

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF POST SECONDARY TEACHING AND LEARNING
POLICIES AND PROCEDURES CONCERNING FACULTY REVIEW, PROMOTION,
AND TENURE**

(Required by Section 7.12 of the **Regents Policy on Faculty Tenure**)

The **Regents Policy on Faculty Tenure** specifically states in section 7.12 Departmental Statement:

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 the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.

This document is intended to satisfy section 7.12 of the **Regents Policy on Faculty Tenure**.

I. Overview

This document describes with more specificity the indices and standards for making the following personnel actions:

- Annual reviews of probationary faculty
- Conferral of indefinite tenure
- Promotion to associate professor
- Promotion to professor
- Annual review of tenured faculty

Faculty personnel policies and procedures for the Department of Postsecondary Teaching and Learning meet the requirements established by the University and the College of Education and Human Development, and are consistent with the College **Values Statement To Guide 7.12 Revisions**. In addition, this document is consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenured and Tenure-Track Faculty*.

A. College of Education and Human Development Mission Statement

“The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations,

and communities” (Source: College of Education and Human Development website <http://education.umn.edu/newcollege/default.html>).

B. Department of Postsecondary Teaching and Learning (PsTL) Mission Statement

The mission of the Department of Postsecondary Teaching & Learning is to promote access and success in higher education; provide student-centered, multicultural, interdisciplinary learning opportunities for a diverse population; conduct research on teaching and learning, pedagogy, student development, and access and success in higher education contexts; and develop engaged partnerships with communities, organizations, and programs so as to support access to and success in higher education.

C. College Values Statement To Guide 7.12 Revisions

“The College affirms the pre-eminent value of excellence in research, teaching, and service—excellence that will help the University achieve the highest level of recognition among public research universities. Unit 7.12 statements must reflect the Unit’s high standards of academic excellence, consistent with the framework of the University 7.11 statement for promotion and tenure.

The College recognizes and values the diversity of missions, disciplines, and faculty expertise represented in the units in the College. Although excellence must be the foundation upon which the work of a faculty member is evaluated in the context of promotion and tenure, how that excellence is manifested may vary across time and across units within the College.

The College affirms the crucial role played by faculty within the unit to ensure that their decisions about promotion and tenure are decisions that will be validated by judgments at the College and University levels.

Units are encouraged to prepare 7.12 statements that articulate unit priorities in the context of the College’s mission statement: “The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities”.

Faculty at our land grant University are expected to contribute to the public good through their work. Therefore, Unit 7.12 statements should reflect how faculty work that involves models for public engagement and multicultural and multidisciplinary initiatives can be documented so that excellence in these areas is considered in the context of promotion and tenure.” (Source: College of Education and Human Development 7.12 Committee)

II. Annual Reviews of Probationary Faculty

The tenured faculty of the Department of Postsecondary Teaching Learning 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*. All eligible faculty are obligated to attend the annual review faculty

meeting meetings. According to the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenured and Tenure Track Faculty*, the annual appraisal report must address the candidate's progress toward the granting of indefinite tenure and promotion according to both the *Regents Policy on Faculty Tenure* and the departmental 7.12 Statement. The following section describes the departmental procedures for this review.

