of policy implementation.

- b. To consider all School-wide policy issues of concern to the Council member constituencies.
- c. To initiate whatever studies within its powers that it deems necessary or to request such studies from the Dean or from standing committees of the School.
- d. To advise the Dean on proposed decisions involving major administrative appointments.
- e. To report regularly on any matters which, in its judgment, should be brought to the attention of the School-at-large. To submit an annual report to the Assembly.

Section 2. Divisions and Division Heads

Designation of Divisions: The Dean shall have the authority to create and dissolve Divisions

within the School with the approval of the Policy Council.

Prior to such creation or dissolution, the Dean will initiate a review to ascertain the impact of the proposed changes on the School's mission, goals, and objectives. The Dean will present a written report of the findings of such review to the Policy Council and the School Assembly.

Appointment of Division Heads: Division Heads shall be appointed by the Dean after consultation that includes a secret ballot of members of the faculty within that Division. Division Heads shall be faculty members of the School of Public Health and be accountable to the Dean. The Dean shall conduct an annual review of the performance of each Division Head. The review shall be in the form and manner determined by the Dean in conformance with University policies. By the fifth year of the appointment, the continuation of the appointment will be made by the Dean after consultation with the faculty that includes a secret ballot of the faculty of that division and after consultation with other relevant constituents. The results of votes at the time of appointment and at the five-year review are to be made known to the Senior Vice President for Health Sciences.

Functions: The Division Heads shall implement the School's mission and goals and assure the financial stability of their Division in collaboration with the Dean, and they shall foster collaborative efforts among the Divisions.

They shall serve as the advisory and review Management Subcommittee of the Policy Council, providing the Dean with recommendations in management and administrative matters of School-wide nature. These shall include School-wide strategic and operational planning, policies and procedures, resource requests and allocations, performance in relation to the School's mission and goals, and coordination of the School's programs of study.

Section 3. School Assembly

Membership: The School Assembly shall be composed of the following members: (a) the Dean; (b) the faculty; (c) the academic professional and administrative staff; (d) the members of the Staff Association; and (e) the members of the Student Senate. Academic officers with class titles 9302-9329 shall serve as ex officio.

The Dean shall chair the Assembly.

Purpose: The School Assembly shall function as a forum for consideration of any matters regarding the welfare of the faculty, academic professional and administrative staff, civil service/bargaining unit staff, and students which affect the School as a whole. It shall not have authority over the internal affairs of any subunit of the School. The Assembly shall review and comment on changes in the School's Constitution and Bylaws.

Functions:

- a. The Assembly may directly receive matters for consideration from any individual member or constituent group of the School; and it may offer advice and recommendations to the Dean, the Policy Council, or any of the other governance units in the School.
- b. Upon the recommendation of the Policy Council, the School Assembly may delegate particular matters for further study by either the faculty, P&A Senate, Staff Association, the

Student Senate, or School committees.

c. In general, matters delegated to the Student Senate shall include but not be limited to matters in the area of student government, student organizations, and student publications.

d. In general, matters delegated to the faculty shall include but not be limited to the development, implementation, and evaluation of the School's education, research and service efforts; accreditation; policies and procedures concerning faculty appointment and tenure; and faculty professional and personal welfare.

e. The Assembly may establish ad hoc committees to study issues and undertake other projects as necessary. Ad hoc committees must report back to the Assembly no later than the next meeting of the Assembly.

School Assembly Agenda and Minutes: The Dean, in consultation with the Chairs and Presidents of each constituent group, will prepare the agenda. The agenda shall include reports from the Chairs of the standing committees (except the Appointment, Promotion and Tenure Committee), the Chairs or Presidents of School constituencies, and the Dean. Once a year, the Dean shall provide a State of the School Address. The agenda of each School Assembly meeting shall be distributed in advance to all Assembly members and to others in such manner as the School Assembly may direct. The minutes of the Assembly meetings shall be distributed to all Assembly members.

School Assembly Meetings: The School Assembly shall hold regular meetings, at least once in each academic year, at a time and place determined by the Chair. Special meetings of the School Assembly may be held upon the call of the Chair or upon request of the Policy Council or upon written request of ten members of the Assembly.

Any student, student/professional training appointee, or civil service/bargaining unit staff member may be admitted to Assembly meetings and shall be entitled to speak at the discretion of the Chair.

Section 4. The Faculty

Membership: The faculty members of the School as defined in Article III., Section 1.

Functions and Powers: The powers allocated to the faculty by the Regents or by the Regulations Concerning Faculty Tenure.

Meetings and Agendas: The meetings of the faculty will occur not less than once in each semester of the academic year or upon the request of at least 10 members of the voting faculty. The Dean or a faculty designate of the Dean shall serve as chairperson of the meetings of the faculty. The agenda for Faculty meetings shall be developed by the Dean in consultation with the Faculty Consultative Committee and be distributed to all faculty at least five working days in advance of the meetings. The agenda for special meetings shall be distributed to all members with the notice of the meetings.

Operating Rules: At any regular or special meeting of the Faculty, a majority of the faculty shall constitute a quorum. All members of the faculty shall be entitled to speak and to offer motions for action. Only those designated as voting faculty (Article I., Section 3.) shall be entitled to

vote. Minutes of Faculty meetings shall be distributed to all faculty.

Faculty Consultative Committee: Elected faculty members of the Policy Council (Article V., Section 1.) shall constitute the Faculty Consultative Committee (FCC) to represent, discuss, and seek action on concerns of the faculty of the School of Public Health. Each year, the members of the FCC shall select a chair from among themselves.

The FCC shall supervise the nomination and election of at-large Policy Council faculty members. The FCC is encouraged to meet with the Senior Vice President for Health Sciences at least once each year to represent, discuss, and seek action on concerns of the faculty regarding the School of Public Health, the Academic Health Center, and the University.

Section 5. Academic Professional and Administrative (P&A) Senate

The P&A Senate shall address issues of concern to the academic professional and administrative staff in the School of Public Health. It shall advise and make recommendations to Division Heads, the Policy Council, or the Dean on matters of concern to academic professional and administrative staff. It shall recommend academic professional and administrative staff members to serve on standing or ad hoc committees of the School when such membership is deemed appropriate by the Dean. The P&A Senate shall review and comment upon proposed revisions to the School's Constitution or Bylaws before they are submitted to voting faculty for ratification.

