

PROCEDURE FOR PROMOTION TO FULL PROFESSOR

The primary criteria for promotion to full professor are based on a high level of achievement in research, teaching, and service, as expected at a R1 Research University. A major emphasis is given to the candidate's research accomplishments, and it is imperative that the she or he has made important contributions with significant impact in his/her field. The complete body of work (both pre-tenure and post-tenure) will be examined to evaluate whether the candidate will continue to produce high quality research at an appropriate output.

Scholarship: The candidate for full professor should have achieved recognition as an expert in his or her field at a national and international level. This work should be comparable in significance and impact to the work of newly promoted full professors in related departments at peer and aspirant institutions working in similar fields. In general, quality is more important than quantity, although the quantity must be sufficient to show a significant level of scholarly productivity and impact. This assessment is done by examining the impact of the candidate's peer-reviewed publications, as well as non-peer-reviewed book chapters, invited published commentaries, or perspectives. Additional factors may include invited conference presentations (*e.g.*, plenary lectures), invitations to departmental seminars, receipt of research-related awards, patents, etc. Major services on review panels (*e.g.*, NIH, NSF, DOE, USDA, etc.), to learned societies, or journal editorships etc. may also be considered as evidence of scholarship.

Since research funds are necessary in most areas of molecular and cell biology, the level of research funding should be commensurate with the area of the candidate's research. The candidate must have adequate grant funds at the time of application that would enable him/her continue the research program at the established level. The MCB Department supports interdisciplinary and collaborative scholarship. For candidates who collaborate extensively with other scientists, it is expected that the candidate's contributions are original, essential, and significant. The scholarship of the candidate will also be assessed through the evaluations from outside reviewers.

Teaching: For promotion to full professor, evidence of excellence in teaching and mentoring of graduate students or postdoctoral fellows is expected. An assessment of teaching excellence involves an analysis of multiple factors, as appropriate, including peer assessments, demonstration of students' learning achievements, utilization of novel teaching methods, inspection of syllabi and class materials in the form of a teaching portfolio, student ratings from classes taught, and teaching awards and honors. (See also the **MCB policy for evaluation of teaching beyond the SETs**).

Service: Candidates for full professor also have responsibility for leadership in service and in governance on the departmental, college, and university levels. Reviewing activities for journals and various federal, state, and private grant agencies, service on review panels, or service to learned societies (as, *e.g.*, officers or organizers of meetings, or journal editorships), or consulting activities to private or public entities on a regular basis are also expected.

Time: After service here or elsewhere as an Associate Professor of at least five years, except when there is clear evidence of the candidate's superior achievement as compared with other associate professors.

PROCEDURE FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

The primary criteria for promotion to associate professor with tenure are a demonstration of excellence in research, teaching, and service. A major emphasis is given to the trajectory of the research accomplishments, and it is imperative that the candidate should have made contributions that have had impact in their field.

Scholarship: The candidate should have achieved recognition in their field comparable with newly promoted associate professors at peer institutions. In general, quality is more important than quantity, although the quantity must be sufficient to show a significant level of scholarly productivity. This assessment is made by a review of the candidate's peer-reviewed and non-peer-reviewed publications, invited published commentaries or perspectives, invited conference presentations, and any research-related awards. Since research funds are necessary, the level of research funding should be commensurate with the area of the candidate's research and to support the scholarly activities of the candidate's research team. The candidate must have a record of multiple-year funding and adequate grant funds at the time of application to enable the continuation of their research program. The scholarship of the candidate will also be assessed in part through written evaluations from outside reviewers.

MCB supports interdisciplinary and collaborative scholarship, and assistant professors are encouraged to pursue their scholarly interests in collaboration with other scientists both at UConn and elsewhere in academia or industry. However, it is expected that the candidate's contribution should be original and significant.

Teaching: For promotion to associate professor, evidence of excellence in teaching and mentoring is expected. Teaching quality is assessed based on a number of factors. Reliable evidence can come from peer assessments, demonstration of students' learning achievements, utilization of novel teaching methods, inspection of syllabi and class materials in a teaching portfolio, student ratings from classes taught, and teaching awards and honors. (See also the **MCB policy for evaluation of teaching beyond the SETs**). As with other assessments, no single factor is sufficient, and the assessment involves an analysis of multiple factors, as appropriate.

Service: The candidate should have established a promising track record of service. Service may include participation at an appropriate level on departmental committees, review assignments for journals and federal, state, or other funding agencies (*e.g.*, NIH, NSF, DOE, USDA, etc.), and contributions to appropriate professional organizations. Service may also include outreach to broaden participation in science (or STEM in general) for individuals from traditionally underrepresented groups, activities involving K-12 students and teachers, and/or the development of activities that communicate the value and impact of biological sciences to the general public.

