

# Department Guidelines Document for Tenure, Promotion, and Performance Assessment

For the Department of: Molecular and Cellular Biology

College: CBS

Date of Approval by Provost: April 16, 2014

*This information contained in Section A, B, and C of this document is to be considered by Tenure and Promotion Committees in the context of the relevant terms and conditions of the Collective Agreement between the University of Guelph and the University of Guelph Faculty Association (UGFA). Tenure and Promotion Committees are also directed to specifically reference the Tenure, Promotion and Performance Assessment Article (Article 21) of the Collective Agreement, the faculty member's agreed upon Distribution of Effort, and the Schedule of Dates Document provided annually by the Provost's Office.*

Tenure and Promotion Committees are responsible for confidential deliberations related to the following possible considerations:

- A. Tenure and Promotion to the rank of Associate Professor;
- B. Progress toward granting of Tenure and Promotion to the rank of Associate Professor;
- C. Promotion to the rank of Professor;
- D. Performance Assessment.

This Document contains three sections:

- 1) **ACADEMIC MISSION:** Statement of the agreed upon department academic mission which provide the context for criteria and evidence.
- 2) **CRITERIA:** Statement of the criteria (in addition to those in the Collective Agreement) which form the basis of the Tenure and Promotion Committee deliberations and its recommendations.
- 3) **EVIDENCE:** Evidence of scholarly contributions, activities and accomplishments in each area of effort that is relevant and appropriate for consideration by the Tenure and Promotion Committee.

## 1) ACADEMIC MISSION OF DEPARTMENT:

The Department of Molecular and Cellular Biology (MCB) is focused on research discovery, education, and training in the molecular life sciences. The Department is home to nationally- and internationally-competitive research programs that investigate fundamental processes, functions and interactions at the level of molecules to cells. The research programs encompass a broad range of systems including animals, microorganisms and plants. The Department will continue to be nationally recognized for delivering an outstanding undergraduate and graduate educational experience. By engaging the expertise and creativity of faculty and staff, the Department will provide our students with a solid foundation in the molecular biosciences that includes both theoretical and hands-on expertise.

## 2) CRITERIA:

### A. Criteria for granting of Tenure and Promotion to the rank of Associate Professor:

For tenure to be supported, the Department Tenure and Promotion Committee requires evidence of the faculty member's competence, academic maturity and independent scholarship. The Department recognizes that a faculty member's defined areas of responsibility (distribution of effort) will affect the quantity of effort in research, teaching and service.

For tenure consideration, the faculty member should submit a complete career record (*curriculum vitae*) containing information supporting the evidence identified in Section 3 (below). A Teaching Dossier should be included. The candidate's Research Program (including future plans and aspirations) should be described in a brief overview; this may also include comments that offer context for any appended manuscripts.

As part of its deliberation, the Departmental Committee will consider the written opinion of the faculty member's research and other scholarly activities, provided by external experts in the faculty member's field.

#### (i) Teaching

- The faculty member must demonstrate that teaching at both the undergraduate and graduate level meets the expectations of fully satisfactory performance. He/she must continue to demonstrate consistency in the quality of teaching in (as appropriate) classroom, tutorial and laboratory settings.
- The faculty member will contribute significantly to the broader graduate program by one or more of the following: serving effectively on advisory or examination committees, or by teaching graduate courses.
- For individuals who have negotiated a distribution of effort emphasizing education, the Committee expects excellence in teaching scholarship.

#### (ii) Research

- The faculty member will provide conclusive evidence of continuing scholarship and the establishment of an independent research program.
- A sustained output of refereed publications will be produced beyond Ph.D. or postdoctoral research. The greatest emphasis is usually given to papers published in refereed journals, books and chapters in books. The quality of these publications will be assessed by an examination of all materials provided. However, the impact of the refereed papers is not the only criterion used, and all the information described below in Section 3 is considered.

- For faculty members following a typical career path with a laboratory-based research program, sustainable funding is evident and there is a reasonable expectation that this will continue.
- Trainees will have been attracted to the program and they will have been advised effectively, resulting (where timing permits) in the completion of the student's degree program.

**(iii) Service**

- The faculty member will have made a significant contribution to service activities in the Department, College or University (as listed below in Section 3) by showing leadership and initiative.

**B. Progress toward granting of Tenure and Promotion to the rank of Associate Professor:**

Each year, a faculty member in a probationary position will receive feedback on their progress. It is recognized that most faculty will build towards the criteria identified in (A) above, over the period of the probationary appointment. For a recommendation to continue a probationary appointment, the Department Tenure and Promotions committee expects to see annual incremental development until the criteria above are achieved.