Members: The membership of the P&A Senate shall be composed of one academic professional or administrative staff person from each Division, and a total of one for all the central administrative offices in the School.

Election: All academic professional and administrative employees of each Division shall elect one of their members who is at least 75 percent time as a representative to the P&A Senate during the spring semester. Elected members will serve terms of two years each, with the terms staggered so that no more than 50 percent of the elected members are new each year. The Chair and Vice Chair of the Senate shall be elected from among the members of the P&A Senate at the first meeting after the Regents' approval of the Constitution. The Vice Chair of the P&A Senate will automatically assume the role of Chair for the following year to help ensure continuity of the P&A Senate's goals and on-going projects. A Vice Chair will be elected at the first meeting following spring semester elections or a vacancy of the position.

Meetings: The P&A Senate shall meet at regular intervals, as designated by the Senate. Special meetings may be called by the Dean, by the Chair of the Senate, or by one-third of the membership of the Senate.

Structure: Changes to the structure, the election procedures, or the membership of the P&A Senate can be implemented with a majority vote of the academic professional and administrative staff in the School.

Section 6. Staff Association

The Staff Association shall address issues of concern to the civil service/bargaining unit staff in the School of Public Health. It shall advise and make recommendations to Division Heads, the Policy Council, or the Dean on matters of concern to the civil service/bargaining unit staff. It

shall recommend civil service/bargaining unit staff to serve on standing committees or ad hoc committees of the School when such membership is deemed appropriate by the Dean. The Association shall review and comment upon proposed revisions to the School's Constitution or Bylaws before these are submitted to the voting faculty for ratification.

Members and Election: The membership of the Staff Association shall be composed of one civil service/bargaining unit representative from each Division, and a total of one for all the central administrative offices in the School. Each Division with more than 100 civil service/bargaining unit staff of at least 75 percent time shall elect a second member. Elected members will serve terms of two years each, with the terms staggered so that no more than 50 percent of the elected members are new each year. The election shall take place in the spring semester for the new academic year.

Officers: Following the spring election, a Vice President will be selected from among the members. The Vice President of the Staff Association will automatically assume the role of President for the following year to help ensure continuity of the Staff Association's goals and on-going projects. If the Vice President cannot complete his/her term for any reason, then the Staff Association will conduct a special election among their members for a replacement at the next scheduled meeting.

Meetings: The Association shall meet at a regular interval, as designated by the Association. Special meetings may be called by the Dean, by the President of the Association, or by one-third of the membership of the Association.

Section 7. Student Senate

The Public Health Student Senate shall attempt to improve all aspects of graduate and professional education. The Student Senate shall work to create a positive environment for students to learn, work and socialize within the School of Public Health. The Student Senate shall consider any matter that directly influences or affects the graduate and professional student body in whole or part as a valid item for its interest and deliberation. A primary consideration will be that of an interdisciplinary approach to the solution of problems and the building of cohesion among the majors in the School.

The Public Health Student Senate shall act as the representative organization for the graduate and professional student body of the School of Public Health. They may appoint/nominate any School of Public Health student(s) (with that student's consent), to serve on any University or School committee or organization with full voting rights where such participation has been predetermined and agreed upon.

The Student Senate shall review and comment upon proposed revisions to the School's Constitution and Bylaws before these are submitted to the faculty for ratification.

Members: Each major in the School of Public Health will have one senator to represent up to 30 students. Any major exceeding 30 students will be permitted an additional senator. This number shall be determined by each major at the beginning of the academic year. Each major shall have its senator(s) elected by the end of the third week of fall semester, to serve for the academic year. The Student Senate President must be informed of the representatives' names no later than the fourth week of fall semester. The President shall be the only member of the Senate that does not represent a major. Each member of the Student Senate shall have one

vote.

Officers: The officers of the Public Health Student Senate shall include: President, Secretary, Treasurer and President-elect. The President-elect will be voted into office during spring semester and will assume the presidential position on the first day following the last day of spring semester. The Public Health Student Senate shall elect its Secretary and Treasurer annually from its membership during the first meeting of fall semester. The elected officers shall retain all the rights and privileges of members. They will remain as representatives to their majors. The duties of the officers shall be prescribed in the Student Senate Bylaws.

Meetings: The Student Senate shall meet at regular intervals. Special meetings may be called by the President of the Student Senate or one-third of the membership. Any student eligible to vote for student senators may be admitted to Student Senate meetings and shall be entitled to speak at the discretion of the Student Senate. Only elected student members (or pre-designated alternates) shall be entitled to vote.

ARTICLE VI. AMENDMENTS table of contents

Section 1. Proposed amendments to the Constitution of the School of Public Health may be initiated by the Dean, the Policy Council, or by at least ten members of the voting faculty. Such proposals shall be distributed to Assembly members at least ten days in advance of the meetings at which they are to be discussed and considered. Such proposals shall be discussed at separate meetings of the Faculty, the P&A Senate, the Student Senate, the Staff Association, and the Assembly. Following the meeting of the Assembly at which the proposal is discussed, a mail ballot shall be distributed to each voting faculty member. All ballots received within ten days following distribution shall be counted. Approval by two-thirds of the voting faculty members who vote shall be required for amendment provided a simple majority of voting faculty (as defined in Article III., Section 3.) cast ballots. Such voting shall be held during fall or spring semester, excluding the first ten days following the start of each of those semester.

Section 2. **Final Approval and Adoption:** Proposed amendments to the Constitution, duly approved and ratified by the voting faculty of the School of Public Health in accord with Section 1. above, shall be submitted to the Senior Vice President for Health Sciences for transmission to the President of the University and Board of Regents for final approval. They shall be in effect as of the day following approval by the Board of Regents.

The Bylaws

ARTICLE I. table of contents

Policy Council

Section 1. **Members:** Members of the Policy Council shall be as specified in the Constitution.

Section 2. Officers: The Dean shall serve as Chair of the Policy Council.

Section 3. Function and Powers: Function and powers shall be as specified in the Constitution.

