

University of Minnesota Twin Cities

School of Kinesiology

7.12 Statement

Promotion and Tenure: Specific Criteria, Standards, and Procedures

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1 INTRODUCTORY MATERIAL

This document outlines the policies and procedures of the School of Kinesiology for granting indefinite tenure and promotion in academic rank (see Appendix C). The policies and procedures are in compliance with Subsections 7.11 and 9.2 of the [Board of Regent's Policy: Faculty Tenure \(2011\)](#), and the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty \(2011\)](#). The document is guided by the College of Education and Human Development Values Statement (see Appendix A).

1.1 COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT MISSION STATEMENT

The 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.

1.2 SCHOOL OF KINESIOLOGY MISSION STATEMENT

The **School of Kinesiology** advances interdisciplinary knowledge about physical activity and human movement in order to promote lifelong health and well-being in local, national, and global communities. Our innovative research, high-quality teaching, and collaborative outreach focus on the science and management of physical activity and human movement within contexts such as exercise, health care, and sport.

1.3 BOARD OF REGENTS POLICY: *FACULTY TENURE (2011) - SUBSECTION 7.11*

The following excerpt is taken from subsection 7.11 of the [Board of Regent's Policy: Faculty Tenure \(2011\)](#), which refers to the University's general criteria for 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 [FN2].

[FN 2] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN3].

[FN 3] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN4].

[FN 4] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

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.

2 CRITERIA FOR AWARDING INDEFINITE TENURE IN THE SCHOOL OF KINESIOLOGY

School faculty members shall document their accomplishments in the three categories of teaching, research, and service. Evaluation of a faculty member's record of accomplishment will be judged against the expectations of the University and the College, along with the expectations of the Department as described in this document. The basis for awarding indefinite tenure is the determination that the 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. Expectations may vary for different individuals and may change as a faculty member's career develops. However, in all cases excellence in all three categories (teaching, research, and service) is necessary in order to be awarded tenure and/or promotion.

School faculty are expected to contribute to the public good through their teaching, research, and/or service, such as through public engagement, equity and diversity, and multidisciplinary initiatives; excellence in these areas is considered in the context of promotion and tenure (based on the College Values Statement to Guide 7.12 Revisions, see Appendix A).

- Public engagement refers to the partnership of University knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (Office for Public Engagement, 2020).
- Equity and diversity, and multiculturalism refers to cultivating diversity of views and experiences that enrich and advance excellence in teaching, research and/or community engagement (Office for Equity and Diversity, 2020).
- Multi- or interdisciplinary work refers to teaching, research, and/or service that cross boundaries and lie at the intersections of traditional disciplines and professions in ways that may help find solutions to complex personal and societal challenges (Graduate School, 2020; Office of the Vice President for Research, 2020).

2.1 TEACHING AND ADVISING

2.1.1 Defining Teaching and Advising

Teaching consists of those activities performed with the intent that they would engender learning and be directed toward goals that are usually specified in courses, curricula, and programs. 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. Advising includes consultation and supervision with students pursuing degrees and/or specific programs and providing assistance

to students relative to research and writing. Positive advising and mentoring of undergraduate, graduate, and professional students fosters mutually beneficial relationships, leading to success for individual students and enhanced reputations for the faculty and academic programs (Faculty Advising Resources, Graduate School, 2020).

Examples of teaching and advising activities include, but are not limited to, the following:

- Teaching classes, seminars, or guest lectures.
- Supervising independent studies.
- Supervising student teaching, teaching assistants, internships, and practica.
- Serving on graduate examining committees.
- Supervising student research and creative productivity.
- Serving as a reader for masters and doctoral research.
- Advising undergraduate honors, professional master's, master's, and doctoral students.
- Supervising post-doctoral fellows.
- Credit and non-credit teaching.
- Unique aspects of teaching such as team teaching, multidisciplinary teaching, service learning, publicly engaged teaching, and use of technology.

2.1.2 Expectations for Teaching and Advising

Effective teaching is evidenced by a thorough and current knowledge of the subject matter, an appropriate instructional plan, the ability to communicate and use technology effectively, creating an environment conducive to learning, showing a concern for students as individuals, and maintaining academic and professional integrity. Effective advising is evidenced by the professor's availability for consultation with students, knowledge of institutional programs, policies, and procedures, adherence to University and School policies and best practices, and skill in guiding student research and writing in a timely manner. In all cases, responsible conduct, meaning adherence to University, College, and School policies and best practices for professional behavior, is expected and evaluated.