Departmental Annual Review Process

1. **Review and Promotion Committee** is established for each probationary faculty member.
 - a. **Composition of the Committee:** Two tenured associate professors or professors will be assigned to each probationary faculty member. The committee will be selected by the chair based on consultation with the probationary faculty member as well as with potential committee members.
 - b. **Purpose of Committee:** The purpose of this committee is to increase accountability and responsibility for the review and tenure process by engaging tenured faculty directly in this work beyond the bounds of annually reviewing the candidate's dossier and supporting materials. Additionally, this committee will enable the department to review candidates more efficiently and effectively with the purpose of providing constructive feedback over the probationary period.
 - c. **Responsibilities:** For purposes of annual review, the committee will be responsible for presenting the candidate's case to the tenured voting faculty. While all voting faculty members are responsible for assessing the candidate's progress, the committee will give a short (3-5 minute) overview to the voting faculty on: the progress and contributions made in teaching, research, and service in the past year; the strengths and weakness of the case as it has developed to date; suggestions or recommendations for strengthening the case by addressing gaps or weaknesses.
2. Each year, the department chair in consultation with the Dean will create a schedule for when candidate's materials will be available for review, the date and time of the departmental meeting, and the schedule for meetings between the chair and candidate to discuss the President's Form 12 Annual Appraisal document.
3. Under the direction of the department chair, candidates will assemble a file annually which will include all documents and materials resulting from or serving as evidence of their work and contributions since the last annual review. In addition, candidates will provide the key documents listed below; all materials will be made available to voting faculty at least two weeks prior to the tenured faculty's review meeting.
 - Updated curriculum vitae
 - Teaching, research, and service statements. Early in the probationary period, these are likely to be focused, succinct documents calling attention to key contributions and progress in these three areas. As the candidate moves closer to the decision year, these statements should also serve to articulate depth and focus of contributions, and in the area of research, an explanation or annotation denoting the particular impact or importance of a given project/product, such as are called for in the tenure dossier.

- 3-4 documents that most signify or evidence the candidate's contributions and progress toward tenure in the year since previous review. These should include evidence of research (grant applications or reports; peer reviewed articles; publications) and might also include teaching materials or extensive reports/texts that demonstrate academic leadership in area of service.
4. At the review meeting, a confidential, paper vote is conducted and ballots are counted at the meeting. Should there be a clear discrepancy between the discussion of a candidate's progress/case-to-date and the vote results, the chair will solicit more discussion in an attempt to generate specific and directive feedback to the candidate. For those undergoing annual renewal, failure to achieve a majority ballot will result in a recommendation for notice of termination of the appointment.
 5. The chair of the department prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate. This written summary is provided on President's Form 12 and is signed by the candidate, the chair of the department, the Dean of CEHD, and the Senior Vice President for Academic Affairs and Provost. A draft of this summary is provided to tenured faculty for review prior to it being completed.

Extending the Probationary Period

Section 5.5 of the *Regents Policy on Faculty Tenure* states that probationary faculty have the right to an extension of their probationary periods in several circumstances. (See Appendix A for the text of Section 5.5.) When considering the work of probationary faculty who have extended the probationary period, criteria for promotion and tenure are no different from the criteria for those who do not have an extension to the probationary period.

III. Awarding of Indefinite Tenure

University Criteria for Awarding Indefinite Tenure (*Regents Policy on Faculty Tenure*)

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 [FN2] This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN4].

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.

[FN2] "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.

[FN3] 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.

[FN4] 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.

What the Department of Post-secondary Teaching and Learning (PsTL) seeks above all in its faculty members is intellectual and scholarly distinction that furthers the College of Education and Human Development's goals of multidisciplinary, multiculturalism, and public engagement.¹

The basis for awarding indefinite tenure and promotion is the determination that candidates have established and are likely to continue to develop distinguished records of academic achievement that is the foundation for a national and/or international reputation. The determination of whether candidates should be granted indefinite tenure is reached through a qualitative evaluation of their record of scholarly research or other creative work, teaching, and service. The

¹ PsTL uses the definitions of multidisciplinary and multicultural adopted by CEHD and the definition of public engagement adopted by the University of Minnesota and the Committee on Institutional Cooperation.

primary emphasis in PsTL's qualitative evaluation is on whether candidates have distinguished records of scholarly research or other creative work and records of effective teaching. Candidates' achievements should also contribute to the mission of PsTL and the College of Education and Human Development (CEHD). In addition, the awarding of indefinite tenure also presupposes that candidates' records show a strong promise of their achieving promotion to professor.