Section 4. Election of Policy Council Members: During the spring semester of each year, each Division shall hold an election to fill the position for any Division faculty representative whose term is expiring at the end of that academic year. The election will be held by secret ballot of the voting faculty of that Division.

During the spring semester of each year, the School shall hold an election to fill the position for any at-large member whose term is expiring at the end of that academic year. Any member of the voting faculty of the School (as defined in Article III., Section 3.) may nominate any member of the voting faculty as a candidate for an at-large position and all nominating petitions must be signed by five members of the faculty. The election will be held by secret ballot of the voting faculty of the School. The winning candidates should receive a majority of the votes cast, provided a simple majority of voting faculty cast ballots. In the absence of a simple majority, there will be a run-off of the two candidates receiving the most votes in the initial election. The candidate receiving the highest number of votes in the run-off election will be the at-large representative.

Following the adoption of this Constitution, the outgoing Faculty Consultative Committee shall supervise the election of the at-large faculty members to the new Policy Council. The three candidates receiving the most votes will become the initial at-large faculty representatives. The recipient of the most votes will serve a three-year term, the second highest a two-year term, and the next highest will serve a one-year term. The initial terms of the faculty members elected by the Divisions will be determined by lot, with two three-year terms, two two-year terms, and one one-year term.

A member of the faculty may not serve more than two consecutive terms as an elected faculty representative to the Policy Council.

Policy Council members representing the P&A Senate, the Staff Association, the Student Senate and the Educational Policy Committee will be elected annually by the membership of each respective group.

ARTICLE II. table of contents

Assembly and Faculty Meetings

Section 1. School Assembly

Meetings: Meetings of the School Assembly shall occur at least once each academic year upon the call of the Dean or upon the request of the Policy Council or at least ten members of the Assembly. Meetings will be convened following a ten day written notice.

Attendance: School members specified in Article V., Section 3. of the Constitution shall be eligible to attend Assembly meetings.

Presiding Officer: The Dean or a designate of the Dean shall preside at Assembly meetings.

Agenda: The agenda for Assembly meetings shall be developed in accordance with Article V., Section 3. and distributed to all members at least five working days in advance of the meetings. The agenda for special meetings shall be distributed to all members with the notice of the meetings.

Minutes: Minutes of all Assembly meetings shall be kept on file in the Dean's Office. Copies of such minutes shall be distributed to each member and will be available to other members of the School of Public Health through the Division offices.

Section 2. Faculty Meetings

Meetings: Meetings of the Faculty shall occur at least once each academic semester. Special meetings may be called at the request of at least ten members of the faculty. Meetings will be convened following a ten day written notice.

Attendance and Voting: Faculty members (as specified in Article III., Section 1. of the Constitution) shall be eligible to attend meetings and have the right of the floor, but only those voting faculty (as specified in Article III., Section 3. of the Constitution) shall be eligible to vote in Faculty meetings.

Presiding Officer: The Dean of the School or a designate of the Dean shall preside at Faculty meetings.

Agenda: The agenda for Faculty meetings shall be developed by the Dean in consultation with the Faculty Consultative Committee and be distributed to all faculty at least five working days in advance of the meetings. The agenda for special meetings shall be distributed to all members with the notice of the meetings.

Minutes: Minutes of all Faculty meetings shall be kept on file in the Dean's Office. Copies of such minutes shall be distributed to each faculty member.

ARTICLE III. table of contents

Parliamentary Procedure

The most recent edition of Robert's Rules of Order shall govern the conduct of all parliamentary situations except as may be otherwise specified in this Constitution and Bylaws. In situations where it is deemed appropriate by a Chair or presiding officer, a parliamentarian may be appointed, pro tempore, whose rulings shall be definitive and binding.

ARTICLE IV. table of contents

Committees

Section 1. Standing Committees: The standing committees of the School shall be: Appointment, Promotion and Tenure Committee; Faculty Consultative Committee; Educational Policy Committee; Research Committee; Grievance Committee; and Recognition, Awards, and Honors Committee. The Policy Council shall function as a Committee on Committees. It shall be responsible for reviewing the role and function of standing committees.

Election/appointment to standing committees will be structured to create overlapping, staggered terms, with approximately one-third of membership changing each year. All terms will be for a period of three years except for the Appointment, Promotion and Tenure Committee (which shall have terms of two years). Standing committee elections/appointments will take place each spring semester for the following academic year. In the appointment process, an attempt shall be made to create diversity of consideration of factors such as tenure, experience, disciplinary background, and the expertise of committee members. Each committee will elect a Chairperson and may elect other officers as deemed necessary. The responsibility, membership, and means of appointment are defined for each standing committee as follows.

The Appointment, Promotion and Tenure Committee shall be responsible for the implementation of the provisions of the Academic Faculty Appointment, Promotion and Tenure Policy for the School of Public Health. Membership shall consist of two faculty members from each Division, of which at least one is a full professor, elected by eligible members of that Division. Division Heads are not eligible for membership. Members shall be elected for two-year terms by secret ballot of voting faculty and may be elected for a maximum of two consecutive terms.

The Faculty Consultative Committee shall be responsible for studying and making recommendations to the faculty regarding matters of concern to the faculty of the School. It shall represent, discuss, and seek action on behalf of the faculty. Members shall consist of faculty members elected to the Policy Council.

The Grievance Committee shall be responsible for hearing grievances brought forth by members of the School of Public Health and shall make recommendations as defined by the University Grievance Policy. Membership shall consist of two faculty members of the School of Public Health, two students, one civil service/bargaining unit staff, and one academic professional and administrative staff, plus three faculty members from outside of the School of Public Health. School of Public Health faculty, staff, and student members shall be elected by their respective groups, and external members will be named by the University Grievance Office. The committee Chair will be an external committee member appointed by the University Grievance Office.

The Research Committee shall be responsible for making recommendations to the Dean regarding distribution of special School research funding. Committee membership shall consist of one faculty member from each Division two students, and one academic professional and administrative staff. Vacancies will be filled through appointment by the Dean upon recommendation of the respective Division, Student Senate President, or P&A Senate Chair.