A qualitative evaluation of effective **teaching** will be guided by answers to questions such as:

- *Planning.* How well does the instructional plan identify objectives, utilize appropriate subject matter sequences, incorporate up-to-date information, consider students and their differences, and employ current materials and technology? Did the faculty member contribute to curricular and program development?
- *Methods.* How well do instructor/student interactions facilitate learning? How well do the instructor's methods contribute to the effectiveness of the learning plans? Has the instructor taken advantage of a variety of strategies designed to enhance student learning and participation?

- **Outcomes.** How well did the teaching do what it intended? How well do student and peer evaluations of courses taught demonstrate that the planning and methods employed led to effective outcomes.

Note. Guidelines and resources for the evaluation of effective teaching are outlined in the [Administrative Policy: Evaluation of Teaching](#) (2015), the associated [Appendix - Peer Review of Teaching: Best Practices](#), and in other resources available on the [Faculty and Academic Affairs Peer Review of Teaching](#) (2020) website.

A qualitative evaluation of effective **advising** will be guided by answers to questions such as:

- **Planning.** How well did the faculty member recruit, attract, and retain undergraduate and/or graduate student advisees? How well did they help advisees establish and evaluate milestones for their academic and research progress? Did they help advisees effectively develop their research ideas and establish career goals? How well does their advising reflect knowledge of and adherence to academic policies, best practices, and funding or degree progress timelines?
- **Methods.** How well does the faculty member promote student engagement in teaching, research, and/or service? Did they effectively maintain open lines of communication and provide timely feedback to advisees? Is there evidence that they understand the terms and conditions of Graduate Assistant employment and mentored advisees in line with these expectations? Did the faculty member support students' applications for scholarships, grants, and other funding? How well did the candidate help connect students with the larger campus and professional communities?
- **Outcomes.** Did the faculty member set clear and fair expectations regarding the ownership and use of data and authorship arrangements, and did those relationships lead to presentations and/or publications for the students? Is there evidence that advisees completed degrees in a timely manner, and were assisted in their search for employment or advanced study or professional training opportunities? Did the candidate assist the student in the development of a comprehensive professional dossier or portfolio, such as a curriculum vitae, cover letter, or research statement?

Note: Guidelines and resources for the evaluation of effective advising are outlined in the [Best Advising Practices for Graduate Student Success](#) (2020), [Success for Faculty Mentors and Graduate & Professional Students](#) (2020), and other resources developed through [The Dignity Project: Improving Advising of Graduate & Professional Students](#) (Student Conflict Resolution Center, 2020) and [Graduate School: Advising](#) (2020).

2.1.3 Criteria to Evaluate Effective Teaching and Advising

Candidates must document their contributions and effectiveness in the areas of teaching and advising.

Documentation of contributions related to **teaching** effectiveness can include, but is not limited to, the following:

- A listing of regular courses taught, independent studies supervised, guest lectures delivered, and outreach teaching. Load-courses, credits, enrollments, contact hours, student evaluations, and enrollments should be specified.
- Exemplars of course syllabi, course websites, assignments, lab or discussion activities, lab manuals, reading lists, essay requirements, or other curricular materials related to regular courses taught.
- Documentation of the development of new courses, revisions of existing courses, and contributions to curriculum planning and development.
- International teaching activities and initiatives such as study-abroad or international exchange programs.
- Use of instructional technology to enhance student learning inside and outside the classroom.
- Public or community engaged teaching, such as delivering workshops, seminars, or continuing education sessions.
- Evidence of cultivating diversity of views and experiences that enrich and advance excellence in teaching.
- Evaluations or other feedback from presentations to public, community, or professional entities.
- Peer assessments of teaching, which may include written statements from peers, administrators, or professional colleagues inside or outside of the School or University; classroom visits and reports of such visits by tenured peers; peer analysis of syllabi or curriculum development, exams, quizzes or assignments, course websites, and other instructional materials. Peer assessments are required at least once per academic year.
- Summaries of student assessments including student evaluations (e.g., Student Ratings of Teaching, SRT), and written comments by students in SRT or other modes (e.g., email, cards, letters) regarding teaching and advising.
- Statements of teaching philosophy.
- Honors, awards, and/or recognitions of teaching service and excellence.
- Evidence of scholarship of teaching and learning, which involves faculty bringing their skills and habits as scholars to the classroom (e.g., gathering evidence, asking questions, raising new questions).

Documentation of contributions related to **advising** effectiveness can include, but is not limited to, the following:

- Summaries of the candidate's advising responsibilities for honors, undergraduate, professional, and graduate students, including a list of advisees and/or post-doctoral fellows supervised. Advising of masters' and doctoral students, as primary advisor or as a committee member, as well as any other thesis/research (including post-doctoral

fellows) supervised. Professional master's capstone projects supervised. Undergraduate honors theses advised.