PsTL: Distinguished Record of Scholarly Research or Other Creative Work

Definition: A distinguished record of scholarly research or other creative work means that a candidate's work has been published in peer-reviewed venues that are appropriate for the target audience and unit mission and the work of the scholar. These venues include, but are not limited to, journals and publishers for books. The target audience includes scholars working to advance the study of postsecondary teaching and learning both in formal disciplinary and interdisciplinary settings, and in informal, non-classroom settings. This audience includes scholars in the fields of pedagogy, higher education, multicultural education, and publicly engaged scholarship, as well as practitioners in postsecondary and secondary educational settings. It is expected that a tenure dossier will include a majority of publications on which the candidate is sole or lead author. Publications produced through collaboration that are consistent with the candidate's research focus are considered equal in value to single-authored publications. We seek a range of legitimate measures to determine impact, including the journal's circulation data, acceptance rate, impact factor data (where available), and prestige and status in the field as indicated by external reviewers, citation of the work in venues not necessarily included in traditional measures of impact, and/or evidence of adoption or impact on the field of practice or research. Similar measures will be used to determine impact of books and chapters. PsTL values candidates' publicly engaged work and recognized it may be represented as scholarly research, or other creative work, teaching, or service.

Required Documentation:

1. A statement, prepared by the candidate, that describes the candidate's scholarly research or other creative work agenda, summarizes all completed and/or published projects, describes the importance of each project, and describes the candidate's role in each project. The statement should also propose new projects for the next phase of the candidate's career.
2. Written evaluations regarding the quality and national and/or international impact of the candidate's scholarly research or other creative work prepared by external reviewers outside the University of Minnesota who have expertise in the candidate's area. (See the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* for details about the number of external reviewers and their backgrounds.) These evaluations may be supplemented where possible by citation indexes or other measures of quality and impact.

Other Documentation:

The candidate may present other evidence of the impact of the candidate's scholarly research or other creative work. Other forms of documentation might include, but are not

limited to: letters from community partners regarding the impact of the candidate's scholarly or other creative work, unsolicited reviews; external funding of research projects and/or creative work; election to prestigious organizations; election or appointment to community boards; appointments to academic journal editorial boards; national conference, symposium, workshop, or community-based outreach presentations.

Effective Teaching

Definition: Effectiveness in teaching means having successfully implemented teaching practices that foster students' abilities and promote public engagement. In addition, attention to multidisciplinary perspectives and multiculturalism in teaching are highly valued in the College and in PsTL. A candidate's record will promise sustained and/or increased effectiveness and contributions to post-secondary teaching and learning.

Required Documentation:

1. A statement, prepared by the candidate, which describes the candidate's teaching philosophy and goals and that reflects on the probationary period and proposes teaching approaches for the next phase of the candidate's teaching career. The statement may also address how the candidate's teaching impacts communities outside of the University...
2. A summary of the candidate's teaching assignments that identifies the candidate's teaching responsibilities and lists all courses taught and any other teaching assignments (including any outreach and community based teaching).
3. Detailed syllabi and other teaching/learning materials representative of the candidate's teaching responsibilities over the probationary period.
4. A summary of the results from student evaluations administered in all course sections taught in the probationary period.
5. Written peer evaluations—prepared by at least three different tenured faculty members—from different years in the probationary period, based upon first-hand observations of the candidate's teaching or reviews of teaching materials that are representative of the candidate's teaching responsibilities over the course of the probationary period.

Other Documentation:

The candidate may present other evidence of teaching effectiveness and/or the impact of the candidate's teaching. Other forms of documentation might include, but are not limited to: teaching awards; letters from community partners regarding the impact of the candidate's teaching; invitations to teach from outside of PsTL; invitations to mentor teachers; election or appointment to College or University committees on teaching practices.

Service

Definition: Probationary faculty may provide service to appropriate professional organizations and contributions to the successful functioning of PsTL, the College, and the University. Publicly engaged service means relevant outreach and community service activities that stem from a

candidate's teaching, scholarly research or other creative work. Although candidates are expected to engage in service activities, during the probationary period they have only modest expectations for service to the Department, College, and University and publicly engaged service..

Required Documentation:

A description, written by the candidate, detailing the relevant service contributions during the probationary period and a proposal for the next phase of the candidate's career. The statement should also describe any service to professional organizations, PsTL, CEHD, and/or the University.

