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DEPARTMENT OF ENTOMOLOGY: COLLEGE OF FOOD, AGRICULTURAL AND
NATURAL RESOURCE SCIENCES SECTION 7.12
PERFORMANCE STANDARDS FOR PROMOTION, TENURE AND POST-TENURE
REVIEW BASED ON THE UNIVERSITY-WIDE CRITERIA

I. Introductory Statement

The Departmental Statement is required by Section 7.12 of the Regents Policy on *Faculty Tenure*. This Statement “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”).”

Section 7.12 addresses the following personnel evaluations:

- A. Recommendation for awarding indefinite tenure according to *Faculty Tenure*, Section 7.11, General Criteria.
- B. Recommendations for promotion in association with tenure.
- C. Annual performance appraisal of progress toward achieving tenure.
- D. Annual performance appraisal for post-tenure review according to Section 7a.1 and 7a.2 of the *Faculty Tenure* policy.
- E. Recommendations for promotion from associate to full professor, in accordance with *Faculty Tenure*, Section 9.2.

II. Mission Statement, Department of Entomology

The discipline of entomology is the study of insects and other arthropods at all levels of biological organization, including their evolution, ecology, behavior, physiology, and genetics. Our mission is to advance scientific knowledge and societal understanding in all of these areas. We apply this knowledge to manage pests and the damage they cause, and to promote the environmental benefits of insects.

To advance societal knowledge we train future scientists, contribute to liberal and science education, and engage the public. We provide a supportive environment for graduate students to conduct research, and to develop intellectually as they master the discipline and graduate to enter rewarding careers. We provide a diverse and challenging curriculum for undergraduate students

and offer them stimulating research experiences. Through extension and outreach, we help the public understand the significance of insects in natural and managed environments.

Faculty Activities:

Faculty are encouraged to demonstrate inquiry, creativity, and attention to questions of diversity, and innovation through interdisciplinary and intercultural scholarship and teaching. Collaboration, interaction and education across a wide range of diverse ethnic, cultural and community perspectives contribute to the breadth and quality of academic work. The Department's varied teaching, extension, research, and service activities are integrated into the International Agriculture Programs of the College of Food, Agricultural and Natural Resource Sciences. In developing teaching, research and extension activities, new faculty will be guided in identifying formal mentoring relationships within the Department and academic community at large.

A. Teaching— Faculty instruct undergraduate and graduate students in insect biology and supporting specialty courses. Graduate and undergraduate instruction includes basic and/or applied aspects of insect ecology, systematics, genetics, physiology, neurobiology, behavior, pathology, vector biology, and pest management.

B. Research— Faculty research projects range from fundamental laboratory research to problem-solving field activities. Research is conducted at molecular, cellular, organismal, population, community, and ecosystem levels.

C. Extension— Faculty extension programs are developed to solve problems, communicate research results and transfer emerging technologies to producers, professionals involved in insect population management, and consumers of the State.

D. Service— Service can be professional or administrative at the department, college, university, state, regional, national, or international level. Specifically, service involves, but is not limited to, assignment to committees, task forces, editorial activity, grant or public policy review panels, governance, and special events.

III. Criteria for Tenure

A. In most cases, the tenure decision is made in the context of promotion to associate professor. The general criteria for granting of tenure are included in section 7.11 of the Regents Policy on *Faculty Tenure*. For faculty with joint appointments involving two departments, both departments will participate in decisions regarding tenure and promotion. An annual review of all faculty will include guidance on professional development towards tenure/promotion appropriate to their stage of progression through the faculty ranks.

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 [1]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [2]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [3]. 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.

[1] "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.

[2] 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.

[3] 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. Section 9.2 of the tenure code describes university-wide criteria for promotion to full professor. Promotion to the rank of full professor requires that continued distinction in teaching, research and service contributions are in addition to those activities that justified the awarding of tenure and promotion to associate professor, or the initial appointment at that rank.