- Evidence supporting adherence to University policies, guidelines, and best practices for excellence in advising and mentoring.
- Summaries of scholarships, awards, presentations, and/or publications by undergraduate and graduate student advisees.
- Statements of advising philosophy and/or faculty advising statements for graduate students.
- Evidence of cultivating diversity of views and experiences that enrich and advance excellence in advising.
- Examples of how the advisor helped students network with colleagues across campus and/or at other institutions.
- Illustrations of types of support provided for student participation in professional conferences.
- Honors, awards, or other recognitions of advising service and excellence.
- Letters, notes, emails, or other communications recognizing effective advising.

2.2 RESEARCH

2.2.1 Defining Research

The School embodies a diverse research culture that ranges from basic to applied research encompassing all aspects of the science and management of physical activity and human movement within varied contexts such as exercise, health, health care, and sport. The many subdisciplines of kinesiology reflect life sciences, social and behavioral sciences, and management, and differ in how scholarly research is published and disseminated and how its impact or influence is evaluated. The School recognizes and values this diversity of research culture among our faculty and considers the unique culture and standards of each subdiscipline in the promotion and tenure process.

Further, the School recognizes that important research questions concerning the field of kinesiology may cross traditional disciplinary and geographical boundaries. The School therefore encourages interdisciplinary collaboration of researchers at the University, national, or international level. The School also recognizes that the establishment of interdisciplinary, international, and public engagement ties requires time and extra effort on part of the faculty. It is understood that faculty holding or seeking tenure and/or promotion have established such ties within the scientific and public community.

"Scholarly research", as defined by the University, 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.

2.2.2 Expectations for Research

The School expects that faculty seeking promotion to the level of Associate Professor will clearly document the establishment of national recognition for their scholarly research.

A qualitative evaluation of accomplishment, excellence, and distinction in scholarly research is based on considerations such as:

- *Originality*. Originality and innovation are the accomplishments and the degree to which they demonstrate the faculty member's independence as project lead, author, and collaborator.
- *Rigor*. The accomplishments utilize the canons of inquiry of the kinesiology discipline that are basic to the inquiries.
- *Cumulative Effect*. The accomplishments build on previous theory and research and reflect a research effort that is coherent and programmatic.
- *Impact*. The accomplishments focus on central questions, issues, or decisions in kinesiology that yield broad, enduring understanding.
- *Relevance*. The degree to which the accomplishments could make a difference in the practice of kinesiology or the assumptions on which practice is built.

2.2.3 Criteria to Evaluate Research Productivity and Impact

The School evaluation of accomplishment, excellence, and distinction in scholarly research is based on criteria such as:

- A review of the candidate's publications, particularly those in peer reviewed journals. Contributions to prestigious review journals, monographs, etc., that are not peer reviewed will be taken into consideration but cannot be a primary basis for a decision. Evidence will be sought from all publications that the work is scholarly, creative, and of high quality and significance.
- Independence and originality of research accomplishments. In multi-authored articles, the contribution of the candidate will be specifically described and evaluated. That said, all faculty are encouraged to include graduate students and, as appropriate, undergraduate students on their publications. The authorship role should be clearly stated after each publication in the vitae (e.g., lead author, senior author with research team, senior author with graduate students, co-investigator).
- A demonstration of high level of impact or influence in the discipline or field of scholarly research, which may be evidenced by indicators such as impact factors, rankings of journals in candidate's field, independent external evaluations of those journals, citation records, or external reviews of the candidate's work.
- A consistent record of refereed presentations of scholarly research at national and/or international conferences germane to the field of study.

- The demonstration that one has sought and/or secured funding for scholarly research through procurement of grants, contracts, donorships, or other forms of sponsorships from internal and/or external sources.

Documentation of contributions related to research effectiveness can include, but is not limited to, the following:

- Publications of empirical research in high impact refereed journals for the faculty's field.
- Publications of theory-based research in high quality refereed journals for the faculty's field.
- Publications of review articles that synthesize and/or apply the existing body of knowledge to advance a new perspective.
- Publications of monographs, chapters, books, and edited books.
- Invited or refereed publications in other types of scholarly research journals.
- Publications in non-refereed venues, such as trade, consumer, or professional practice outlets.
- Presentations at professional conferences which focus on expanding or applying the body of knowledge.
- Development and dissemination of tools, techniques, measures, or instruments to be used in applied settings or research.
- Participation in entrepreneurial activities and technology commercialization related to research including but not limited to patents, licensing materials, external sales, and commercial products.
- Grants, contracts, donorships, and other types of financial sponsorships relevant to the candidate's scholarly activities.
- Illustrations of inter- or multidisciplinary, international, or public engagement research contributions.
- Evidence of engaged scholarship, such as the application of research findings to the community to enhance the lives of society and improve the well-being of underserved or underrepresented groups.