**C. Criteria for Promotion to the rank of Professor:**

Promotion to Professor is reserved for those faculty members who have attained high academic standing in their scholarly pursuits within their discipline or pedagogy. Candidates must have a continuing record of excellence over an extended period of time and demonstrate leadership in one or more areas of responsibility. It is expected that the person will have spent sufficient time in the Associate Professor rank to permit adequate demonstration of a consistently high level of performance.

For consideration for Promotion to Professor, the faculty member should submit a complete career record (*curriculum vitae*) containing information supporting the evidence identified in Section 3 (below). A Teaching Dossier should be included. The candidate's Research Program (including future plans and aspirations) should be described in a brief overview; this may also include comments that offer context for any appended manuscripts.

As part of its deliberation, the Departmental Committee will consider the written opinion of the faculty member's research and other scholarly activities, provided by external experts in the faculty member's field.

**(i) Teaching**

- The faculty member will demonstrate a continuing record of effective teaching at both the undergraduate and graduate levels, leading to the establishment of a reputation as an excellent teacher. This will be supported by positive evaluations of teaching by students and evidence of innovation, dedication and creativity in teaching as illustrated by the teaching dossier and other documentation supporting activities and contributions identified in Section C.
- For individuals following a career path that emphasizes teaching, their activities will have led to external recognition of the faculty member's pedagogical contributions.
- The faculty member will have contributed extensively to the broader graduate program by serving effectively on advisory or examination committees, and by teaching graduate courses.

## **(ii) Research**

- The faculty member will have established and maintained a long-term outstanding record in research scholarship and a research program competitive and recognized at national and international levels. Supporting evidence will normally include sustained external funding (for laboratory-based research programs), a consistent record (maintained over several years) of papers published in high quality peer-reviewed journals, and communication of research findings at scientific meetings. However, the impact of the refereed papers is not the only criterion used, and all the information described below in Section 3 is considered.
- Effective advisory activities should have led to successful completion of degrees by numerous graduate students, commensurate with the time since their first faculty appointment.

## **(iii) Service**

- It is expected that the candidate will be making a significant and continuing contribution to service activities by showing leadership and initiative.
- Evidence of service beyond the University to the broader scientific community is anticipated.

### **D. Criteria for the Assessment of Performance for the Period of Review:**

Performance Assessment takes into consideration the balance of quality and quantity in the Evidence (described in section 3 below), provided to the committee by each faculty member, in each of the three areas of responsibility. The overall performance rating will be determined in the context of the faculty member's distribution of effort and his/her career stage.

- **Unsatisfactory:** Performance is unsatisfactory relative to the standards of the Department and the University. The faculty member's contributions will fall well short of expectations in the context of the agreed career path and allocation of duties; the faculty member is not meeting his/her responsibilities. In a standard career path this will mean poor quality in teaching (e.g. poor classroom performance, outdated content or teaching materials, or persistent student complaints that have been investigated and are deemed justified), and/or negligible quality outcomes from research/scholarship.
- **Improvement Required/Developmental:** There is insufficient evidence of quality activity, or progress relative to the agreed career path and allocation of responsibilities. This rating could reflect teaching of barely acceptable quality, poor quality outcomes from research/scholarship, less than satisfactory performance in assigned service/administrative duties, or all of these.
- **Good:** A good performance by the standards of a major university that is recognized as a leader in the country and maintains high expectations of its faculty. This level of performance will show obvious career progress and development, appropriate for the faculty member's rank. There will be no significant problems or unsatisfactory aspects in any of the areas of teaching, research/scholarship, or service.
- **Very Good:** Performance in all three areas meets or exceeds expectations. A positive approach to service or administrative assignments is expected, as is effective discharge of these assignments. At least one major area of responsibility will be judged Very Good or better.
- **Outstanding:** An overall level of performance that far exceeds normal expectations and stands out in cross-university terms. Performance in all three areas of responsibility meets

or exceeds expectations. A positive approach to service or administrative assignments is expected, as is effective discharge of these assignments. At least one major area of responsibility will be judged Outstanding and provide clear evidence of leadership.

### **3) EVIDENCE OF SCHOLARLY CONTRIBUTIONS, ACTIVITIES, AND ACCOMPLISHMENTS:**

The following are examples of scholarly contributions, activities, and accomplishments in each area of effort, which are relevant and appropriate for consideration by the Tenure and Promotion Committee as part of its deliberations processes:

#### ***i) Teaching:***

MCB encourages and fosters excellence in teaching and advising, at both the undergraduate and graduate levels.

At the undergraduate level, teaching contributions may include the following:

- classroom and laboratory involvement and delivery of course material,
- supervision of undergraduate research project and coop students,
- involvement in distance education,
- development of course(s) and program(s) (e.g., content, methodology, coordination),
- counseling and mentoring of students.