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 [4]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [5]. 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.

[4] "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.

[5] 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.

C. Section 5.5 of *Faculty Tenure* describes the process by which a probationary faculty may stop the tenure clock for childbirth/adoption, caregiver responsibilities, or for serious faculty injury or illness. There is no penalty for stopping the tenure clock. For example, a record of six years post-hiring with a one-year stopping of the clock will be considered equivalent to a record of five years post-hiring with no stopping of the clock.

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.

IV. PERFORMANCE STANDARDS for tenure

- Development of a clearly defined research and teaching/extension focus.
- Documented evaluation of teaching/extension effectiveness.
- Demonstrated evidence of scholarly achievement.
- Recognition of potential for national disciplinary leadership.
- Evidence of successful advising of students.
- Evidence of continuing professional growth.

A. Standards for Teaching Effectiveness

1. General Information

While the overall goal of the evaluation of teaching should be to improve teaching, the fact remains that decisions involving promotion, tenure, and salary increase must be made on a recurring basis. The decisions should be based on meeting criteria based on evidence that is convincing and acceptable to a reasonable person. Although there is no absolute scale for effectiveness in teaching, evaluation must be based on a systematic process that is reasonable and fair.

Faculty recognize that evaluation is being used for important decisions and that the primary responsibility for obtaining the required evidence rests with them. Faculty will be provided an assessment of teaching effectiveness in the context of their annual review.

There are several principles that impact on teaching evaluations.

- a. The evaluation of teaching is mandatory.
- b. The evaluation of teaching for administrative purposes is different from the evaluation of teaching for the purpose of improving teaching.
- c. The evaluation must take into account that teaching is a multifaceted, complex activity.
- d. Evaluation methods must not be allowed to interfere with teaching or adversely affect the morale of teachers. Evaluation must be sensitive to the relationship between student and advisor, teaching assistant, or faculty.
- e. The evaluation of teaching is a continuous process and cannot be accomplished at one time or with only a few hours of consideration.
- f. The evaluation process must not violate academic freedom and independence of scholarly inquiry.
- g. The process should not be burdensome to evaluators, evaluatees, or judges of information. Paperwork should be minimized.
- h. The process must be sufficiently flexible to evaluate individuals uniquely and encourage innovation and unique approaches.
- i. Students and TAs must be guaranteed the confidentiality of their evaluations.
- j. The evaluation of teaching must rely on multiple perspectives as outlined under Section IV, 2 and 3.

2. Graduate and Undergraduate Teaching

Graduate and undergraduate teaching involves managing the process of educational program development and conducting learning experiences for those enrolled for credit towards a degree.

a. Categories for Evaluation

- i. Course Teaching—includes course content, educational goals and objectives, effectiveness of teaching and student learning
- ii. Advising—includes both academic and research
- iii. Production of educational materials
- iv. Other teaching-related activities

b. Sources of Evaluative Information

- i. Student course evaluations
- ii. Course outlines and materials
- iii. Evaluations by recent graduates or students about to graduate
- iv. TA evaluations
- v. Advisee evaluations
- vi. Peer evaluations of course materials and advising
- vii. Self-evaluation, including goals, awards, description of activities, etc.

3. Extension Teaching (or other non-credit instruction)

This teaching involves managing the process of educational program development and conducting learning experiences for people who are not enrolled for credit toward a degree. Included in these teaching programs are a wide array of activities such as presentations, group and one-on-one teaching, and information dissemination through publications, audio-visual materials and both web and computer-based programs.