2.3 SERVICE

2.3.1 Defining Service

Service means that faculty as University citizens actively participate in advancing the interests of the School, the College and University for the benefit of the institution, the profession, and the community. Service to the School, the College, the University and the profession is an integral component of a faculty member's professional obligation. A faculty member's participation in the governance of the School, service to the College and University, and service to professional organizations and communities related to the candidate's research enhance the faculty member's professional standing, and bring recognition to the School, the College, and the University.

Institutional service is defined as service related to the function of the University, the College, and the School. Professional service is defined as professional work related to service representing the University at the local, national, and international level. Such service includes physical and intellectual contributions to professional organizations and learned societies, state, and federal agencies, and to the community.

2.3.2 Expectations for Service

A qualitative evaluation of effective service will be guided by answers to questions regarding the candidate's contributions to the institution and professions, such as:

- *Policies*. Has the candidate made contributions toward developing and establishing policies or influencing deliberations?
- *Programs*. Has the candidate made contributions toward developing or achieving more effective programs?
- *Solutions*. Has the candidate made contributions toward anticipating and solving operational problems so that policies are made workable?
- *Organizations*. Has the candidate made contributions through service to professional organizations, editorial or advisory boards, and/or governmental agencies?
- *Communications*. Has the candidate made contributions via the communication of scientific information to the public?
- *Governance*. Has the candidate made contributions to School, College or University governance?
- *Responsible Conduct*. Has the candidate made contributions toward promoting ethical and responsible conduct in research and/or professional practice?

2.3.3 Criteria to Evaluate Effective Service

Candidates must document their contributions to institutional and professional service, and the quality and effectiveness of that service. All faculty members are expected to engage in service activities, but only modest **institutional** service is expected of probationary faculty.

Institutional service activities include, but are not limited to, a faculty member's:

- Service on School, College, and University committees, task forces, or working groups.
- Regular attendance and engagement at All-School, Faculty, or other meetings called by the Director.
- Regular attendance and engagement at meetings of assigned committees, work groups, and/or task forces.
- Authorship of major reports produced by such committees or task forces.
- Participation in meetings, seminars, and workshops at the School or University level.
- Exhibition of leadership toward resolution of School issues or problems.
- Administration of various programs housed within the School.
- Administration of courses that are taught by teaching assistants or adjunct faculty.

- Volunteer service to University student organizations.
- Development of policies, handbooks, procedures, best practices, or other guiding documents.

Professional service activities include, but are not limited to, a faculty member's:

- Holding of office or engagement in leadership roles of professional work at the local, state, regional, national, or international level.
- Service in an advisory role to clubs, organizations, and groups that function in activities akin to the faculty member's expertise.
- Service as a member of a community committee or board.
- Establishment of partnerships, public engagement, community outreach, and research partnerships with the professional community, multicultural groups, and working with underserved or underrepresented groups.
- Participation in international activities and initiatives.
- Service on review panels for grants, fellowships, departmental reviews, and others.
- Engagement in editorial work and/or review of manuscripts in professional and scholarly journals.
- Membership or office in professional and scholarly organizations.
- Presentation of talks, consulting, or conferring on topics relevant to the academic discipline.
- Demonstrations of active engagement in service to the public and/or the community.

3 PROCEDURES FOR ANNUAL REVIEW OF PROBATIONARY FACULTY

At the beginning of a probationary, tenure-track appointment, the Director will review the terms of employment with the probationary faculty. This review will include the following items of discussion:

- Ascertain that credit for prior service has been granted and appropriately recorded, and that there is a common understanding about the maximum length of the probationary period.
- Supplying the candidate with copies of the [Board of Regents Policy: Faculty Tenure](#) (2011), the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#) (2011), and this Departmental 7.12 document *School of Kinesiology Promotion and Tenure: Specific Criteria, Standards, and Procedures*, as required by section 7.12. Discuss with the candidate the application of the criteria for promotion and tenure.
- The first semester of the probationary faculty member's appointment, the Director will meet with the probationary faculty member to establish a mentoring committee for the

probationary faculty member. This mentoring committee will consist of two tenured faculty members in the School and one faculty member outside of the School. One of the two tenured faculty members will serve as the chair. The mentoring committee is expected to meet at a minimum two times per year. One meeting should be to review the probationary faculty member's dossier before it is submitted to the tenured faculty for review each year and the second required meeting should be held within two weeks following the annual review meeting.

- The Director will inform the candidate about the School's procedures for annual review. The candidate must be informed about the annual review process and made familiar with the annual Appraisal of Probationary Faculty (President's Form 12). The candidate must also be informed about their right to inspect the file and right of access to information.

