Order of Contents:

I. Introductory Statement
II. Mission Goals and Values
III. Annual Appraisals of Probationary Faculty
IV. Criteria for Conferral of Indefinite Tenure
V. Promotion
VI. Annual Review of Tenured Faculty and Post-tenure Review
VII. Expiration Statement

I. Introductory Statement

This document describes the indices and standards that will be used to evaluate whether candidates meet the general criteria in Section 7.11 of the Regents Policy on *Faculty Tenure*. For a complete perspective, the reader is advised to review Section 7 in its entirety. This document describes indices and standards for the following personnel evaluations:

A. Recommendation for awarding indefinite tenure according to the Regents Policy on *Faculty Tenure*, Section 7.11. General Criteria.

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [FN 2] This determination is reached through a qualitative evaluation of the candidate’s record of scholarly research or other creative work, teaching, and service [FN 3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN 4]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate’s record shows strong promise of his or her achieving promotion to professor.

[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.

B. Annual performance appraisal of progress toward achieving tenure

C. Annual performance appraisal for post-tenure review according to Section 7a.1 and 7a.2 of the Regents Policy on Faculty Tenure.

D. Description of the criteria for promotion to Associate Professor

Hiring of regular faculty in the Department of Medicinal Chemistry is at the level of Assistant Professor or higher. The recommendation to promote to this rank is concomitant with a decision to grant tenure. Standards for tenure are set forth in Section IV.

E. Description of the criteria for promotion to professor according to Section 9.2 of the Regents Policy on Faculty Tenure.

9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [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.
The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

See the definitions of "scholarly research," "other creative work," "teaching," and "service" in footnote 3, subsection 7.11. A greater contribution in the area of institutional service is expected of candidates for the rank of professor than was expected for the award of tenure.

F. Faculty hired with the rank of Associate Professor are required to meet the criteria specified in Section V. B. The decision for conferring the rank of Associate Professor will be made by the tenured faculty as specified by the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty, section III.

G. Faculty hired with the rank of Professor are required to meet the criteria specified in Section V. B. The decision for conferring the rank of Professor will be made by the tenured faculty holding the rank of Professor as specified by the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty, section III.

II. Mission, Goals and Values

A. With regard to graduate education and research, the mission of the Department of Medicinal Chemistry is:

To provide graduate students, as well as postdoctoral fellows and visiting scientists, with a firm academic foundation and research experience in medicinal chemistry with emphasis in physico-chemical and theoretical structure-based drug design, synthetic organic chemistry, molecular modeling, and molecular mechanisms of drug action and chemical toxicology, in order to prepare them for careers as scientists in the pharmaceutical industry and in government laboratories or as educators in colleges and universities.

With regard to professional education, the mission of the Department of Medicinal Chemistry is:

To provide professional pharmacy students with a firm academic foundation in medicinal chemistry in order to prepare them for subsequent courses in the College of Pharmacy; for careers as practicing pharmacists in community, hospital, or industrial settings; and/or for graduate education in the pharmaceutical or biomedical sciences.

B. It is expected that those promoted to Associate Professor will show strong promise for achieving promotion to the rank of Professor.

C. Medicinal Chemistry research, scholarship and teaching are grounded in core concepts and principles of medicinal chemistry, chemistry, biology, pharmacology and biochemistry. Consequently, interdisciplinary research and teaching will be valued and evaluated to the same extent as disciplinary research and teaching.

D. Faculty mentoring
III. Annual Appraisals of Probationary Faculty

The primary criteria for the continuation of probationary faculty is the satisfactory progress towards meeting the standards for promotion and tenure. All of the criteria and guidelines used by the Department for annual continuation reviews are contained in this document.

A. Refer to sections 7 of the Regents Policy on Faculty Tenure.

B. Faculty Mentoring

Probationary Faculty hired by the Department of Medicinal Chemistry will receive mentoring according to the departmental mentoring policy (see Appendix 1). The policy and procedures are consistent with the AHC Mentoring Policy and all relevant University policies regarding mentoring of faculty.

C. Department procedures

Probationary faculty are required to submit an annual dossier of their activities as described in the departmental policies and procedures to the department Head. The dossier is reviewed by all tenured Associate Professors and Professors and an assessment of progress to tenure is made. The department Head prepares a critical evaluation of the faculty member’s progress to tenure. The department Head collects comments from the faculty and conducts a secret ballot of the reviewing faculty as to whether satisfactory progress has been made. The results of the vote, faculty comments and department Head evaluation are forwarded to the probationary faculty and to the Dean.