Other Documentation:

The candidate may present other evidence of service. Other forms of documentation might include, but are not limited to: letters from community partners; editorial board memberships; agency advisory panels; testimony at the local, state, national or international level; relevant elected or appointed offices.

The chair will work with the tenure candidate to assemble the required materials for a complete dossier and the chair will solicit external reviews. As specified by the *Procedures*, the contents of the dossier are available to all voting faculty and to the candidate.

All eligible tenured faculty must have an opportunity to vote. (See the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenured and Tenure Track Faculty* for specifics procedures for departmental voting on tenure and/or promotion.) An affirmative vote of a majority of those voting "yes" or "no" is necessary to recommend tenure and/or promotion. For those seeking tenure, failure to achieve a majority ballot will result in a recommendation for notice of termination of the appointment.

Following the vote of the faculty, the committee will work in consultation with the chair to draft the Unit Report, the summary and appraisal of research, teaching, and service during the probationary period, drawing on specific examples and evidence from the dossier, and summarizing the departmental process. This report must be distributed to the faculty for final input. The chair will be responsible for the Chair's report (referred to in the *Procedures* document) as well as for reporting on the results of the decision meeting. The chair is responsible for meeting with the candidate regarding the results of the vote and the unit report.

IV. Promotion to Associate Professor

. Subsection 6.3 of the tenure policy states: "The granting of indefinite tenure to an assistant professor on a probationary appointment must be accompanied by promotion to associate professor. The promotion of an assistant professor on a probationary appointment to the rank of associate professor must be accompanied by an appointment with indefinite tenure. The choice whether to award tenure and to promote is presented as a single question for faculty vote."

V. Promotion to Professor

University Criteria for Promotion to Professor (*Regents Policy on Faculty Tenure*)

9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [FN7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN8]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

[FN 7] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

[FN 8] 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 subsection 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (subsection 7.5), and the review of recommendations (subsection 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 subsection 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

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

Unit Definition of distinguished record

In PsTL, the basis for promotion to the rank of professor is the determination that candidates have (a) added substantially after award of tenure to an already distinguished record of academic achievement as defined for tenure, (b) established the national or international reputation ordinarily resulting from such distinction and achievement, and (c) demonstrated intellectual distinction and academic integrity. This determination is reached through a qualitative evaluation of candidates' records of scholarly research or other creative work, teaching, and

service. All three are considered. However, pursuant to the *Regents' Policy on Faculty Tenure*, distinction in service alone will not qualify candidates for promotion to professor.

To have “added substantially after award of tenure to an already distinguished record of academic achievement as defined for tenure” requires that candidates maintain a continuous and ongoing body of work post tenure that demonstrates distinction as indicated by a range of factors such as awards, fellowships, invitations to provide keynotes or addresses, invitations to join editorial boards, election or invitation to governing bodies of professional associations, and quality of publications. Measures of quality may be determined from a range of relevant data, such as circulation, and acceptance rate data, impact factor, prestige and status in the field as indicated by external reviewers, citation of the work in venues not necessarily included in traditional measures of impact, and/or evidence of adoption or impact on the field of scholarship or practice. The department has identified its research mission as advancing the study of postsecondary teaching and learning both in formal disciplinary and interdisciplinary settings, and in informal, non-classroom settings and the department values work that target scholars in the fields of pedagogy, higher education, multicultural education, as well as practitioners in postsecondary and secondary educational settings. Publications produced through collaboration that are consistent with candidate’s research focus are considered equal in value to single-authored publications. It is understood that research foci may shift over time. PsTL also values collaboration with and mentoring of pretenure faculty and graduate students, including in topic areas that may be considered outside the research focus of the candidate for promotion to full professor. The department highly values and attributes significance to the following: interdisciplinary scholarship, academic work that is publicly engaged, and external funding for research.

Associate professors are strongly encouraged to work toward promotion to the rank of professor (See Section 7.11 of the *Regents Policy on Faculty Tenure*.)