The annual review meeting for probationary faculty members will be held during the first half of spring semester and will be chaired by the Director. Voting will open immediately following the discussion of each candidate via an electronic ballot. All tenured faculty who are present for the meeting (in-person or online) will be required to vote by the end of the meeting. If a faculty member cannot be at the meeting, they will be required to vote within 24 hours of the meeting. The probationary faculty member will provide the tenured faculty members their dossier two weeks prior to the annual review meeting. After the annual review meeting, the Director will meet with the candidate to discuss the candidate's progress toward achieving tenure. The Director will review data, discuss the vote of the tenured faculty meeting regarding the candidate, and outline any other information relied upon during the review process. The Director will add the completed Appraisal of Probationary Faculty form to the candidate's file. These annual appraisals are reviewed by the Dean of CEHD and the Executive Vice President and Provost.

4 GUIDELINES FOR EXTENDING THE PROBATIONARY PERIOD OR STOPPING THE TENURE CLOCK

Probationary faculty may extend the probationary period or stop the tenure clock in accordance with Section 5.5 of the [Board of Regents Policy: Faculty Tenure](#) (2011), see Appendix D. The request to stop the tenure clock must be made in writing to the Director of the School. Faculty who exercise this right will be evaluated according to the numbers of years actually on the tenure track and will not be penalized by additional expectations beyond those for faculty who did not stop the tenure clock.

5 VOTING PROCESS FOR GRANTING TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

5.1 TENURE AND PROMOTION REVIEW MEETING

All tenured faculty members at the Associate Professor or Full Professor level are required to attend tenure and promotion meetings for probationary faculty seeking promotion and tenure and complete the electronic voting within 24 hours of the meeting. The meeting will be held during the first half of fall semester. Faculty members will be provided with the probationary faculty member's dossier two weeks prior to the meeting. The director will chair this meeting. If circumstances prevent a faculty member from attending the tenure and promotion review meetings, the absent faculty member is expected to review the probationary faculty member's dossier prior to the meeting date. Absent tenured faculty members may submit their written evaluative statements relative to the three categories. These statements shall be read at the scheduled faculty review meeting. Absent faculty members will complete the electronic voting within 24 hours of the meeting. Faculty members should not vote unless they are adequately informed.

5.2 DISQUALIFICATIONS FROM VOTING

Persons who are or were closely related to a candidate, or who have or have had an intimate personal relationship with a candidate, must not attend or participate in the meeting where that candidate is being considered. If the candidate (or another member of the tenured faculty) wishes to challenge the participation of any member of the tenured faculty, that challenge must be made in writing to the challenged faculty member and to the Director of the School at least two weeks before the scheduled review meeting, stating the reasons for the challenge and setting forth the relevant evidence. The fact that a member of the tenured faculty has formed a negative view of the candidate's teaching, scholarship, or service during the course of the candidate's career is not a basis for disqualification. In most cases, the Director will decide whether the challenged faculty member may participate in the decision. In cases where the Director is the challenged faculty member, the decision will be made by the Dean, Chancellor, or other Administrator to whom the Director reports. In doubtful cases, the Office of Equal Opportunity and Affirmative Action should be consulted in reaching a decision about disqualification, pursuant to its responsibilities under the [Board of Regents Policy: Nepotism and Personal Relationships](#) (2012) and associated [Administrative Policy: Managing Nepotism and Personal Relationships](#) (2014). The record of the challenge and its resolution will be included in the file forwarded for review. If the challenged faculty member is not permitted to participate in the discussion and vote, that person shall be considered ineligible to vote and therefore shall not count toward the quorum requirement (see [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#), 2011).

5.3 VOTING ON TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

When the formal vote for granting tenure and promotion is taken at any time before the final probationary year, procedures as outlined in Section 2.C of the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#) will be followed. The questions should be as follows:

- Shall the candidate be recommended for tenure and promotion to the next rank? (For untenured assistant professors, or for untenured associate professors considered for tenure and promotion to full professor)
- Shall the candidate be given notice of termination? (For probationary appointments)

5.3.1 Required Majority

A quorum must be present for discussion and vote on promotion and tenure. A quorum is defined as more than 50% of the faculty members eligible to vote on the matter. Except as indicated elsewhere in this document or University policy, the action of the School is based on the majority of those voting on the question. If there is a tie vote, the recommendation is in the negative. In the final year of the probationary period, a tie vote on the question of tenure automatically results in a recommendation for termination of the appointment. Abstentions will be strongly discouraged and will be interpreted as a lack of support for the candidate. The actual vote is to be reported. The report should indicate:

- number of faculty qualified to vote
- affirmative votes
- negative votes
- abstentions
- not voting

A full record of the vote shall be forwarded with the recommendation of the faculty. Each unit recommendation is subject to a second-level review, and then review by the executive vice president and provost (see [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty, 2011](#)).