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PROCEDURE FOR PROMOTION OF NON-TENURE TRACK FACULTY

The Department of Molecular and Cell Biology affirms the integral role that both its tenure and non-tenure track faculty play in advancing our reputation for excellence in teaching and research. However, in appreciation of the differences in duties, professional circumstances, and responsibilities between tenure-track and non-tenure track faculty, the Department also appreciates the need to distinguish the criteria for promotion and reappointment to ensure that all members are evaluated equitably within the context of their role in the Department and University. The following categories will be used to evaluate non-tenure track faculty:

- 1. Teaching:** including developing and implementing new courses, laboratories, pedagogies and teaching materials; supervising and mentoring of graduate teaching assistants employed by the department; supervising and advising of undergraduate students in independent study, honors coursework, and research; receiving university awards, national awards, giving formal and informal seminars, advising and mentoring of junior faculty and students.
- 2. Research:** including extramural and intramural grant awards in educational or basic science scholarship; abstract submissions for national or international educational or basic science conferences; and university prizes and awards; conference invitations and presentations; patents and other intellectual properties.
- 3. Service:** to the Department, to the University, and to field including, but not limited to, active membership in professional societies, service on NIH study sections, service on NSF panels, reviewing for journals, and service on journal editorial boards.

The weighting of the categories, and of the items listed within each category may be different (e.g. pedagogical innovations may be weighted more heavily than routine classroom teaching) as decided by the committee. For instance, an Assistant Research Professor would be evaluated with an emphasis on research, while an Assistant Professor in Residence (APiR) would likely be more likely evaluated on teaching. Generally, innovations in teaching and the scholarship of teaching and learning are considered to be the most important factors for an APiR, but there is no precise formula and extraordinary performance in any category will be considered when making decisions pertaining to reappointment and promotion. Similarly, the weighting for performance and accomplishments may also vary depending on whether the member is being evaluated for reappointment (single and multi-year contracts), or for promotion. Non-tenure track faculty appointments are subject to the terms of their contract and do not necessarily follow the “tenure-clock” for promotion (though it may be used as a baseline).

As a guiding principle, and at the discretion of the committee, APiRs with satisfactory performance in the above categories would qualify for reappointment. Eligibility and criteria for promotion in rank should be loosely analogous to the tenure process with respect to scrutiny and the expectation for outstanding performance, keeping in mind the category items, weights, and differences in responsibilities between tenure and non-tenure track faculty. For example, the PTR committee may obtain letters of evaluation from members of the University, and external scholars who could serve as referees for the candidate. The PTR committee may also ask candidates to write an additional statement describing their teaching, research, and service accomplishments and outline plans to remedy any potential shortcomings in these areas. Promotion to Full Professor in Residence requires continued productivity in the areas of teaching, research and service, and a recognized national and/or international reputation as a leading teacher/scholar in the field.

MCB Teaching Workload Policy

The Head, in consultation with the Associate Department Heads of Undergraduate and Graduate Education, is responsible for assigning teaching duties within the Department. The goal of the **MCB Teaching Load Policy** is to help ensure equitable distribution and consistency of teaching loads among departmental faculty members, while balancing MCB's identity as a strong research department functioning in the context of a Research 1 University.

The Department Head, in consultation with the Associate Department Heads, assesses the teaching loads annually, referencing a **three-year window** to account for courses offered on alternate years, and to allow for leveling of activities over time. In assigning teaching responsibilities, the department head factors in course credits, course sizes, kinds and venues of lectures delivered, laboratories offered, graduate student, postdoctoral and guest teaching and training, including training guest researchers in laboratory. Not included in the assessment are independently funded teaching in short technical workshops (e.g. 3-day weekend short courses), or summer or intersession courses.

Tenured/tenure-track faculty

The basic expectation for tenured/tenure-track faculty is their time should be devoted as follows: 50% research, 40% teaching (includes advising), and 10% departmental service. The standard course load in MCB is two courses approved by the department head per year totaling 5 credits or greater for research-active tenured/tenure-track faculty. Pre-tenure faculty will typically have a one semester teaching release in their first year and an additional semester of teaching release prior to submission of their PTR package for consideration for promotion to associate professor and tenure. The department head and the associate heads may be given a modest course release to accommodate their administrative responsibilities.

Note: sabbatical leaves will be accounted for in the assessment of prior years teaching.