a. Categories for Evaluation

- i. Educational needs assessment
- ii. Program development
- iii. Teaching methods and materials
- iv. Clientele learning
- v. Skills related to teaching effectiveness
- vi. Other

b. Sources of Evaluative Information

i. Primary Sources

- Clientele
- Extension agents/specialists
- Records such as course and instructor evaluations
- Self
- Clientele evaluations
- Presentation materials

ii. Derived Sources

- Colleagues
- Department Head
- Administrators

B. Evaluation of Professional Distinction in Research

The academic faculty is expected to conduct scholarly activities that bring distinction to themselves and to their department. Scholarly activity is given the broadest interpretation. In addition to traditional scientific research, scholarship may include all activities ranging from contributing to the development of new knowledge to the novel dissemination of existing knowledge and the methodologies used in extending this information. Scholarship may involve collaborative and/or interdisciplinary activities. It is recognized that for knowledge to be useful, it must be communicated to the appropriate audience. It is expected that results will be made available through publication, oral presentation and other appropriate means. Evaluation of research is both qualitative and quantitative.

1. Quantitative

a. Publications—The following categories of publication are listed in order of significance. The candidate's relative contribution to joint authorship will be assessed.

- i. Refereed publications
- ii. Review articles
- iii. Single author books
- iv. Edited books
- v. Book chapters
- vi. Non-refereed publications
- vii. Extension publications
- viii. Abstracts
- ix. Software
- x. Book reviews
- xi. Other

b. Oral Presentations— International, national, and local.

- i. Invited symposia
- ii. Invited seminar
- iii. Professional meetings
- iv. Other

c. Consultations—including corporate and government work that contributes to Department, College and University programs.

d. Patents

e. Outside funding proposals attempted and funded

2. Qualitative

a. Significance— The research generates new theories, contributes to understanding of an important principle or has wide-ranging implications in a number of areas.

b. Scientific Soundness—The research is a logical extension of existing knowledge. Results are reliable with proper controls, sufficient sample size, and appropriate statistical analysis.

c. Pertinence—The research focuses on state, national, and international needs and advances the mission of the department and the University.

- d. Cooperation—The research is cooperative. The individual’s contribution will be evaluated.
- e. Imagination—The research is not follow-up but a new departure.
- f. Sophistication—The research requires unique technical skill or the problem requires great depth of understanding.

3. Sources of Evaluative Information

- a. Personal Statement—The statement should outline scholarly activities and emphasize how these fit with position description and department mission. It should detail professional and interpersonal improvement activities and describe anticipated future contributions to the department.
- b. Solicited disciplinary expert evaluation—Letters will be invited from experts identified by the candidate, department faculty and the department head. See the *Procedures for Reviewing Candidates for Promotion and/or Tenure: Tenure-Track or Tenured Faculty* Section 12 for a description of the minimum number of external reviewers and their relationships to candidates.
- c. Outside Funding—Statements and records of attempts and results of acquiring outside funding.
- d. Publications—A list should be included in the curriculum vitae or prepared and submitted separately, listing each publication in its respective category (see Section 3.1.A). Reprints should be available to voting faculty.

4. Evaluation of Professional Service Contributions

Professional service is acknowledged in evaluating performance of a faculty member. Participation in the governance of the institution and other service to the academic unit may be taken into consideration, but are not in themselves bases for awarding tenure. When tenure and promotion are based on recognition of scholarly achievements, services to the profession may be considered as supporting documentation under the primary criterion of research.

- a. Serves on University, Extension Service, Collegiate, Departmental, or unit task forces and committees.
- b. Serves on regional, national or international committees.
- c. Contributes as a member of committees, boards, or is an officer of a professional organization or society, or as an editor for professional journals.

- d. Provides professional service to the community, state or federal agencies.

IV. Promotion

The Department of Entomology complies with the *Procedures for Reviewing Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty*

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

The department requires a 2/3 majority vote of the qualified voting faculty for promotion and/or tenure recommendations.

A. Performance Guidelines for Promotion to Associate Professor.

Promotion to Associate Professor is usually associated with a decision concerning tenure. Promotion to this rank must meet the above tenure guidelines.