5.3.2 Recommendation on Tenure and Promotion

Within ten (10) working days following the meeting, a draft of the statement of the voting faculty's recommendation to grant indefinite tenure for each faculty member under review shall be prepared by the Director of the School. The statements shall include the report of the vote of the eligible faculty, the collective rationale for the recommendation by the majority of voting faculty, and the rationale for the dissenting and/or abstaining position(s) of the minority. The Director will also prepare a separate statement indicating agreement or disagreement with the recommendation of the voting faculty.

The drafts of recommendations of the voting faculty will be available for at least five (5) working days during which time faculty members who participated in the review process will have the opportunity to read the recommendation documents and to suggest revisions for the language in each document. Based upon the suggested revisions, the Director will edit the document as appropriate. Every reasonable attempt shall be made to afford the reviewing faculty members an opportunity to read the final drafts before they are distributed to the faculty member under review.

Within fifteen (15) working days following completion of the School recommendation documents, the Director will communicate the recommendation to the reviewing faculty members. A copy of the recommendation document of the voting faculty for each faculty member under review (including the outcome of the vote) and a copy of the corresponding Director's statement will be made available to the particular faculty member under review at least five (5) working days prior to their meeting with the Director.

Each faculty member on review may submit to the Director a written response relative to comments in either the voting faculty recommendation document or Director's statement. After the five-day period, the (a) voting faculty recommendation statement, (b) the Director's statement, (c) the appended responses and/or statements (if any), and (d) the candidate's dossier with all supplementary materials shall be forwarded by the Director to the Dean of the College.

Reconsideration of recommendations shall follow the policies and procedures outlined in the College of Education and Human Development Academic Personnel Policy and Procedures as governed by the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#).

College and University policies concerning the disposition of all material gathered in the reappointment, promotion, and/or tenure review process shall be followed. A copy of the dossier, the voting faculty recommendation document, the Director's statement, and any written responses by the candidate shall be placed in his/her personnel file in the Director's office.

6 PROMOTION TO PROFESSOR

6.1 BOARD OF REGENTS POLICY: *FACULTY TENURE* - SUBSECTION 9.2

The following excerpt is taken from subsection 9.2 of the [Board of Regent's Policy: Faculty Tenure \(2011\)](#).

The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty

members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [FN 7].

[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.

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

[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.

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.

6.2 CRITERIA FOR AWARDED PROMOTION TO PROFESSOR

While considering the full record, the review for promotion to Full Professor will emphasize the work since the previous promotion. In all cases, responsible conduct, meaning adherence to University, College, and School policies and best practices for professional behavior, is expected and evaluated. Evidence supporting promotion to Professor would typically include, but not be limited to:

- Scholarly work with significant visibility and important implications for the discipline.
- Participation on, or leadership of, prestigious regional, national, or international organizations, panels, advisory boards, task forces, symposia, presentations, etc.; invited scholarly lectures or keynotes; scholarly awards for excellence in the discipline, editorship of a prestigious journal.

- Documentation of teaching and mentoring excellence and effectiveness, for example, student course evaluations, student letters, letters documenting peer evaluations of a candidate's teaching; teaching awards; student advising, supervision of undergraduate honors theses and graduate student theses and dissertations.
- Significant record of institutional service and leadership, which includes administrative, committee, and related service to the University, College, and School. 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.

Every four years, Associate Professors will be reviewed by the Full Professors. The Associate Professor will provide the Full Professors with their dossier two weeks prior to the scheduled review meeting. The Director of the School will meet with the Associate Professor within two weeks of the review meeting. During the meeting, the Director will provide feedback based on the review meeting and discuss progress towards promotion to Professor.

6.3 EXPECTATIONS FOR TEACHING AND ADVISING FOR PROMOTION TO PROFESSOR

It is expected that the candidate has exhibited responsible conduct and maintained a consistent record of excellence in teaching, curricular development, and student advising and mentoring, fulfilling the criteria outlined in section 2.1.

6.4 EXPECTATIONS FOR RESEARCH FOR PROMOTION TO PROFESSOR

It is expected that the candidate has exhibited responsible conduct, and documents a strong record of scholarly work and influence according to the criteria outlined in section 2.2. With respect to the University's aim of being a world class research institution, it is expected that a candidate who seeks promotion to Professor has not only achieved national, but also international recognition. Such international recognition should be documented by a record of influential scholarly publications with national and international readerships, by a record of pursuing research funds from funding agencies, sponsorships, or donors, and by a record of invited and refereed scholarly keynotes and other presentations at national and international meetings.

