

# University of Minnesota, Crookston

## Departmental Standards for Promotion and Tenure

Required by Section 7.12, *Regents Policy on Faculty Tenure*

Department of Arts, Humanities, and Social Sciences

Approved by the faculty on September 21, 2009

Approved by the Senior Vice President for Academic Affairs and Provost

October 10, 2009

### I. Introduction

Reviews of faculty for promotion and tenure at the University of Minnesota, Crookston are conducted in accordance with all-University policies and procedures contained in the Regents Policy on *Faculty Tenure* (2007) and the related document, *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

The purpose of this document is to describe with more specificity the indices and standards which will be used to evaluate whether candidates meet the general criteria for the conferral of indefinite tenure in section 7.11 of the *Faculty Tenure* policy. Promotion to the rank of associate professor typically occurs with the conferral of indefinite tenure, although faculty members may be appointed as an untenured associate professor. The document also includes the indices and standards for promotion to the rank of professor as set out in section 9.2. Criteria for Promotion to Professor of the *Faculty Tenure* policy, as well as the process for post-tenure review as set out in section 7a. For a complete perspective, the reader is advised to review sections 7 and 9 in their entirety.

In this document, the Department Promotion and Tenure Committee is defined as all tenured members of the faculty of the Department of Arts, Humanities, and Social Sciences. The department head, if tenured at the University of Minnesota, is a member of this committee. The chair of this committee is a tenured faculty member elected by the tenured members of the department. If there are fewer than five tenured faculty members in the department, tenured faculty from other departments are to be nominated to serve. The tenured faculty of the department shall forward a list of potential members from other departments to the Vice Chancellor for Academic Affairs who will select the necessary members. The list shall consist of at least twice the number required to complete the committee. The final selection of committee members must be approved by the Senior Vice President for Academic Affairs and Provost according to Section 2a of the *Procedures*.

The document contains indices and standards for the following personnel evaluations:

- annual appraisals for probationary faculty
- recommendations for conferring indefinite tenure
- recommendations for promotion to Associate Professor
- recommendations for promotion to Professor
- post tenure reviews

## **II. Mission Statement**

### **A. University of Minnesota, Crookston Mission Statement (May 2007)**

The University of Minnesota, Crookston (UMC) is integral to the University's statewide land grant mission. The Crookston campus provides its unique contribution through applied, career-oriented learning programs that combine theory, practice, and experimentation in a technologically rich environment. UMC connects its teaching, research, and outreach to serve the public good.

#### Core Values:

Integrity:	Practicing honesty, fairness, and respect
Excellence:	Supporting quality teaching, research, and service
Diversity:	Respecting differences in ideas and community
Innovation:	Promoting discovery through creative and critical thinking
Learner-centered:	Promoting growth and leadership

### **B. Arts, Humanities, and Social Science Department Mission Statement**

The mission of the Arts, Humanities, and Social Sciences Department is one of teaching, research, and service. The Department follows the UMC mission statement and pursues excellence in meeting the UMC Institutional Purposes. The Department shares responsibility for providing the Liberal Education Core which functions as an integrating force in the college curriculum. The Department also administers baccalaureate degrees in various applied liberal arts majors and teacher education.

## **III. Annual Appraisals of Probationary Faculty**

### **A. Annual Appraisals**

The tenured faculty of the Department of Arts, Humanities, and Social Sciences annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure as provided by the Regents Policy on *Faculty Tenure* and in accordance with the University's *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

## **B. Departmental Procedures**

The tenured faculty members and the department head agree upon the due date for the annual review materials to be submitted by the probationary faculty. The review materials include:

- narratives of the scholarly activities of the past year and plans for the next year; one each for teaching, research, and service
- an updated curriculum vitae that includes:
  - a list of all courses taught since the initial year of appointment
  - a list of past (accepted and declined), current, and pending grant proposals, with the award amounts, and a description of the role the probationary faculty played in the grant and its authorship
  - a list of publications (published, in press, submitted, and manuscripts in preparation) with an explanation of the role the probationary faculty played in its publication and authorship
  - a list of presentations at professional meetings, invited symposia, workshops, and public lectures, including those declined
- a list of service activities, including departmental or university committees, service in professional organizations, and manuscript or proposal reviews
- summaries of student ratings of teaching of the courses taught during the previous year
- current syllabi
- peer reviews of teaching, research, and service
- any other material considered by the committee or department head as relevant for the evaluation

The materials are evaluated by the Department Promotion and Tenure Committee, which includes all the tenured members of the department, including the department head, who discuss the merits of the probationary faculty's file, and the tenured members of the department vote for or against continuation. The department head prepares a written report of the committee's discussion and the vote. The written report is the basis for the annual report filed on probationary faculty, the Form 12.