VI. Annual Review of Tenured Faculty

The *Regents Policy on Faculty Tenure* requires that each department establish a statement of goals and expectations for performance of tenured faculty (section 7a.1) and a set of procedures for annual and special reviews (sections 7a.2 and 7a.3). This is further discussed in the *Procedures* document.

Goals and Expectations

Faculty in the Department of Postsecondary Teaching and Learning (PsTL) holding indefinite tenure have been awarded tenure on the basis of their performance under the criteria established in section 7.11 of the *Regents Policy on Faculty Tenure*: “The basis for awarding indefinite tenure to the candidate . . . is the determination that each candidate has established and is likely to continue to add to a distinguished record of academic achievement that is the foundation for a national or international reputation or both.” The goals and expectations for tenured associate professors and professors in the Department of Postsecondary Teaching and Learning outlined below are informed by the mission of PsTL, CEHD, and the University of Minnesota.

PsTL faculty holding indefinite tenure are expected to contribute significantly and consistently to the mission of the University and to its programs of teaching, research, and service over the course of their careers.

For the purposes of the review of tenured faculty, satisfactory performance in any given three-year period in research, teaching, and service is expected of all tenured professors. The usual balance of effort is 40% for research, 40% for teaching, and 20% for service. Those weights may vary by individual and over time in the course of a professor's career. For example, a tenured member of the faculty may sometimes assume administrative or committee duties that have the potential of diminishing the time available for research and teaching. Some professors may, at some stages of their careers, legitimately devote relatively more effort to teaching or service than to research and vice versa. The department seeks to leverage the special strengths of each individual professor for the good of the academy while not losing sight of the overall responsibilities and obligations that tenure confers upon all professors. As proportions of effort change, they will be documented with a memorandum of understanding as required by the *Procedures* document.

Research

Professors are expected to pursue a research agenda in their area of academic specialization. While the extent and nature of research activity may vary over time, within any given period of three years, tenured faculty typically should be able to report a total of at least two substantial accomplishments within one or more of the following categories:

- Publication of scholarly articles, books, book chapters, book reviews, monographs, or the like.
- Refereed or invited presentations at scholarly conferences or other scholarly venues.
- Applications, awards, or reports of significant grants external to the university.

Teaching

Professors are expected to be effective teachers who are actively engaged in creating environments where students can learn the content, skills, dynamics, and ways of knowing in their fields of expertise including fostering a love of lifelong learning. This typically is in the form of classroom or online instruction. Teaching activities will include several of the following:

- Teaching and/or creating courses in the professor's area of training and research specialization and in concert of the department's curricular needs.
- Periodically reviewing, revising, and updating existing courses, course materials, and course structures to meet the changing needs of students and the academy and in light of evolving pedagogies, techniques, and technology.
- Monitoring effectiveness in teaching through the use of student evaluations, peer observation of teaching, and/or peer review of syllabi and other course materials. Significant positive feedback is expected.
- Being available to students outside of class, such as during office hours, by appointment, and via email.
- Providing meaningful feedback to students in the form of alerts, progress reports, emails, Moodle, and/or one-on-one or group meetings.

- Professional development such as participation in workshops, mini-courses, and individualized study that leads to the enhancement of the professor as a teacher.
- Implementing technology in new, creative, and effective ways.
- Collaboration with others teaching the same or similar courses both in the department and in the broader academy.
- Advising graduate students.

Service

Professors are expected to perform service within the department, the college, the university, and their scholarly disciplines. The extent and types of service performed may vary over the course of a career. Service activities will include several of the following:

- Participating in departmental, college, university, or professional organization committees, task forces, or workshops.
- Participating in discussions and voting on hiring decisions, tenure recommendations, and cases of promotion.
- Supervising, mentoring, or advising undergraduate students.
- Serving on graduate committees both within and outside PsTL.
- Refereeing and/or reviewing articles, books, and/or grant proposals, or their manuscripts.
- Editing scholarly journals or sitting on editorial boards.
- Outreach activities related to the professor's expertise, including such programs as the First Year Experience and College in the Schools, or providing service to another department within the university.
- Participating in advancing the interests of PsTL, CEHD, and the University for the benefit of the institution, the profession, and the community.