6.5 EXPECTATIONS FOR SERVICE FOR PROMOTION TO PROFESSOR

It is expected that the candidate has a consistent record of responsible conduct and effective University and professional service as outlined in section 2.3. With respect to University service, it is expected that the candidate has demonstrated significant leadership at the School, College and/or University levels. 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.

6.6 PROCESS OF PROMOTION TO PROFESSOR

6.6.1 Promotion Review Meeting

All tenured faculty members at the Full Professor level are required to attend promotion meetings for faculty members seeking promotion to Full Professor and complete the electronic voting within 24 hours of the meeting. Faculty members will be provided with the faculty member's dossier two weeks prior to the meeting. If circumstances prevent a faculty member from attending the promotion meetings, the absent faculty member is expected to review the dossier of the faculty member under review prior to the meeting date. Absent faculty members may submit their written evaluative statements relative to the three categories. These statements shall be read at the scheduled faculty review meeting. Absent faculty members will complete the electronic voting. Faculty members should not vote unless they are adequately informed.

6.6.2 Disqualifications from Voting

All regulations listed in section 5.2 apply.

6.6.3 Voting on Promotion to Professor

The same voting procedures as outlined in section 5.3 will be used for promoting an Associate Professor to Full Professor with the exception that only Full Professors will vote on the Associate Professor wishing to be promoted to Full Professor. When the formal vote for granting promotion to Full Professor is taken, the following question shall be put forward:

- Shall the candidate be recommended for promotion to Full Professor?

6.6.4 Required Majority

A quorum must be present for discussion and vote on promotion. A quorum is defined as more than 50% of the faculty members eligible to vote on the matter. Except as indicated elsewhere in this document or University policy, the action of the School is based on the **majority** of those voting on the question. If the simple majority (more than half the eligible faculty) of the School vote in favor of promotion to the rank of Professor, the School will recommend the candidate's request for promotion. If there is a tie vote, the recommendation will be negative. The actual vote is to be reported. The report should indicate the number of faculty qualified to vote, the number of affirmative and negative votes, the number of faculty who abstained, and the number of faculty who did not vote. Each unit recommendation is subject to a second-level review, and then review by the executive vice president and provost.

7 PREPARATION OF DOSSIER AND REVIEW PROCESS

The following procedures have been developed to facilitate the peer review of faculty accomplishments leading to the recommendations relative to reappointment, promotion in academic rank, and/or the granting of indefinite tenure. The policies and procedures outlined in

this document align with the related sections in the College of Education and Human Development values statement, the [Board of Regents Policy: Faculty Tenure](#) (2011), in particular *Subsection 9.2, Academic Personnel Policy of the College*, and the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#), and any attendant procedures adopted by the University. The step-by-step procedures are summarized below.

- A faculty member who seeks promotion in rank and/or the granting of indefinite tenure formally indicates their intent in a letter addressed to the Director of the School.
- The Director of the School will then notify the office of the Dean about the candidate's intent.
- The candidate will then prepare the dossier and supplementary materials. The curriculum vita (CV) must be prepared in the specific format required by the University.
- Experts external to the University will be invited by the Director to evaluate the credentials of the faculty member under review. The potential reviewers will be selected by the Director. The candidate may recommend experts who are familiar with the candidate's work to the Director. Each individual contacted to serve as an external reviewer shall hold a professional appointment preferably at a major doctoral-granting institution and should be senior in rank to the faculty member on review.
- Upon receipt of the external reviews the appropriate tenured faculty will review the candidate's dossier, supplementary materials, and the external reviews. Tenured faculty with the rank of Associate or Full Professor shall then vote on the request of probationary faculty seeking tenure and promotion to Associate Professor. Only faculty with the rank of Full Professor shall vote on requests seeking promotion to Full Professor.
- After the faculty vote, the Director will prepare a separate written statement that contains the recommendation.
- This recommendation plus the complete dossier of the candidate will be forwarded to the office of the Dean for consideration of the promotion and tenure committee of the College.

8 POST-TENURE REVIEW

8.1 ANNUAL REVIEW OF TENURED FACULTY

Each faculty member will be annually reviewed in the Spring Semester of the academic year to determine performance and possible merit salary increases (see Appendix B). In the fall of 1999 the faculty of the School of Kinesiology delegated the review process on faculty performance, as well as recommendations for salary adjustments, to the Director of the School.

Every year, each faculty member submits an accomplishment report that contains the yearly achievements in the areas of teaching, research, and service that represent the faculty effort for the previous academic year. This includes a summary statement of accomplishments in each of the three areas. Along with this documentation, the Director will also have access to the faculty member's class syllabi and student evaluations. The Director meets individually with each faculty member to review and discuss their accomplishment report. This meeting focuses on both past accomplishments and expectations for the coming year. Such individual reviews usually take place before their final salary recommendations are submitted and thus typically occur within the month following the submission of the accomplishment report.