A follow-up meeting is held with the department head, the chair of the committee, and the individual probationary faculty member.

## **C. Section 5.5 of the *Faculty Tenure* policy--Exception for New Parent Or Caregiver, Or For Personal Medical Reasons.** (extending the probationary period)

A probationary faculty member may request that the probationary period be extended by one year at a time. Circumstances and timelines for an extension are found in section 5.5 of the Regents Policy on *Faculty Tenure*. The record of a probationary faculty member who received an extension is to be considered in the same way as a record of one who did not receive an extension. (see Section 5.5 of *Faculty Tenure 2007 – Exception for New Parent or Caregiver, Or For Personal Medical Reasons* in Appendix A)

#### **IV. Conferral of Indefinite Tenure**

Subsection 7.11, General Criteria, (June 2007) [Regents Policy on *Faculty Tenure*]

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 [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research and other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. 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 show strong promise of his or her achieving promotion to professor.

#### **Regents Policy on Faculty Tenure, Footnotes to Subsection 7.11**

[3] *“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.*

[4] *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.*

*[5] 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.*

The following criteria, listed in order of priority, shall guide members of the Department of Arts, Humanities, and Social Sciences in tenure and promotion recommendations:

- A. Teaching**
- B. Research**
- C. Service**

The appropriateness of a candidate’s accomplishment is to be judged against the departmental criteria which meet the threshold criteria of Section 7.11. The individual faculty appointment description will establish the appropriate time proportion in each area. This will be provided in a written document in the personnel file of the probationary faculty member at the time of his or her appointment. Any subsequent changes in time proportion will be recorded in written format throughout the probationary period. The faculty member and the unit head shall jointly establish work expectations for each academic year (e.g. teaching and advising assignments, service responsibilities, etc.). Evaluating progress toward tenure is based on the criteria and indices described below for teaching, research, and service. Tenure decisions will be based primarily upon qualitative rather than quantitative expectations.

Evaluation of teaching, research and service must begin with written narratives and include external review from experts outside the University of Minnesota. According to the *Procedures*, at least half of the external reviewers and no fewer than four must have no personal interest in the candidate’s successful achievement of tenure. See Section 12 of the *Procedures* for additional details about the selection of external reviewers. External reviewers may be obtained for the evaluation of service activities, depending upon the faculty member. Reviews may be obtained internally as well.

## **A. Teaching**

Teaching is considered to be those activities performed with the intention that they would engender student learning and be directed toward outcomes that are specified in courses, curricula, or programs, and which are designed to aid students to develop appropriate knowledge and competencies in a given area of endeavor. Teaching includes all forms of communicating knowledge and facilitating learning in an instructional setting, including advising, mentoring, or supervising students whether individually or in groups.

The effectiveness of the teaching should be the prime consideration, not the mere fact that the activities took place. “Effective” means that a candidate facilitates the intended result of student learning. Specifically, candidates must demonstrate course appropriate content and expertise while transmitting knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

Evaluation of probationary faculty will include appraisal of teaching materials, and may include but not be limited to syllabi, lecture notes, laboratory exercises, course web sites, material covered, assignments, assessment tools, examinations, classroom performance, and advising materials. There must be evidence of student achievement as prescribed by the department. This may include, but is not limited to, portfolios of student work that meet course objectives, embedded questions in examinations, performance on standardized or national tests, pre- post-tests, applied projects, authentic assessments, etc.

There must be evidence of the candidate’s planning and evaluating of his or her teaching. Peer evaluations and a summary of student ratings must be included. Senior faculty will provide constructive feedback on teaching, including but not limited to classroom visits. Refer to section 12, Preparation of the file for a tenure decision in the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenure Faculty*.