'Research active' is defined as the following:

- 1) Publication of at least two papers over the previous three years in quality peer-reviewed journals
- 2) Maintaining an active research laboratory with undergraduate and/or graduate students and/or post-doctoral associates
- 3) Dissemination of research data at national or international meetings at least once over a three year period.
- 4) Grant writing at a rate of at least one grant/year, until funding is obtained. Grants are defined as submissions to federal agencies, private foundations, or peer-reviewed university grants (e.g. REP but not the SFF). If funding is subsequently lost, grant writing is expected to resume.

If faculty members do not meet all of the criteria of 'research active', their teaching load and service load can be adjusted to include additional courses service responsibilities to meet the needs of the department. The typical load for faculty members who are inactive in research is four courses per year. Inactivity in research is defined as one, or a combination of, the following: not maintaining an active research lab, not actively carrying out research projects, not interacting with students in research projects, not publishing over a 3+ year period, not attending scientific conferences, or not writing grants. This will be determined by the department head and in consultation with the MCB advisory committee.

In-residence faculty

Basic expectations for in-residence faculty positions are 80% teaching, and 20% advising and departmental service. The course load for non-tenure track faculty-in-residence is seven courses per year. The course load is adjusted by the Department Head in consultation with the Associate Head for Undergraduate Education based on the size of the classes taught, responsibility for managing or teaching labs, and additional mentoring activities.

Salary determination and performance review processes for all faculty are in accordance with the AAUP contract.

MERIT CALCULATIONS PROCESS

Each year, faculty members are asked to report their grantsmanship activities, publications, and service activities. The relative importance of these activities is judged as appropriate for the tenured and pre-tenure faculty group and separately for the in-residence faculty group as described in the relevant merit and promotion, and workload documents. Faculty who exhibit excellence in all three categories will receive the highest consideration for merit. Deficiency in teaching and service will decrease merit, even for those faculty with high research productivity.

MERIT CRITERIA FOR TENURED AND TENURE-TRACK FACULTY

1. **Scholarship:** In addition to self-reporting, the department head also collects annual data on submitted and awarded grants from Biology Central Services for P.I, Co-P.I. and Co-I contributions, and on the numbers, types, sizes of grants submitted and the supporting agencies for those proposals. Points are awarded in these categories, based on size, role and whether the grant was awarded or not. Other indications of scholarly activity are included as modifiers when they can be quantified. Similarly, each faculty member's annual publication record is evaluated as primary literature, review, or opinion pieces, and for the faculty member's position as first or senior author or as middle author. Points are awarded according to these criteria.
2. **Teaching:** Teaching is judged primarily on the basis of the faculty member making significant contributions to the department's teaching portfolio. This judgement is made by comparing a three-year running average of an individual's teaching effort with the average expectation of teaching contributions within the department. Consideration is given for teaching release and other pertinent circumstances.
3. **Service:** Service is judged based on service both to the Department, the College, the University and the wider scientific community. Note, merit calculations do not include service for which supplemental compensation is already provided.

MERIT CRITERIA FOR IN-RESIDENCE TRACK FACULTY

By vote of the faculty, in residence faculty are compared within their group, and the merit pool for which they are eligible is calculated as the fraction of the department's total merit pool that they contribute.

1. **Scholarship:** While research and scholarship are secondary expectations of non-tenure track faculty, these activities are highly regarded by the department and rewarded when accomplished. Extramural grant awards, publications, national and international prizes and awards, meeting invitations and presentations, intramural grants, University awards, patents and intellectual properties are all awarded points and contribute to the faculty merit score.
2. **Teaching:** Criteria used to judge teaching include the participation in extramural training grants development of new courses, supervising graduate and undergraduate research and independent studies. Faculty are also judged based on regional, national awards, and University awards, the presentation of formal and informal seminars at other institutions, and their role in advising and mentoring students. Points are awarded for each of these activities
3. **Service:** Faculty merit is also judged based on service to the Department; to the University; and to the scientific field including, but not limited to, active membership in professional societies, service on NIH study sections, service on NSF panels, reviewing for journals, and service on journal editorial boards.

Within each category, the relative weight varies (i.e. an NIH or NSF grant award has considerably more weight than an intramural grant award). Extraordinary performance in any category is considered overall. Data on each of these areas will be extracted from faculty Annual Reports.

Summary: Once each individual's point total has been calculated, the points awarded within the groups of Tenured and Tenure-Track, or In-Residence faculty is totaled, and each faculty member's rank is represented by a percentage of the total point score in that group. This percentage is applied to the total amount of funding available for merit within the tenured and pre-tenure faculty group and within the in-residence faculty group. **Note:** Union rules preclude merit amounts of less than \$500 being awarded. If an award would be less than \$500 according to these calculations is identified, that funding for merit is proportionally redistributed amongst the upper ranks of the relevant group.