The Educational Policy Committee shall be responsible for studying and making recommendations to the Policy Council and the Dean regarding modification of or additions to the School of Public Health Educational Policies and education issues of School-wide importance, including but not limited to periodic review of core area education requirements for the School of Public Health, review and monitoring of existing courses, approval of proposed

courses, review of proposed degree programs, and providing a forum for negotiating course requirement issues. The membership shall consist of one faculty member from each cluster of School of Public Health and Graduate School majors plus one student representative. Other significant educational activities may be represented as the Educational Policy Committee shall decide. Vacancies will be filled through appointment by the Dean upon recommendation of the respective major or program directors or Student Senate President.

The Recognition, Awards and Honors Committee shall be responsible for fostering the recognition of outstanding contributions by members of the School community and its alumni, including seeking and reviewing nominations and making recommendations for internal and external awards. Membership shall consist of one faculty member from each Division, one student, one civil service/bargaining unit staff, one academic professional and administrative staff, and a representative of the School of Public Health Alumni Society. Vacancies will be filled through appointment by the Dean upon recommendation of the respective Division Head, or President/Chair of the Student Senate, Staff Association, P&A Senate, or Alumni Society.

Section 2. Other Standing Committees: The Dean, with approval of the Policy Council, is empowered to create other standing committees and appoint members.

Section 3. Special Committees: Special, ad hoc committees may be created by the Dean, Policy Council, or School Assembly to study and make recommendations on special topics. Special committees shall have a defined charge, appropriate diversity in membership related to the topic and charge, a limited time for operation, and a reporting requirement.

ARTICLE V. table of contents

Amendment of the Bylaws

Section 1. Proposals for amending these Bylaws of the School of Public Health may be initiated by the Dean, the Policy Council or by at least ten members of the voting faculty, as defined in Article III., Section 3. of the Constitution. Such proposals shall be presented and discussed at meetings of the Faculty, P&A Senate, the Student Senate, Staff Association, and the School Assembly. Following the Assembly meeting at which the proposal(s) is discussed, a mail ballot shall be distributed to each voting faculty member. All ballots received within ten days following distribution shall be counted. Approval by a majority of the voting faculty who vote shall be required for amendment of the Bylaws provided a simple majority of voting faculty (as defined in Article III., Section 3.) cast ballots. Such voting may be held during fall or spring semester, excluding the first ten days following the start of those semesters.

Section 2. Final Adoption: Proposed amendments to these Bylaws, duly approved and ratified by the voting faculty of the School of Public Health in accord with Section 1. above, shall be submitted to the Senior vice President for Health Sciences for transmission to the President of the University and the Board of Regents. They shall be in effect as of the day following transmission to the Board of Regents.

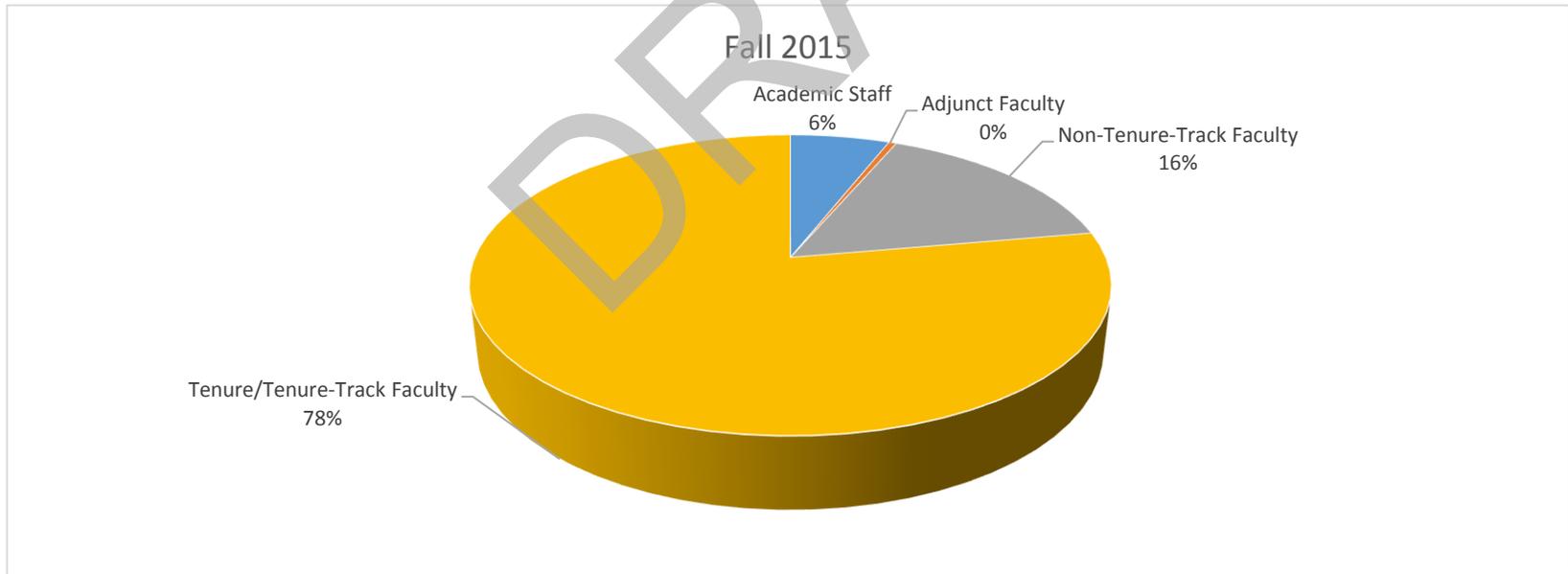
Original Constitution and Bylaws Approved by University of Minnesota Board of Regents, May 1980.
Revised Constitution and Bylaws Reviewed by School of Public Health Faculty, September 16, 1982.
Revised Constitution and Bylaws Approved by University of Minnesota Board of Regents, January, 1983.
Revised Constitution and Bylaws Reviewed at School of Public Health Faculty meeting, May 10, 1993.
Revised Constitution and Bylaws Approved and Ratified by School of Public Health Faculty, May 26, 1993.
Revised Constitution and Bylaws, dated June 2, 1995, Approved and Ratified by School of Public Health Faculty, June 12, 1995.
Revised Bylaws Reflecting APT Membership Approved and Ratified by School of Public Health Faculty, May 25, 1999
Revised Constitution and Bylaws Updating Titles, Unit Designation and Academic Calendar References, August 20, 1999.