### **Evaluation criteria**

**a. Relevance.** How well do the instructional activities identify objectives, utilize appropriate subject matter sequences, integrate appropriate technology, consider student differences, and employ appropriate materials and media?

**b. Implementation.** How well does the faculty create, sequence, and present experiences that lead to student learning? Does the assessment of student learning, including appropriate grading practices, appear to be appropriate?

**c. Evaluation.** How well did the educational experiences do what they were designed to accomplish?

### **Documentation**

Evidence may include 1) current syllabi, 2) summaries of the standard Student Ratings of Teaching of all sections of all courses taught during previous years, 3) letters from former students evaluating teaching and learning, 4) peer evaluations of teaching, 5) student portfolios, results of standardized tests of learning, or embedded questions results that demonstrate student learning, and 6) other forms as appropriate. It may be assessed by materials submitted by the faculty member or collected by colleagues. As indicated in Section 12 of the *Procedures*, the candidate has the right to inspect all materials in the file and to submit written comments relative to the file.

### **B. Research**

Research is meant to include the broadest range of scholarly activities. The University of Minnesota, Crookston provides a unique contribution through applied, career-oriented learning programs that combine theory, practice, and experimentation in a technologically rich environment. Research may be basic or applied in nature. Applied research may involve the interpretation and or practical application of theories, laws, practices, or artistic creations designed to supplement theoretical education. Research usually involves conceptualizing, planning, implementing, evaluating, and disseminating the results of a project, an artistic performance, or the development of a new procedure. Results of research can include scholarly publications or educational products such as devices, procedures, instructional materials, and systems which are developed to solve educational problems. Examples of dissemination might include publications or presentations to professional or educational organizations, governmental agencies, and public or private groups; as well as advising groups in the establishment of professionally or educationally sound practices or programs. Documentation which provides evidence of dissemination should be included in the faculty personnel file. The research may be documented in any appropriate form.

Related to this scholarly activity is the expectation to keep abreast with the appropriate discipline including reading the professional literature. This may also include reviewing papers, books, or other materials and the development of grant applications.

When considering the record of probationary faculty who have stopped the tenure clock or who are being considered for early promotion, criteria for promotion and tenure are no different than the criteria for those who do not have an extension to the tenure clock or who are not being considered for early promotion.

### **Evaluation criteria**

**a. Relevance.** How have these research accomplishments made a significant contribution to the existing body of knowledge in a discipline or make a difference in the practice of education? When directed toward a subject matter topic, does the accomplishment make a contribution to the existing body of knowledge? When directed toward teaching and learning, do these accomplishments make a difference in the practice of education or in the assumptions on which the practice of education is based?

**b. Quality.** How well do the accomplishments focus on central questions, issues, or decisions that yield enduring understanding?

**c. Cumulative Effect.** How well do accomplishments build on previous work?

### **Documentation**

Evidence of excellence in scholarship is provided by the candidate's research, performance, and/or publication record. This record is assessed both internally, by the department, the unit, and the University of Minnesota; and externally by recognized experts from outside the University to determine whether it is openly available, scholarly, creative, and of high quality and significance. The following points guide the assessment of the candidate's record:

- Scholarly works can take many forms; among these are presentations of a professional nature, original research articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, integrative textbooks that advance the discipline, published lectures, as well as artistic productions and creations.
- Peer-reviewed publications or works printed by publishers known for their careful review of manuscripts or articles issued in refereed journals will be given more weight than other publications. Publications by eminent presses and those appearing in journals, series, or volumes that have stringent peer review and major disciplinary significance generally receive the most weight.

- A written work is considered to be published when the final revised manuscript has been accepted by the publisher.

Work under review may be considered; this category receives less weight than published or completed work.

Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.

For all multi-authored or collaborative works, the file must specifically describe the candidate's contribution. It is understood that in some areas of the discipline, multi-authored works are common.

"Openly available" research implies dissemination, which includes traditional and electronic publication as well as other media such as audio, video recording, and other sensory creative works.

While quality is more important than quantity, the candidate must present a file documenting the research achievements in the candidate's areas of specialization.