At the graduate level, teaching contributions may include the following:

- course and program development (e.g., content, methodology, coordination)
- participation in, and delivery of, graduate courses,
- participating in graduate seminars and colloquia,
- participating in graduate advisory committees,
- other documented forms of counseling and mentoring of students,
- participating in graduate qualifying and final examinations,

Faculty members are encouraged to pursue teaching excellence by attending workshops, applying for teaching development funds, and through scholarly activity. Evidence of scholarly activity includes publications on teaching philosophy and methodology, teaching materials (e.g., books, lab manuals, films, slide sets, computer programs, web sites), and oral presentations to professional educators or to other user groups.

The Department is committed to peer and student evaluation of teaching. Peer evaluation may include the following:

- evaluation of the Teaching Dossier, course content and examinations by colleagues,
- classroom observation by trained individuals using agreed upon protocols,
- consideration of stated measures of student performance,
- signed comments and student course evaluations resulting from the College-approved processes.

Evidence of excellence in activities related to teaching is not, by itself, sufficient reason for tenure, for promotion or for a high performance rating, except in cases where faculty members are following an alternative career pathway that is heavily oriented towards teaching.

## ***ii) Research/Scholarship:***

MCB is a research-intensive Department. Faculty members will typically conduct research, scholarly and other creative activities leading to scientific discoveries. While those faculty members whose career path emphasizes teaching may not necessarily be involved in laboratory research, scholarship relevant to education is expected. The specific nature of these activities will be consistent with the objectives of the University, Department and personal interests and will emphasize both originality and excellence.

Scholarship and creativity in research can be demonstrated through some or all of the following:

- advising graduate students in pursuance of their research projects,
- advising of postdoctoral fellows and research technicians,
- advising of summer students and volunteers (ie not course or coop students),
- refereed publications, including reviews,
- editorship and authorship of books or chapters in books,
- other publications (e.g., technical reports) derived from research and scholarly activity that provides an appropriate intellectual challenge and constitute a significant contribution to science,
- presentations (particularly invited ones) at scholarly conferences and symposia,
- development of new technology, value-added products, and patents,
- success in obtaining (and retaining) research funds from external agencies.

While scholarly research is expected, evidence of activities related to research is not, by itself, sufficient reason for tenure, for promotion, or for a high performance rating, except in cases where faculty members are following a career pathway that is heavily oriented towards research.

It is recognized that certain writing and research activities may not reach completion (as measured by tangible results such as publications) within the single Period of Review under assessment. Authorship of a textbook provides one potential example. In such cases, a faculty member may submit a brief progress report describing the relevant activities. This report will not be used in the assessment of merit, but will be taken as evidence of continuing scholarship. When a longer-term project is completed and reported for a particular Period of Review, the greater time commitment and quality of the final product will be duly considered. Faculty members, particularly those in probationary tenure-stream appointments and those early in their careers, are expected to maintain a balance between long-term and short-term activities.

## ***iii) Service:***

Faculty members in MCB are expected to provide service to the University, to the scientific community, and to society at large. A positive approach to administrative assignments is expected, as is effective discharge of these assignments.

MCB recognizes that participation in committees at all levels of the University is an essential contribution to its efficient operation, the quality of the working environment, and the pursuit of scholarly activity. It is expected that faculty members will serve in a meaningful way on committees in the Department as requested by the Chair. In addition, faculty members may be asked to serve on committees at the level of the College and the University, depending on their experience or academic rank.

The Department is also of the opinion that service to the scientific community is an important component of a faculty member's activity, especially for those with senior academic ranks. Service includes the following:

- serving as Editor, Associate Editor, and editorial board membership of journals and other scientific publications,
- reviewing papers submitted to journals for publication,
- reviewing book chapters, books, and grant applications
- organizing symposia, conferences or scientific meetings,
- serving as an officer of a scientific association,
- acting as a member of a granting panel,
- being an external examiner of theses and academic programs,
- acting as an external referee for tenure and promotion applications,

Service to society at large occurs in many forms and is considered for evaluation purposes when faculty members use their scientific expertise. Service includes the following:

- technical or scientific advisor (or consultant) for government agencies, industry, and non-governmental organizations,
- expert witness in legal matters,
- invited contributor to print or visual media (e.g., newspapers, magazines, television),
- invited speaker at non-scientific meetings, conferences, and symposia,
- broader community involvement and outreach activities relating to a faculty member's professional expertise.

In all cases, the faculty member is encouraged to provide supporting evidence that addresses competence in the dissemination of knowledge and the application of results of scholarly enquiry for the benefit of a user group. Such evidence might take the form of supporting letters from specific user groups. Proficiency in service activities alone is not sufficient reason for tenure, for promotion or for a performance rating.