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Campus	(All)
Zdeptid Desc	(All)
RRC Name	Public Health, School of

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	1.88	1.1	3.35	1.58	8.53	7.64
Adjunct Faculty	1.6	3.12	0.52	0.95	0.83	0.59
Non-Tenure-Track Faculty	22.9	20.65	17.65	17.4	18.2	20.23
Tenure/Tenure-Track	100.68	100.48	99.73	102.83	102.74	99.57
Grand Total	127.06	125.35	121.25	122.76	130.3	128.03

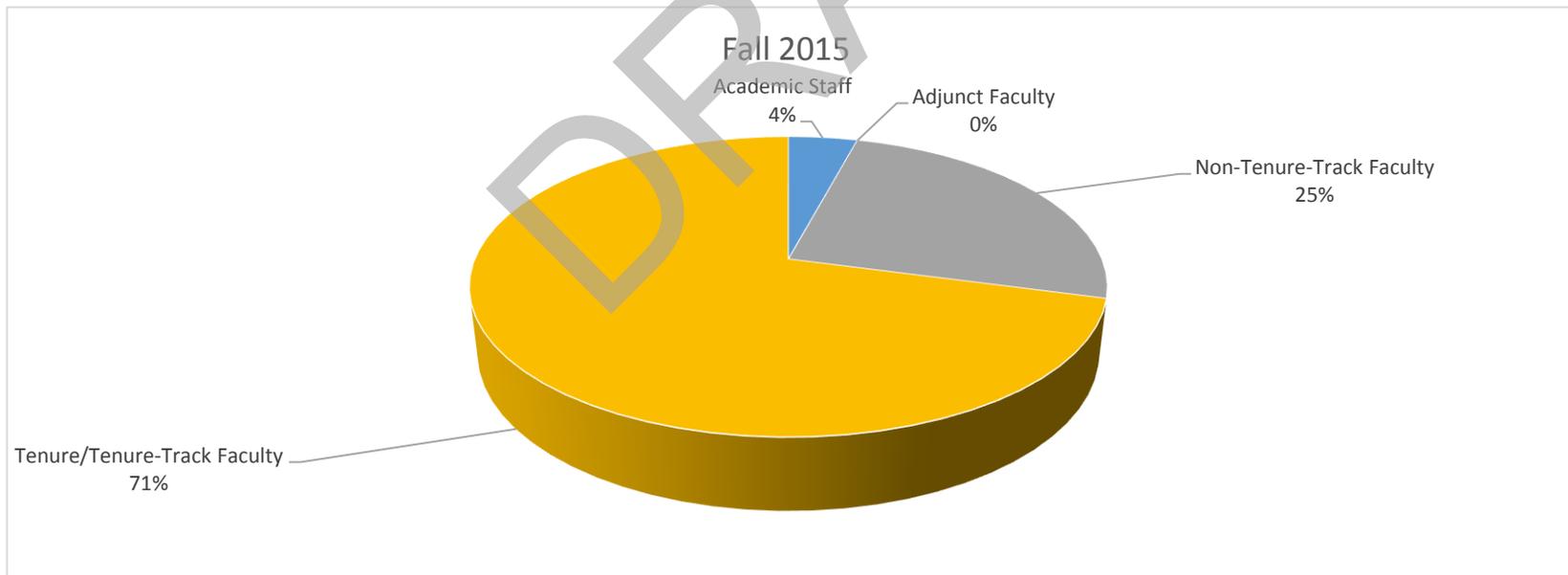
Fall 2015	
Academic Staff	7.64
Adjunct Faculty	0.59
Non-Tenure-Track Faculty	20.23
Tenure/Tenure-Track Faculty	99.57



Campus	Twin Cities
Zdeptid Desc	PUBHL Biostatistics Division

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff						1
Adjunct Faculty						
Non-Tenure-Track Faculty	6.45	6.45	6.45	6	6	6
Tenure/Tenure-Track	15.75	17.75	18	18	17	17
Grand Total	22.2	24.2	24.45	24	23	24

Fall 2015	
Academic Staff	1
Adjunct Faculty	0
Non-Tenure-Track Faculty	6
Tenure/Tenure-Track Faculty	17