### **C. Service**

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. A faculty member's contribution to a related professional association is important. These contributions in public engagement may involve activities such as advising or serving in professional associations, governmental agencies, other public or private institutions, and community groups. Institutional service may be administrative, committee, or other related contributions to one's department, unit, or the University. Any contribution will be judged potentially relevant when the faculty member is acting as a professional. Service alone is not a sufficient basis for the awarding of tenure.

#### **Evaluation criteria**

**a. Relevance.** Did the service activities contribute to the overall functioning of the department, the University, the faculty member's discipline, or his/her professional development?

**b. Impact.** Did the involvement of the faculty member contribute positively to the greater community through public engagement?

There will be peer evaluations of service activity.

## **V. PROMOTION**

Peer review is an essential part of the evaluation for promotion to the next rank for the three areas of teaching, research, and service as it is in the evaluation of a candidate for tenure. Peer reviews at any level are expected to be from recognized individuals within appropriate disciplines and from individuals who can properly assess the candidate's professional contributions. These reviews will appear in the file in the form of letters which provide evaluative measures of an individual's performance in any of the areas of teaching, research, and service.

### **A. Evaluation Criteria for Promotion from Assistant Professor to Associate Professor**

Promotion to this rank is concomitant with a decision to award tenure. Standards for tenure are set forth in Section IV above.

### **B. Evaluation Criteria for Promotion from Associate Professor to Professor**

Promotion consideration is given to those who ask for it or who are recommended by the Department Head or by the faculty senior in rank to the candidate. The candidate wishing to be considered should inform the Department Head and/or the Department Promotion and Tenure Chair, but the faculty senior in rank will decide when to conduct the review. The Departments hold their promotion consideration meetings independent of the tenure review meetings. Consideration of promotion is mandatory of when tenure is recommended for Assistant Professor.

### **Section 9.2 Criteria for Promotion to Tenure. [Regents Policy on *Faculty Tenure*]**

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 [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. 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.

[8] "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.

[9] 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.

For promotion to Full Professor, faculty must continue to meet criteria for teaching, research, and service used for granting of tenure and promotion to Associate Professor and must exceed them substantially. Promotion to the rank of Full Professor requires, in addition, a national or international scholarly reputation in the individual's field of study. Further evidence could include:

- leadership in the candidate's profession or field of scholarship, as evidenced by letters from authorities assessing the candidate's professional and/or scientific contributions
- a reputation demonstrated by invitations to industry programs and/or professional organizations
- significant service contribution to the mission of the Department and University
- a national or international scholarly reputation in the individual's field of study

In recognition of the different roles and levels of experience individuals have at different career stages, service expected for promotion to Associate Professor is different from promotion to Full Professor. Roles for faculty who are being considered for promotion to Full Professor are expected to include service to the broader university and scientific communities.

If the Arts, Humanities, and Social Sciences department has fewer than five faculty members at the rank of professor at a given time, professors from other departments are to be nominated to serve. The professors of the department shall forward a list of professors from other departments to the Vice Chancellor for Academic Affairs who will select the necessary members. The list shall consist of at least twice the number required to complete the committee. The final selection of committee members must be approved by the Senior Vice President for Academic Affairs and Provost according to Section 2a of the *Procedures*.

## **VI. Post-Tenure Review**

### **A. Process and Procedures**

Goals and expectations for all tenured faculty members should include teaching, research, and service. (See goals and expectations below) The faculty member and the department head shall jointly establish work expectations which will constitute the primary basis for the department review. The goals and expectations may provide for flexibility, allowing faculty the opportunity to contribute to one mission of the unit more than another; these may also take into account the different stages of professional development of a faculty member. A unit head and a faculty member may agree on a distribution of effort in which one area is weighted more heavily than another relative to the unit statement of goals and expectations.

An annual review of the performance of the jointly established work expectations of each faculty member is conducted by the department head. Each faculty member submits a faculty accomplishment form to the department head for use in the annual review. The department head provides the faculty member with written feedback from the annual review.