B. Performance Guidelines for Promotion to Professor.

1. Demonstrated scholarship in several different research-focused activities and teaching activities.
2. Recognition of international or distinctive national disciplinary leadership.
3. Demonstrated ability to direct the research efforts of others and to contribute effectively to interdisciplinary programs.
4. Evidence of tangible successful collaboration such as on grant proposals or multi-authored publications.
5. Documented evaluation of undergraduate and graduate or extension teaching at an excellent level.
6. Demonstrated effectiveness in the advising of students.

C. Specific departmental procedures are described below: (See the *Procedures for Reviewing Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty.*)

1. The department follows the “Department Head” model for faculty performance evaluation. This is supplemented by faculty advisory committees for decisions on promotion and tenure.
2. Designation of the time for considering tenure and/or promotion is the responsibility of the Head. The faculty member may also initiate recommendation procedures.

3. The candidate and the Head jointly assemble a dossier that documents the candidate's professional progress during the current appointment. The dossier comprises documentation of the research, education and service criteria required for tenure/promotion as described in sections iii and iv above.

4. The candidate, faculty and Head identify outside expert reviewers. The Head makes the final selection of expert reviewers and forwards a resume and relevant material to reviewers. See Section 12 of the *Procedures for Reviewing Candidates for Promotion and/or Tenure: Tenure-Track or Tenured Faculty* for a description of the minimum number of external reviewers and their relationships to the candidates.

5. All members of the faculty who are tenured and senior in rank to the candidate are responsible for voting on the tenure recommendation, and those faculty senior in rank to the candidate vote on promotion recommendations. Each voting member is provided a copy of the candidate's complete dossier, with evaluation letters and other pertinent material, and a meeting of the voting faculty is called by the Head for discussion and recommendations.

6. The candidate has the option to speak or write to the voting faculty. The candidate may appear before the voting faculty but may not remain for the discussion and voting.

7. All written materials considered in the process are available to the candidate upon request.

8. A secret ballot is taken. Informed absent members are given time to vote and are expected to do so. Voting options are a) recommend promotion and/or tenure, b) recommend continuation in present status (if applicable), c) recommend termination or d) abstain. Ballots are tallied by a member of the voting faculty other than the Head. A two-thirds majority is required for a promotion and/or tenure recommendation to the Head. The results of the vote are included in the Faculty Tenure Record submitted to the Dean of the College. The Head informs the candidate of the results.

9. The Head solicits statements, written or oral, pro or con, from the voting faculty to aid in preparing a draft report and summary recommendation. A draft summary is circulated for review by the voting faculty, after which the Head prepares a final version for transmittal to the Dean. The Head may also prepare and forward his/her evaluation and recommendation. Copies of any separate reports must be given to the candidate and the Department Head.

10. The department Head informs the candidate of the recommendation and provides a copy of the report, if requested, in writing. The candidate may submit a supplementary report to the Dean. Copies of any supplementary information must be provided to the Department Head and tenured faculty. The Department Head forwards to the Dean the candidate's file and the department recommendation and reports.

11. The Head meets with the Dean and reviews the departmental recommendations.

V. Post-Tenure Review

Tenure, promotion, and salary evaluations are based on the effectiveness of individuals in carrying out their specific teaching, research, extension, and service responsibilities as designated in their position descriptions. Specific educational programs, research thrusts, classroom performance, and service to the profession and the University are discussed annually with the Department Head as a part of an annual performance evaluation. The goals and expectations for tenured faculty will parallel those used in the granting of tenure, but will also provide for flexibility by taking into account progressive stages of faculty development. Evaluation information may be obtained from colleagues, students, clientele groups, department head, administrators, alumni, or the faculty member. Any substantive change in a faculty member's position description is to be agreed upon by both the individual faculty member and the Department Head.