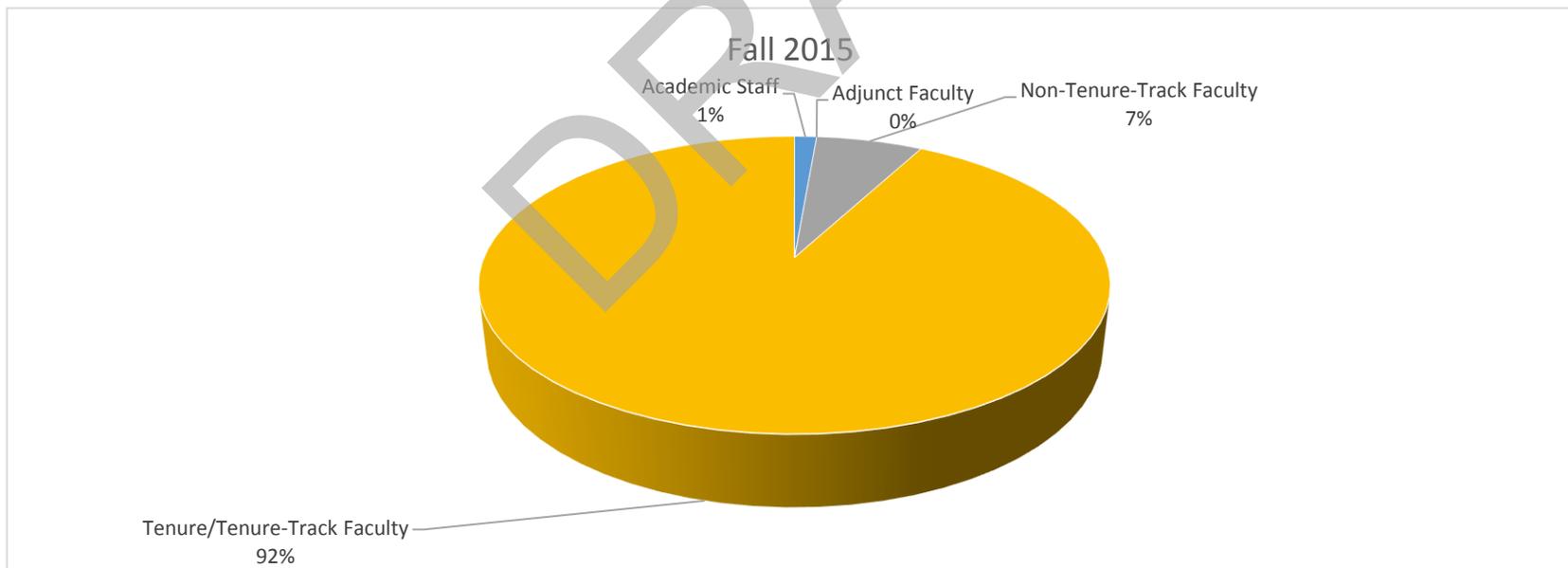


Zdeptid Desc	Name	Policy Category	Long Title	FTE	Standard Hours
PUBHL Biostatistics Division	Basu,Saonli	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Biostatistics Division	Wu,Baolin	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Biostatistics Division	Le,Chap Than	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Biostatistics Division	Eberly,Lynn E	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Biostatistics Division	Chu,Haitao	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Biostatistics Division	Pan,Wei	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Biostatistics Division	Reilly,Cavan Sheerin	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Biostatistics Division	Carlin,Bradley P	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Biostatistics Division	Connett,John E	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Biostatistics Division	Neaton,James Dennis	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Biostatistics Division	Lock,Eric	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Hughes,John	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Wolfson,Julian	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Guan,Weihua	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Zhang,Lin	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Koopmeiners,Joseph Ste	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Vock,David M	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Mugglin,Andrew S	Non-Tenure-Track Faculty	9402R - Research Associate Profess	0.25	10
PUBHL Biostatistics Division	Hodges,James Steven	Non-Tenure-Track Faculty	9401 - Professor (FA)	1	40
PUBHL Biostatistics Division	Le,Laura Jean	Non-Tenure-Track Faculty	9404 - Instructor (FA)	0.75	30
PUBHL Biostatistics Division	Telke,Susan E	Non-Tenure-Track Faculty	9404 - Instructor (FA)	1	40
PUBHL Biostatistics Division	Luo,Xianghua	Non-Tenure-Track Faculty	9402 - Associate Professor (FA)	1	40
PUBHL Biostatistics Division	Ho,Yen-Yi	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Rudser,Kyle David	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40
PUBHL Biostatistics Division	Weber,Eric David	Academic Staff	9753 - Lecturer (AP)	1	40

Campus	Twin Cities
Zdeptid Desc	PUBHL Environmental Hlth Sci

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff					0.3	0.25
Adjunct Faculty						
Non-Tenure-Track Faculty		2.2	2.2	1.2	0.5	1.2
Tenure/Tenure-Track		16	16	16	15	17
Grand Total		18.2	18.2	17.2	15.5	18.45

Fall 2015	
Academic Staff	0.25
Adjunct Faculty	0
Non-Tenure-Track Faculty	1.2
Tenure/Tenure-Track Faculty	17