Section 7a of the *Faculty Tenure* policy requires annual review of tenured faculty by a unit head to determine if the faculty member has met the goals and expectations of the unit; the unit must elect a peer review committee as well. This Post-Tenure Review Committee may review all tenured faculty each year and must review any tenured faculty who do not meet the goals and expectations according to the unit head. The Post-Tenure Review Committee shall consist of five tenured faculty, of equal or higher rank, who are elected from the department, representing the different areas within the department. Department heads do not serve on the committee. If there are fewer than five tenured faculty members in the department, tenured faculty from other departments are to be nominated to serve. The tenured faculty of the department shall forward a list of potential members from other departments to the Vice Chancellor for Academic Affairs who will select the necessary members. The list shall consist of at least twice the number required to complete the committee. All actions of the Review Committee require a super majority vote (4 out of 5 members). Faculty will serve on the Review Committee for three years.

### **B. Goals and Expectations**

All faculty members are evaluated annually during merit review. In addition, a separate process for post-tenure review of tenured faculty is required by Section 7a of the Regents Policy on *Faculty Tenure*. Goals and expectations for all tenured faculty members should parallel those used in the granting of tenure and include teaching, research, and service. The following are examples in each area. It is expected that a faculty member will meet at least one of these measures from each of the areas (teaching, research, and service) biannually.

- Teaching:
  - Demonstrate that faculty prepare for class, provide clear instruction, provide feedback to students, show respect for students, facilitate student learning, and receive positive student ratings of teaching.
  - Peer reviews including positive classroom observations and review of syllabi
  - Implementation of curricular changes by creating new courses, changes to majors/minors, laboratories, service learning etc.
  - Develop new courses
  - Develop instructional materials
  
- Research:
  - Publish a peer-reviewed article, non-peer reviewed article, book chapter, book, professional report etc. or submit one of these for publication
  - Present a paper or poster at a state, regional or national meeting
  - Exhibit materials or artistic creations at a show or meeting
  - Publish a curriculum guide
  - Submit a grant proposal
  - Review a book or journal article
  - Develop and publish educational products
  - Develop new uses of technology or methodologies in teaching and disseminate these for the public
  
- Service:
  - Serve on department or campus committee
  - Serve in a professional association
  - Serve as an advisor to a student organization
  - Provide professional service in a community organization

The goals and expectations may provide for flexibility, allowing faculty the opportunity to contribute to one mission of the unit more than another; these may also take into account the different stages of professional development of a faculty member. A unit head and a faculty member may agree on a distribution of effort in which one area is weighted more heavily than another relative to the unit statement of goals and expectations.

### **C. Results**

If the Review Committee and the department head find a faculty member's performance to be "substantially below" the goals and expectation of the department, they must send a letter or memorandum to the faculty member stating the findings. The letter must be signed both by the department head and by the chair of the committee, must specify the

deficiencies relative to the goals and expectations, and must set a time period (of at least one year from the date of the letter), during which the faculty member is to appropriately address the identified problems. The faculty member may communicate to the unit head and to the committee chair, in writing, relevant information if she or he disagrees with the committee's judgment. The Post-Tenure Review Committee chair and the department head will also meet with the faculty member whose work is alleged to be substandard to discuss means of improving performance to acceptable levels. There must be a written record of that meeting. The department head shall document efforts to support the faculty member's performance during the process.

At the end of the specified time, both the department head and the elected Faculty Post-Tenure Review Committee should again review the performance. If they again find that performance is "substantially below the goals and expectations of the unit," they can ask the Vice Chancellor for Academic Affairs to initiate a special review. To do so, they should send a letter or memorandum to the Vice Chancellor for Academic Affairs and to the faculty member, setting out their findings with a copy of the documents they have reviewed.

All documentation and minutes must be retained by the department head for use in the continuing review. If the Review Committee determines, at any time, that the faculty has not performed in a substandard manner all pertinent materials must be destroyed.

Section 7a.3 of the Faculty Tenure policy specifies the process for a *Special Peer Review in Cases of Alleged Substandard Performance By Tenured Faculty*.

Appendix A Regents Policy on *Faculty Tenure* – Section 5.5

**5.5 Exception for New Parent Or Caregiver, Or for Personal Medical Reasons.** The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

1. On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. When the faculty member is a major caregiver for a family member [2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or
3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

## Appendix B – Subsection 7.12 Department Statement

[6] 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) and (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”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with 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.

*[6] “Departmental” refers to an academic department or its equivalent, such as division, institute, or unit.*