D. Joint Appointments

Faculty members who hold dual (joint appointments) and whose appointment home is in the department of Medicinal Chemistry will be reviewed according to the procedures described in Section III. C.

E. Extending the Probationary Period

Probationary faculty have the right to extend the probationary period according to Section 5.5 of the Regents Policy on Faculty Tenure. If the probationary period is extended, the evaluation of the probationary faculty will not be adversely affected in future years.

IV. Criteria for Conferral of Indefinite Tenure

A. Teaching:

The requisites for effectiveness of a teacher include intellectual competence, integrity, independence, enthusiasm, a spirit of scholarly inquiry, a continuous increase in knowledge of the subject taught, an ability to effectively transmit knowledge to students, to arouse curiosity in beginning students and to stimulate advanced students to creative work.

The evaluation of teaching will be based on:

1. The candidate is expected to have been successful in attracting, teaching and advising of graduate students and/or postdoctoral fellows. These contributions can be demonstrated by any of the following:

   a. Student or postdoctoral co-authorship of publications and abstracts
b. Student MS and/or PhD degree advising and completion

c. Participation in graduate course teaching, including new course development, serving as course director, and development of course material

2. The candidate’s overall teaching ability as perceived by Pharm.D. students and documented by their responses on periodic formal student ratings of teaching

3. The candidate’s teaching competence as determined by teaching evaluation by peers and/or comments of other instructors of higher rank, in team taught courses.

4. The candidate’s contributions to education as demonstrated by any of the following:

   a. Developing a new course or revising an existing course.
   b. Receiving an educational development grant or directing an experimental educational program.
   c. Development and/or teaching of interdisciplinary and/or interprofessional courses for graduate, professional, or undergraduate students.
   d. Authoring or co-authoring a chapter in a textbook.
   e. Participating as an invited contributor in a national symposium or workshop on some aspect of education.
   f. Publishing an article on subjects relating to education.
   g. Developing and presenting a continuing education program(s).
   h. Receiving a teaching award.

Any of the candidate’s contributions listed above must be judged by peer review as scholarly and of high quality and significance.

B. Research

The purpose of this evaluation is to determine whether or not the candidate has a distinguished record of intellectual leadership in disciplinary and/or interdisciplinary scholarly research. The candidate will be evaluated to determine if he/she has achieved the following standards:

1. Publications:

The candidate is a primary author of original research publications in peer-reviewed journals. Primary authorship is defined as being responsible for initiating, conducting and reporting the research.

2. Research Funding:

The candidate should demonstrate the ability to obtain research funding from federal agencies, foundations, or private sources as either PI or Co-PI by competition at a national level.a

3. Peer Recognition:

The candidate has demonstrated that he/she is recognized by peers as making significant contributions to the field. Examples of such evidence include invited presentations in national scientific and professional meetings, invited review articles in high-quality professional journals, receiving recognition awards (e.g., career development, young investigator), serving on national review committees and editorial boards and election to prestigious national organizations that recognize scholarly distinction.
4. **Technology Transfer**

A strong record of involvement in technology transfer will strengthen the recommendation for tenure but will not replace a distinguished record of scholarly publications.

5. **Quality of Work and Potential for Advancement:**

A review of the candidate’s publications and other research efforts by the tenured members of the department faculty who outranked the candidate and multiple academic peers as specified by university regulations and guidelines at peer or more highly ranked institutions must conclude that the work is scholarly, creative, original, and of high quality and significance.

C. **Service**

A strong record of service will strengthen the recommendation for tenure. Recognition will be given to faculty who make significant service contributions to the Department, the College of Pharmacy, student organizations, the University, government agencies, and scientific and professional organizations. Recognition will also be given for discipline related outreach and contributions to the local, state, national and international community.

D. **Extending the Probationary Period**

Probationary faculty have the right to extend the probationary period according to Section 5.5 of the Regents Policy on *Faculty Tenure*. If the probationary period is extended, the evaluation of the probationary faculty will not be adversely affected in future years.

V. **Promotion**

Excellence in teaching, research, and service are meaningful parameters for academic promotion. Although a balance among these functions is obviously desirable, it is recognized that the best use of professional talent may often dictate that a faculty member’s contribution in one area will predominate. Service, while compensating for reduced contributions in teaching and research, will not be the primary criterion for promotion considerations.