A. Expectations:

Each tenured faculty member is expected to contribute to the Department mission in research and education in proportion to their specific assignment as outlined in their position description, and to provide service to the profession, University, and broader community. Tenured faculty will maintain standards of performance as outlined in Section 7a(1) of the *Faculty Tenure* policy and this 7.12 Statement, Performance Standards for Post Tenure Review, Departmental Statement. The first phase of post-tenure review is the annual merit review process. This review determines annual salary adjustments and provides the basis for the department head to determine if a tenured faculty member is meeting the goals and expectations of the Department.

B. Intent of post-tenure review:

The goal of the annual review is to ensure that all faculty members are contributing to the general mission of the Department. Criteria used to judge a faculty member's contributions to the Department, College and University, the public, and to science are their scholarly and educational activities in classroom teaching, research, extension education, and service. It is recognized that the amount of effort devoted to scholarly and educational activities may vary significantly among faculty members, and that it is appropriate for the distribution of effort to change over time for an individual faculty member. Formal changes in a faculty member's job description and the proportion of time devoted to scholarly pursuits, educational activities, and service are expected to change as a faculty member progresses through his or her career.

VI. Indices of Performance for Post-Tenure Review

Faculty standards require that at a minimum all faculty members will meet expectations in teaching/extension, research, and services. Performance reviews will be based on:

- The individual's position description
- An annual goals statement

- Annual Faculty Activity report

A. Teaching

Teaching in the Department includes undergraduate and graduate instruction, continuing education programs, and individual student advising. Teaching also includes but is not limited to developing instructional materials, curricula, textbooks, laboratory manuals, fact sheets, and web sites for the specific purpose of facilitating education.

General performance standards for successful accomplishments in teaching may include but are not limited to:

1. Offers formal credit courses or educational experiences that support the goals of the Department, College, and University. Orients courses to program needs of students and promotes application of scientific principles and an understanding of entomology. Uses teaching methods and resource materials that stimulate student interest and that help students meet course objectives.
2. Publishes educational resources as peer reviewed articles, popular articles, books, book chapters, training manuals, web-based materials, etc. Makes presentations at professional meetings and workshops on the use of these learning resources. Publications and presentations are timely and meet the needs of the target audience.
3. Serves on department, college, university, regional and national committees related to curriculum development, teaching and advising.
4. Enrolls in professional development activities that foster leadership and excellence in education.
5. Obtains external financial support for teaching/education-related activities.
6. Achieves recognition for quality educational programs via positive evaluations, citations of materials and publications, invited lectures and consultations, review team participation and special awards.

B. Research

The Department of Entomology faculty focuses their efforts on understanding all aspects of insect biology from fundamental biological processes to applied, mission-oriented research. Research includes original and cooperative investigation that results in creation of new knowledge about insect biology; training of postdoctoral and graduate students; securing grants, gifts and other funds; publication of results; patenting; etc.

General performance standards for successful accomplishments in research include but are not limited to:

1. Manages a research program that is original, well planned, and relevant to the Departmental mission.
2. Supervises and assists students and postdoctoral associates and assures that they receive a quality research experience.
3. Publishes refereed and popular articles, books, book chapters, etc. Makes presentations at professional meetings and workshops. Publications, presentations and patents are timely and meet the needs of clientele.
4. Serves on department, college, university, regional, national, and international committees related to research.
5. Enrolls in professional development activities that foster leadership and excellence in research. Participates in quarter leaves, sabbaticals, scientist exchanges, etc.
6. Obtains external financial support (grants, contracts) in support of research.
7. Achieves recognition for quality research programs via College project reviews, citations of research findings, invited presentations and consultations, grant review panel participation, and special awards.

C. Extension

Extension is a mission-oriented component of the department. Extension activity consists primarily of education of non-campus clientele in Minnesota with some programs having a regional (multi-state) focus. Extension involves oral and written communication; conveying clientele needs and concerns to researchers; and facilitating or conducting applied research and field demonstrations. Extension activities include meetings (county, multi-county, state, multi-state, regional, national or international), seminars, field days, demonstrations, training and support programs, publications, media releases, one-on-one consultations (office and telephone), and field troubleshooting.