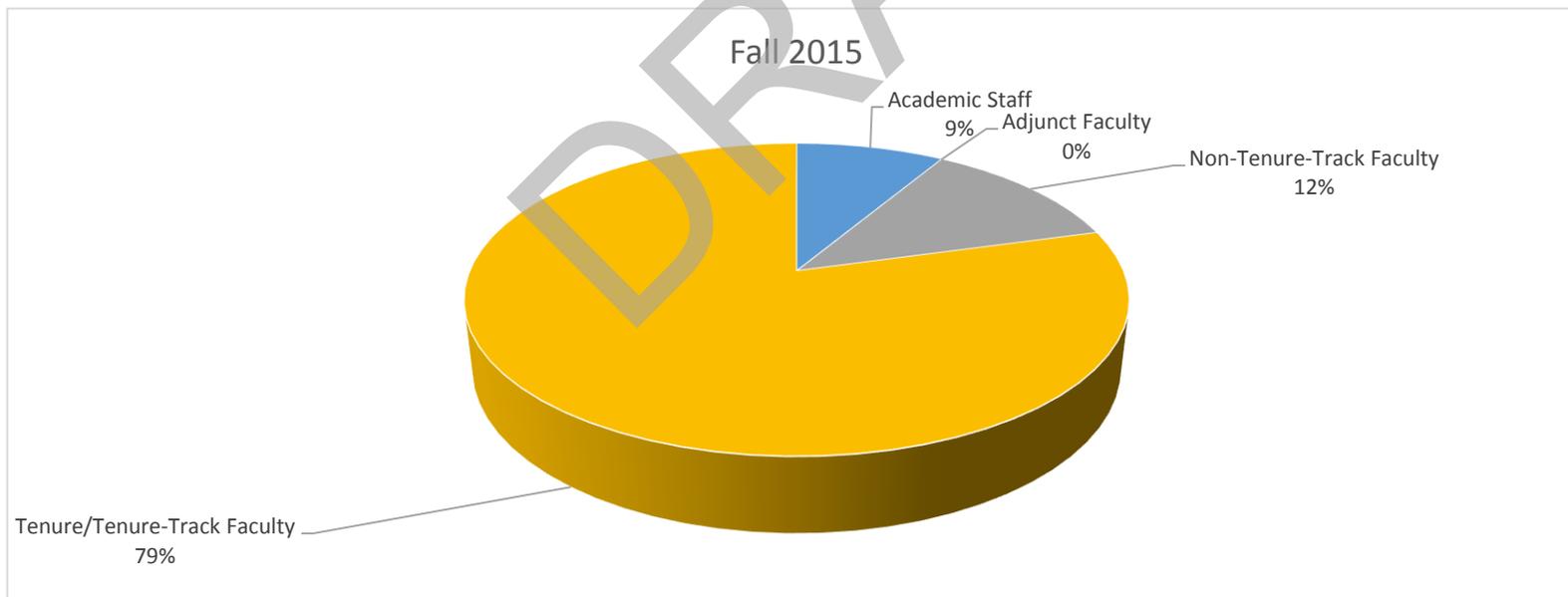


Zdeptid Desc	Name	Policy Category	Long Title	FTE	Standard Hours
PUBHL Environmental Hlth Sci	Toscano Jr,William A	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Alexander,Bruce H	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Raynor,Peter Cameron	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Maldonado,George	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Peterson,Lisa A	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Ramachandran,Gurumur	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Simcik,Matt Francis	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Wattenberg,Elizabeth V	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Mandel,Jeffrey H	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Hedberg,Craig W	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Church,Timothy Robert	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Gerberich,Susan Goodwi	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	McGovern,Patricia M	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Kim,Hyun	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Convertino,Matteo	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Balbo,Silvia	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Stepanov,Irina Sergiu	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Arnold,Susan	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40
PUBHL Environmental Hlth Sci	Lohman,William H	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	0.2	8
PUBHL Environmental Hlth Sci	Lee,Petrona A	Academic Staff	9753 - Lecturer (AP)	0.25	10

Campus	Twin Cities
Zdeptid Desc	PUBHL Epi & Comm Hlth

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff					4	4.25
Adjunct Faculty	0.5	1.52				
Non-Tenure-Track Faculty	10.9	9	7	6.9	5.9	5.99
Tenure/Tenure-Track	41.43	40.23	37.23	42.83	41.74	39.2
Grand Total	52.83	50.75	44.23	49.73	51.64	49.44

Fall 2015	
Academic Staff	4.25
Adjunct Faculty	0
Non-Tenure-Track Faculty	5.99
Tenure/Tenure-Track Faculty	39.2



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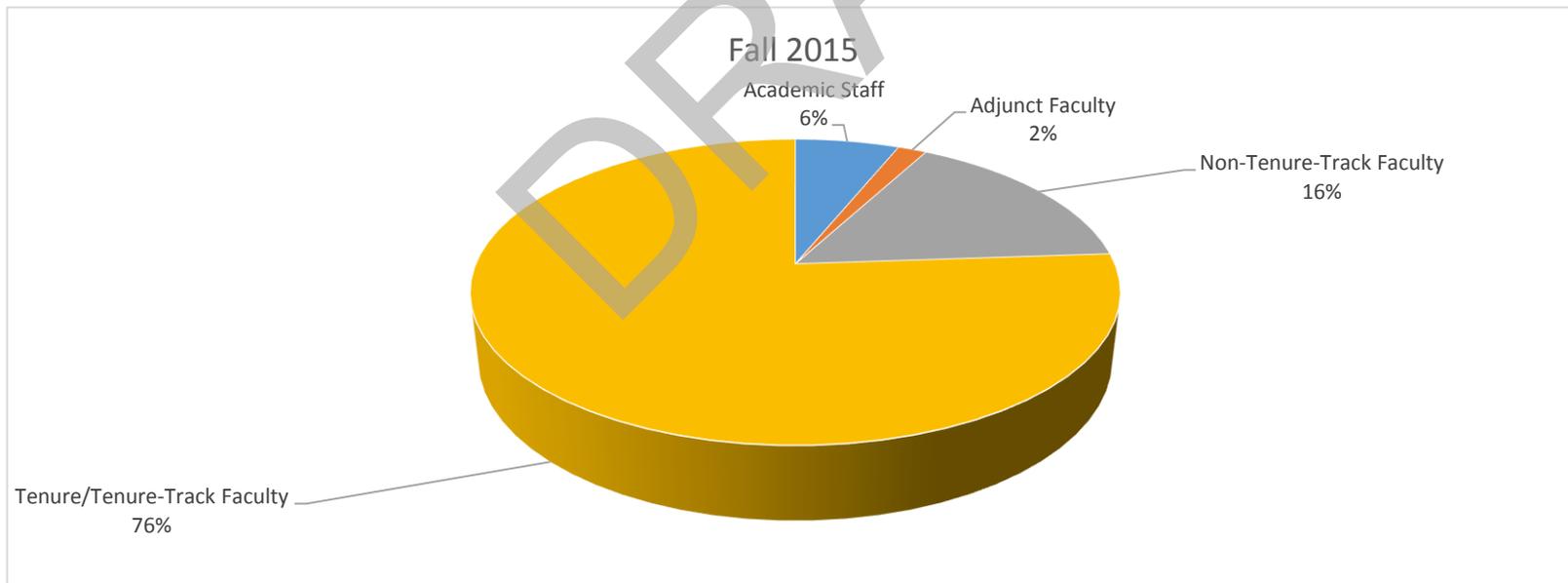
Zdeptid Desc	Name	Policy Category	Long Title	FTE	Standard Hours
PUBHL Epi & Comm Hlth	Osypuk,Theresa Louise	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Kulasingam,Shalini L	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Alonso,Alvaro	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Brady,Sonya	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Demerath,Ellen Wrchota	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Munoz-Zanzi,Claudia And	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Laska,Melissa Nelson	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Oakes,John Michael	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Nelson,Toben F	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Erickson,Darin John	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Jones-Webb,Rhonda J	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Lazovich,Deann	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Jeffery,Robert W	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Lifson,Alan Raymond	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Neumark-Sztainer,Dianne	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Luepker,Russell V	Tenure/Tenure-Track	9401 - Professor (FA)	0.75	30
PUBHL Epi & Comm Hlth	Forster,Jean Lois	Tenure/Tenure-Track	9401 - Professor (FA)	0.3	12
PUBHL Epi & Comm Hlth	Lando,Harry A	Tenure/Tenure-Track	9401 - Professor (FA)	0.75	30
PUBHL Epi & Comm Hlth	Hennrikus,Deborah Jane	Tenure/Tenure-Track	9402 - Associate Professor (FA)	0.75	30
PUBHL Epi & Comm Hlth	Tang,Weihong	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Lakshminarayan,Kamaksh	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Maclehose,Richard F	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Schreiner,Pamela	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Rosser PhD,Brian Robert	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Pereira,Mark Andrew	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Nguyen,Hong-Ngoc Ba	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Pankow,James Scott	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Harnack,Lisa J	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Jacobs Jr,David Richard	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	French,Simone	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Toomey,Traci L	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Folsom,Aaron Robert	Tenure/Tenure-Track	9401 - Professor (FA)	0.9	36
PUBHL Epi & Comm Hlth	Hellerstedt,Wendy Lynn	Tenure/Tenure-Track	9402 - Associate Professor (FA)	0.75	30