A. **Assessment of Academic Activities**

**Teaching:**

The requisites for effectiveness of a teacher include intellectual competence, integrity, independence, enthusiasm, a spirit of scholarly inquiry, a continuous increase in knowledge of the subject taught, an ability to effectively transmit knowledge to students, to arouse curiosity in beginning students and to stimulate advanced students to creative work. Evaluation of the professional, graduate, and continuing education teaching skills should include appraisals by the members of the Department and critical evaluation of student impressions of the candidate’s performance as a teacher. Review articles, contributions to textbooks, and investigation of teaching techniques will be given consideration in evaluating teaching ability.

**Research:**

The requisites for evaluating the quality of a candidate’s research should include the following:

1. A critical review of three scientific publications that reflect the candidate’s most
significant accomplishments by the department faculty who outrank the candidate.

2. A critical review of the candidate’s research program by the faculty who outrank the candidate.

3. An appraisal of the candidate’s research potential by academic peers with expertise in the same areas at other universities.

4. Other evidence of acceptance by peers.

Service

Recognition will be given to faculty who make significant service contributions to the Department, the College, the University, government agencies, the state, community and scientific and professional organizations.

B. Specific Standards for Various Ranks

**Assistant Professor:**

Appointment to Assistant Professor requires that a candidate has demonstrated a capacity for teaching and independent research. This rank may also be accorded a person who has completed only the educational program characteristic of this discipline when that person has given evidence of outstanding potential for professional growth and productivity. The candidate should have the ability to participate in the training of research investigators.

**Associate Professor:**

Promotion to the rank of Associate Professor requires that the candidate has a distinguished record of academic achievement, as evidenced by a program of original research, effective teaching and training of research investigators, and contributions to departmental, college and university service. Candidates shall also demonstrate the potential for adding substantially to their record of academic achievement in order to be promoted to the rank of Professor.

**Professor:**

It is expected that tenured faculty members will be promoted to the rank of Professor. Promotion to the rank of Professor requires that the candidate has added substantially to a distinguished record of academic achievement, as evidenced by a national and/or internationally recognized program of original research, effective teaching and training of research investigators, and significant contributions to departmental, college, university and professional service. The determination that the candidate has met the criteria for promotion to Professor is reached through a qualitative evaluation of the candidate’s record of scholarly research, teaching and service. (See Section 9.2 of the Regents Policy on *Faculty Tenure*)
VI. Annual Review of Tenured Faculty and Post-Tenure Review

Policy

The general criteria that serve as the basis for Post-Tenure Review are cited in the Regents Policy on Faculty Tenure, Sections 7a.1., 7a2, and 7a.3, and university procedures that further address the review of tenured faculty.

Principles: The goals and expectations with regard to teaching, research and service for tenured faculty members will be consistent with those used in the granting of tenure, but may take into account the different stages of professional development of faculty. It is recognized that, at various stages of academic careers, a faculty member’s activities in certain areas (i.e. teaching or research) may be predominant.

Teaching: Each year faculty will provide evidence of teaching effectiveness, which will be documented in the annual report of activities. Evidence of teaching effectiveness may be documented through the results of student ratings, the results of peer review of teaching, development of new courses, the receipt of teaching awards, revision of course materials, development of new course materials, advising of graduate and professional students, and successful accomplishment of other teaching-related activities, such as authoring a textbook.

Research: Tenured faculty are expected to maintain a consistent record of research productivity. Each year faculty will provide evidence of scholarly activity, which will be documented in the annual report of activities. Evidence of scholarly activity may consist of publication in peer-reviewed journals, submission of grant proposals, presentation of research results at scientific conferences, or other documented evidence of sustaining an active research agenda.

Service: Service is not the primary activity for which faculty are evaluated. It is, however, expected that tenured faculty will contribute to service activities related to department, college, or university governance or mission, and that service activities will documented in the annual report of activities. Service to professional organizations, government or other public entities that is based on the faculty member’s professional expertise should also be documented.

Process

1. Annually, faculty members will submit to the department head a summary of their activities in research, teaching, and service for the past year and their proposed plans for work during the coming year.

2. The department head will meet with each tenured faculty member to discuss past performance and future plans. This meeting will constitute the faculty member’s annual review for merit and compensation and post-tenure review. The department head will adhere to the requirements and criteria for each of these processes as approved by the faculty.

3. If the department head concludes that a faculty member’s performance is substantially below goals and expectations, the case will be referred to the Post-Tenure Review Committee. If two-thirds of this committee and the department head agree that the faculty member’s performance is substantially below goals and expectations of the department, they shall advise the faculty member in writing, including suggestions for improving performance, and establish a time period (of at least one year from the date of the letter) within which improvement should be demonstrated.

