

**Essential Elements of Departmental Guidelines
for Evaluation, Promotion and Tenure**
(As of Dec 3 , 2008)

INTRODUCTION

This document suggests the "Essential Elements" that are characteristic of relevant, meaningful, and useful departmental guidelines for evaluation, promotion and tenure.

As departments revise or generate for the first time their own guidelines, these "Essential Elements" should help ensure that their adopted criteria and procedures (a) advance the goals and values of the discipline in line with the department's academic mission, (b) foster excellence in teaching, scholarly and/or creative activity, and service, (c) facilitate the individual faculty member's professional development consistent with departmental and University goals and aspirations, (d) promote a professional working environment characterized by mutual respect and constructive cooperation, and (e) balance clarity (making expectations explicit) with flexibility (giving each faculty member reasonable leeway to satisfy those expectations) to help achieve fairness in the advancement process.

Departments must submit their guidelines (or future revisions to those guidelines) for promotion and tenure to the Provost for review and final approval. In the normal course, the Provost will consult with the UND Committee on Promotion and Tenure about this review. Before submitting policies to the Provost, each department should complete any review processes required at the school or college level and secure the Dean's approval of its policy. The Provost will notify departments of the deadlines established for submission of their guidelines to the Provost's Office.

The department's submission should demonstrate consistency with the "Essential Elements" described in this document or explain any deviations or omissions. Accompanying the guidelines submitted to the committee must also be documentation that the departmental guidelines were approved by at least a majority vote of the departmental faculty members.

Importantly, any written reports generated by any individual or committee regarding the evaluation of a faculty member for promotion or the award of tenure must make explicit and specific reference to criteria stated in departmental, school/college (where appropriate) and University guidelines as that faculty member's individual accomplishments are evaluated.

THE ESSENTIAL ELEMENTS

I. GENERAL

Departmental guidelines for evaluation, promotion and tenure should:

1. State departmental philosophy regarding the evaluation of faculty for promotion and award of tenure; a statement of philosophy should answer the question "What are the general departmental expectations of faculty in contributing to the accomplishment of the stated mission of the department/school/university?"
2. Demonstrate how departmental criteria for promotion and tenure reflect the uniqueness of the discipline and amplify the University's more general criteria (UND FACULTY HANDBOOK §II-5 for promotion, §II-8 for tenure, and §II-4.3 for teaching) in a discipline-specific context.

II. CRITERIA AND EXPECTATIONS

Departmental guidelines for evaluation, promotion and tenure must should:

1. Define criteria used to assess accomplishment in teaching, scholarly and/or creative activity, and service for annual evaluations, promotion from rank to rank, and the award of tenure, providing examples when feasible or helpful.
2. Identify the minimum expectations and relative importance of teaching, scholarly and/or creative activity, and service for annual evaluations, promotion from rank to rank, and the award of tenure, providing examples when feasible or helpful.

III. PROCEDURES

Departmental guidelines for evaluation, promotion and tenure should:

1. Describe the department's evaluation procedures for probationary annual evaluations, for tenure, for promotion, and for any other annual evaluations, post-tenure or otherwise.
2. Explain the relationship between annual reviews and merit-based salary adjustments.
3. Define the structure and content of a tenure (professional development) plan, including the mechanism by which a tenure (professional development) plan is established when a faculty member is appointed.
4. Clearly state the relationship between the faculty member's Position Description (typically seen as page 2 of the contract), tenure (or professional development) plan, and the department's stated expectations. Importantly, a faculty member's percentages of effort (as established in his or her Position Description) should have a documented, direct relationship to stated expectations for promotion and tenure in order to assist the faculty member in meeting those expectations. Thus, each percentage of effort established should help to foster a faculty member's professional development in accordance with his or her academic responsibilities and interests, and should be re-evaluated annually (and readjusted if necessary) to facilitate progress towards promotion and tenure.
5. Define the composition of the departmental evaluation, promotion and tenure committee(s).
6. Define the evidence to be used for evaluating teaching, scholarly and/or creative activity, and service.
7. Describe the methods used to assess teaching, scholarly and creative activity, and service.
8. Describe the expected content and organization of a faculty member's evaluation file, including a suggested format for the submitted CV.
9. Provide for adequate notice and sufficient time for:
 - the faculty member to assemble an evaluation file.
 - committee review.
 - the faculty member to review the final document and respond in writing.

10. Include a statement about the use, confidentiality, and disposition of promotion and tenure documents. If external review letters are sought, include the precise details of policies and procedures for maintaining confidentiality and disposition of these documents.
11. Describe clearly the department, college, and university appeals procedure or indicate the source of that information in the UND FACULTY HANDBOOK.
12. Provide for an effective date of any new standards that is fair to the faculty member under consideration, especially those who have been hired before adoption of those standards. A faculty member seeking advancement should be assured the opportunity to provide information regarding expectations that predate the policy.