Annual Review.

Annually, at the call of the chair, all PsTL faculty will submit an annual report of activities in teaching, research, and service and outreach. The annual report of activities is the basis for assessing merit pay and for conducting annual review to determine the degree to which individual faculty have met the goals and expectations outlined above.

Annual activity reports will be assessed by the department's "Merit Review Committee" and chair. This Merit Committee will consist of tenured faculty members elected by the probationary and tenured faculty.

The Merit Review Committee makes recommendations to the chair concerning merit raises for faculty based on the appraisal of annual performance as reported. The Merit Review Committee and chair also provide, where appropriate, suggestions for improvement and provide assistance in that effort. Furthermore, the Merit Review Committee identifies, through its annual assessment, faculty whose performance may be substandard in relation to the expectations outlined in 7a.1.

If the chair and Merit Review Committee determine that the faculty member's performance falls substantially below the goals and expectations for tenured faculty, the chair of the department in conjunction with the Merit Review Committee shall advise the faculty member in writing, and develop a plan for improving performance and establish a time period (of at least one year from the time of the letter) within which improvement should be demonstrated.

Procedures for Special Peer Review In Cases Of Alleged Substandard Performance By Tenured Faculty.

If at the end of the time period for improvement (described above), the chair and the Merit Committee together determine that a tenured faculty member's performance continues to be below the goals and expectations of the department, the department will follow all of the appropriate steps as outlined in section 7a.3 of the *Regents Policy on Faculty Tenure* and the *Procedures*.

APPENDIX A

5.5 Extension Of Maximum Probationary Period For New Parent Or Caregiver, Or For Personal Medical Reasons.

Upon the written request of a probationary faculty member, the maximum period of that faculty member's probationary service will be extended by one year at a time for each request:

- (a) On the occasion of the birth of the faculty member's child or placement of an adoptive/foster child with the faculty member. Such a request for extension will be granted automatically if the faculty member notifies the unit head, dean, and senior vice president for academic affairs and provost in writing that the faculty member is eligible for an extension under subsection 5.5 because of the birth or adoption/foster placement; or
- (b) If the faculty member is a major caregiver for a family member with an extended serious illness, injury, or debilitating condition and the senior vice president for academic affairs and provost determines that the circumstances have had or are likely to have a substantial negative impact on the faculty member's ability to work over an extended period of time;
- (c) If the faculty member has an extended serious illness, injury, or debilitating condition, and the senior vice president for academic affairs and provost determines that the circumstances have had or are likely to have a substantial negative impact on the faculty member's ability to work over an extended period of time. If the faculty member's illness, injury, or debilitating condition reduces the faculty member's ability to work to less than two-thirds time during the faculty member's contract year [i.e., the academic year or twelve months], the probationary period is automatically extended by one year in accordance with subsection 5.3.

"Family member" means a faculty member's spouse or domestic partner, child, or other relative. "Child" includes a biological child, an adopted or foster child, and the child of a spouse or domestic partner.

The probationary period may be extended for no more than three years total, except that the extension may be for no more than one year total for (1) an instructor with a probationary appointment under subsection 6.22 or (2) an associate professor or professor with a three-year probationary appointment under subsection 6.21.

The notification of birth or adoption/foster placement for provision (a) and the request for extension for provisions (b) and (c) in this subsection 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.

A request for an extension under provision (b) or (c) will not be denied without first providing the faculty member making the request with an opportunity to discuss the request in a meeting with an administrator designated by the senior vice president for academic affairs and provost. A claim that a request for an extension under provision (b) or (c) was improperly denied may be

considered in any subsequent review by the Senate Judicial Committee of a termination under subsection 7.7.

Approved by the faculty of the Department of Postsecondary Teaching and Learning, January 13, 2014

Approved by the Senior Vice President for Academic Affairs and Provost, June 9, 2014