General performance standards for successful accomplishment in extension may include but are not limited to:

1. Plans and conducts sound educational programs that address current needs of clientele and that are based on the priority issues of the University of Minnesota Extension Service. Uses appropriate communication technologies, evaluation methods and reports.
2. Provides effective feedback of information for research needs. Is effectively involved in cooperative research projects and demonstrations.
3. Publishes in newsletters, popular magazines, folders, fact sheets, bulletins, journals, training manuals, electronic media, and other appropriate outlets. Presents results and

information at professional meetings and workshops. Publications and presentations are timely and meet the needs of clientele.

4. Serves on department, college, university, regional, national and international committees related to extension program development.
5. Enrolls in professional development activities that foster leadership and educational excellence. Participates in quarter leaves, sabbaticals, scientist exchanges, etc.
6. Obtains external financial support for extension education efforts.
7. Achieves recognition for quality extension programs as indicated by positive evaluations, citation and use of publications, invited presentations and consultations, review panel participation and special awards.

D. Service

Service in the Department of Entomology consists of contributions to the Departmental mission by involvement in committees, governance assignments, reviews, special events, etc. Service is an important aspect of the profession and is essential for the fulfillment of the Department's mission and goals. Participation in service-type activities is not to exceed 20% of a faculty member's time unless agreed to by the Department Head.

General performance standards for successful accomplishments in service include but are not limited to:

1. Performs effectively on committees, task forces, and editorial or review assignments.
2. Accepts or volunteers for governance assignments and completes tasks in a quality and timely manner.
3. Contributes to the success of seminars, group meetings and other sponsored events.

VII. PROCEDURES (Section 7a.2)

A. Performance will be evaluated in terms of a current position description, as jointly developed and agreed to by the faculty member and department head.

B. In the context of the annual merit review conducted by the department head, a post-tenure review must be initiated in cases where faculty performance is deemed to be substantially below the goals and expectations of the Department.

C. A referral will consist of a written statement from the head to the Post-Tenure Review Panel detailing the concerns. A copy will be provided to the affected faculty member. The

communication should specify what, in the opinion of the head, needs to be improved. The faculty member may elect to submit an alternative statement and any supporting documentation.

D. The Post-Tenure Review Panel shall then conduct an independent evaluation of the faculty member's performance, as specified in Rules and Procedures for Annual and Special Post Tenure Review and the Tenure Regulations. The Post-Tenure Review Panel must send a letter outlining the results of their evaluation to the head within 6 months of referral.

E. If a simple majority of the Post-Tenure Review Panel concur that performance is below standard, the department head and Post-Tenure Review Panel will send a written statement to the affected faculty member detailing why they feel performance is substantially below the department's goals and expectations and outlining what needs to be corrected.

F. The faculty member will be given a period of one year to improve performance to meet expectations. To the extent possible, resources will be made available to the faculty member to assist in appropriate remedial activities. Requests for time in excess of one year must be made in writing, documenting unusual circumstances that may apply.

G. After the specified time interval, the Review Panel and department head will determine if performance has changed to meet expectations. If the conclusion of the head and Review Panel is that performance remains substandard, they will immediately forward their findings to the Dean and ask for a Special Review.

VIII. REVIEW PANEL COMPOSITION

A. The Post-Tenure Review Panel will consist of three (or more) faculty that meet the following criteria:

1. Elected to the Long-Range Planning Committee.
2. Tenured and hold the rank of associate or full professor.
3. Do not have a conflict of professional, financial, or personal interest.

B. After elections have been held for the Long-Range Planning Committee, unelected tenured faculty will be designated as alternates to the Post-Tenure Review Panel in order of popular vote.

C. If fewer than three faculty on the Long-Range Planning Committee meet the above criteria, alternate members will be confidentially asked to serve on the panel until the quorum of three members is reached.