PUBHL Epi & Comm Hlth	Steffen,Lyn M	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Basta,Nicole Elaine	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Mason,Susan Marshall	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Horvath,Keith J	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Widome,Rachel L	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Lutsey,Pamela Lynne	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Capistrant,Benjamin D	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Prizment,Anna Eduardov	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Blackburn Jr, Henry Webs	Non-Tenure-Track Faculty	9401 - Professor (FA)	0.28	11.2
PUBHL Epi & Comm Hlth	Kjolhaug,Jerri	Non-Tenure-Track Faculty	9404 - Instructor (FA)	1	40
PUBHL Epi & Comm Hlth	Linde,Jennifer Ann	Non-Tenure-Track Faculty	9402 - Associate Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Harwood,Eileen Mae	Non-Tenure-Track Faculty	9402 - Associate Professor (FA)	0.81	32.4
PUBHL Epi & Comm Hlth	Stang,Jamie Sue	Non-Tenure-Track Faculty	9402 - Associate Professor (FA)	0.9	36
PUBHL Epi & Comm Hlth	Bonilla,Zobeida E.	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Volkov,Boris Borisovich	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40
PUBHL Epi & Comm Hlth	Smith,Morrison Luke	Academic Staff	9754 - Teaching Specialist (AP)	0.25	10
PUBHL Epi & Comm Hlth	Keene,Sarah	Academic Staff	9754 - Teaching Specialist (AP)	1	40
PUBHL Epi & Comm Hlth	Matson,Emily Ann	Academic Staff	9754 - Teaching Specialist (AP)	1	40
PUBHL Epi & Comm Hlth	Lucachick,Laurie Ann	Academic Staff	9754 - Teaching Specialist (AP)	1	40
PUBHL Epi & Comm Hlth	Sevcik,Sarah Marie	Academic Staff	9754 - Teaching Specialist (AP)	1	40

Campus	Twin Cities
Zdeptid Desc	PUBHL Health Policy Mgmt

Sum of FTE	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Staff	1.88	1.1	3.35	1.58	4.23	2.14
Adjunct Faculty	1.1	1.1	0.52	0.95	0.83	0.59
Non-Tenure-Track Faculty	2.85	2	2	3	4.8	5.55
Tenure/Tenure-Track	27.5	26.5	28.5	27	28	26.37
Grand Total	33.33	30.7	34.37	32.53	37.86	34.65

Fall 2015	
Academic Staff	2.14
Adjunct Faculty	0.59
Non-Tenure-Track Faculty	5.55
Tenure/Tenure-Track Faculty	26.37



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Zdeptid Desc	Name	Policy Category	Long Title	FTE	Standard Hours
PUBHL Health Policy Mgmt	Karaca Mandic,Pinar	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	Kuntz,Karen M	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	McAlpine,Donna D	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	Abraham,Jean Marie	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	Wholey,Douglas R	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Grant,Leslie Alan	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	Rockwood,Todd H	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	Christianson,Jon B	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Begun,James W	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Feldman,Roger Dean	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Nyman,John A	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Dowd,Bryan E	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	McBean,Alexander Marsl	Tenure/Tenure-Track	9401 - Professor (FA)	0.37	14.8
PUBHL Health Policy Mgmt	Kane,Rosalie A	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Kane,Robert L	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Moscovice,Ira S	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Kozhimannil,Katy Backes	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	McCullough,Jeffrey S	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	Blewett,Lynn Ann	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Call,Kathleen Thiede	Tenure/Tenure-Track	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Potthoff,Sandra J	Tenure/Tenure-Track	9402 - Associate Professor (FA)	1	40
PUBHL Health Policy Mgmt	Enns,Eva	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Shippee,Tetyana Pylypiv	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Gollust,Sarah Elizabeth	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Huckfeldt,Peter	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Golberstein,Ezra	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Shippee,Nathan D	Tenure/Tenure-Track	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Zismer,Daniel Kevin	Non-Tenure-Track Faculty	9401 - Professor (FA)	1	40
PUBHL Health Policy Mgmt	Priore,Richard	Non-Tenure-Track Faculty	9402 - Associate Professor (FA)	0.75	30
PUBHL Health Policy Mgmt	Wurtz,Rebecca	Non-Tenure-Track Faculty	9402 - Associate Professor (FA)	0.8	32
PUBHL Health Policy Mgmt	Rajamani,Sripriya	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Butler,Mary E	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40

PUBHL Health Policy Mgmt	White,Kathleen Marie	Non-Tenure-Track Faculty	9403 - Assistant Professor (FA)	1	40
PUBHL Health Policy Mgmt	Schousboe,John Torkild	Adjunct Faculty	9403A - Adjunct Assistant Professor	0.36	14.4
PUBHL Health Policy Mgmt	Barry,Anne M	Adjunct Faculty	9403A - Adjunct Assistant Professor	0.23	9.2
PUBHL Health Policy Mgmt	Choi Yoo,Sung Jin	Academic Staff	9754 - Teaching Specialist (AP)	0.53	21.2
PUBHL Health Policy Mgmt	Ward,Andrew Clay	Academic Staff	9753 - Lecturer (AP)	0.23	9.2
PUBHL Health Policy Mgmt	Edstrom,Lisa Marie	Academic Staff	9753 - Lecturer (AP)	0.23	9.2
PUBHL Health Policy Mgmt	Malcolm,Jan Kathleen	Academic Staff	9753 - Lecturer (AP)	0.15	6
PUBHL Health Policy Mgmt	Mickelsen,Ruth Ann	Academic Staff	9770 - Senior Lecturer (AP)	0.5	20
PUBHL Health Policy Mgmt	Bauer,Paul J	Academic Staff	9770 - Senior Lecturer (AP)	0.5	20

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