4. If, at the end of the time period for improvement described in the previous paragraph, a tenured faculty member’s performance continues to be substantially below the goals and expectations of the department
and there has not been a sufficient improvement of performance, the head and the Post-Tenure Review Committee may jointly request the dean to initiate a special peer review of the faculty member.

5. The Post-Tenure Review Committee will consist of all tenured faculty members in this Department.

VII. Expiration Statement

The Dept. of Medicinal Chemistry 7.12 Statement will expire 7 years from the date of its approval. A committee of tenured faculty will review and, if necessary, update the 7.12 document in accordance with the Regents Policy on Faculty Tenure. Tenured and tenure track faculty members will be eligible to vote to approve the 7.12 document.

Footnotes

a The individual(s) judged by the applicant organization to have the appropriate level of authority and responsibility to direct the project or program supported by the grant. The applicant organization may designate multiple individuals as PIs who share the authority and responsibility for leading and directing the project, intellectually and logistically. Each PI is responsible and accountable to the applicant organization, or, as appropriate, to a collaborating organization, for the proper conduct of the project or program including the submission of all required reports

b See annual guidelines for dossier preparation provided by the Office of the Senior Vice President for Academic Affairs and Provost.
APPENDIX 1

Mentoring Policy
Department of Medicinal Chemistry
Approved by the Medicinal Chemistry faculty March xx, 2008

The following Medicinal Chemistry Mentoring Plan comprises procedures and guidelines used by the Department to implement its mentoring policy for junior faculty. The policy and procedures are consistent with the AHC Mentoring Policy and all relevant University policies regarding mentoring of faculty.

Overview

Every new faculty member hired at the rank of Instructor or Assistant Professor, tenure-track or non tenure-track, will be assigned one or more mentors. There will be at least one Medicinal Chemistry senior faculty member on the mentoring team. The Department Head will not typically be one of the formal mentors. If a junior faculty member is awarded a mentored career development grant or similar award, the composition of the Medicinal Chemistry formal mentoring plan will be individualized to avoid redundancy.

Mentoring Plan

The mentoring plan consists of the following components:

1. Mentor selection. The mentor(s) will be selected consensually by the mentor(s) and mentee. Either can terminate the relationship at any time. In this event, it is the responsibility of the mentee to notify the Department Head in order to facilitate replacement of the mentor.

2. Meetings. The mentee and mentor(s) will meet formally twice annually and record the content and outcomes of the meetings using the Mentor Meeting Record Form. Additional, informal meetings are strongly encouraged. The mentoring process will be discussed annually with the Department Head by the mentee.

3. Career development plan. During the first six months of the mentee’s appointment, a career development plan will be developed with the mentor(s). This plan will be evaluated annually and revised biannually, depending upon prior successes and revised assessments of how to achieve future goals. The career development plan will have specific timelines and quantifiable goals that include the following items:
   a. Research projects. Mentees should plan for diversity in their research interests to avoid the cyclical effects of research sponsor priorities, economic cycles, and the unpredictable nature of research itself.
   b. Teaching. A plan to document the types of teaching developed, and peer and student review of teaching will be developed.
   c. Grants. A plan and timeline for types of grants and career development awards will be established. This should include plans for submission of new grants and revision and resubmission of unsuccessful applications.
   d. Publications. Goals for the number and types of publications, including strategies for accomplishing these goals.
   e. Professional development. A plan to obtain additional skills and experiences needed for further development, such as grant writing seminars, teaching techniques and skills, residence in an outside lab to acquire a new technique, journal reviewer activities, and becoming a member of study sections.
   f. Graduate student advising. A discussion of strategies and skills to train and advise graduate students and postdocs.
   g. Service. A discussion of what level of service activities is expected, and identification of areas of interest at the Departmental, College, University, and national levels.

4. Departmental resources. Medicinal Chemistry will maintain a small library of books, articles, and documents related to mentoring and career development. The specific content of these resources will be the responsibility of the Department Head in consultation with mentors and mentees.

5. Accountability. The mentor(s) and mentees will document their mentoring activities so that department heads, deans, and senior university officials can ascertain that all eligible faculty are receiving and benefiting from mentoring. Reports of mentoring activities will be used for annual faculty reporting, preparation of the appraisals of probationary faculty, promotion dossiers, and other departmental or collegiate reports.
APPENDIX 2

Subsection 7.12. Departmental Statement. [FN5] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of indefinite tenure); (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 ("Criteria for Promotion to Professor"); and (3) the goals and expectations to be used in evaluating faculty members’ performance under subsection 7a (“Review of the Performance of Faculty Members”). The document must contain the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the senior vice president for academic affairs and provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service. [INTERP 3]