The Director provides a written summary of each review. A copy of that summary is added to the personnel file of the respective faculty member and is available to the faculty member for review.

8.2 REVIEW OF TENURED FACULTY NOT MEETING MINIMAL STANDARDS OF THE SCHOOL

Minimal standards for tenured faculty for research, teaching, and served are described below.

8.2.1 Research

Minimum standards for publication are met when a tenured faculty member:

- Has authored or co-authored a minimum of two publications per year averaged over three years. Publications "in press," books or book chapters are acceptable.

Minimum standards for securing funding are met when a tenured faculty member:

- Demonstrates having sought and/or secured funding through procurement of grants and/or contracts from internal and/or external sources.

Minimum standards for presentations are met when a tenured faculty member:

- Makes two national or international presentations over two years.

8.2.2 Teaching

Minimum standards for teaching are met when a tenured faculty member (unless on leave or sabbatical):

- Meets workload policy requirements.
- Is physically present in the majority of the classes for the courses to which one is assigned, not counting exam days. Extenuating circumstances must be discussed with the director.
- Maintains an adequate quality of teaching based on a number of criteria such as SRT means and medians, peer evaluation, and objective materials (e.g., syllabus, evaluation rubrics, lecture materials, evidence of giving feedback to students, use of LMS).

Minimum standards for mentoring are met when a tenured faculty member:

- Advises (or co-advises) within a three-year span at least three graduate students. Advising and co-advising is based on the U of M official record of advisers and co-advisers.

- Mentors (or co-mentors) undergraduate and/or graduate students in ways consistent with the school's workload policy.

8.2.3 Service

Minimum standards for service to the department are met when a tenured faculty member (unless on leave or sabbatical):

- Attends every tenured/tenure-track faculty meeting, unless teaching or excused by the director.
- Participates in and contributes to admissions (reviewing files, discussing candidates, and voting).
- Participates in and contributes as delegated to all committee meetings to which they are assigned, unless excused by the committee chair.
- Completes the annual activity report and provides the director with all annual merit review materials as requested, *irrespective of the faculty member being on leave or sabbatical.*

Minimum standards for service to the college or university are met when a tenured faculty member:

- Is willing to serve on collegiate or university governance committees/entities as equitably assigned by the college or the director.
- Is expected to fulfill their responsibilities in their respective professional field, including but not limited to reviewing manuscripts, service on boards, serving as a member of professional associations, and so on.

If as part of the annual review, the Director concludes that a tenured faculty member is repeatedly failing to meet the School's guidelines regarding the expectations relative to teaching, research, and service (7.12 statement), the procedures described in Appendix 9.2.2 will be followed.

If, at the end of the time period for improvement described in the previous paragraph, a tenured faculty member's performance continues to be substantially below the goals and expectations of the unit and there has not been a sufficient improvement of performance, the head of the academic unit and the elected peer merit review committee may jointly request the dean to initiate a special peer review of that faculty member. Before doing so, the dean shall independently review the file to determine that special peer review is warranted (in the case of an academic unit that is also a collegiate unit, the request shall be made to and the review conducted by the responsible senior academic administrator). The special peer review shall be conducted by a panel of five tenured faculty members of equal or higher rank, selected to review that individual. The faculty member under review shall have the option to appoint one member. The remaining members shall be elected by secret ballot by the tenured faculty of the unit. The members of the special review panel need not be members of the academic unit. The special review panel shall provide adequate opportunity for the faculty member to participate in the review process and shall consider alternative measures that would assist the faculty member to improve performance. The tenure subcommittee may adopt rules and procedures regulating the conduct of such reviews. The special review panel shall prepare a report on the

teaching, scholarship, service, governance, and (when appropriate) outreach performance of the faculty member. It will also identify any supporting service or accommodation that the University should provide to enable the faculty member to improve performance. Depending on its findings, the panel may recommend:

- that the performance is adequate to meet standards and that the review be concluded;
- that the allocation of the faculty member's expected effort among the teaching, research, service and governance functions of the unit be altered in light of the faculty member's strengths and interests so as to maximize the faculty member's contribution to the mission of the University;
- that the faculty member undertake specified steps to improve performance, subject only to future regular annual reviews as provided in subsection 7a.2;
- that the faculty member undertake specified steps to improve performance subject to a subsequent special review under subsection 7a.3, to be conducted at a specified future time;
- that the faculty member's performance is so inadequate as to justify limited reductions of salary, as provided in subsection 7a.4;
- that the faculty member's performance is so inadequate that the dean should commence formal proceedings for termination or involuntary leave of absence as provided in sections 10 and 14; or
- some combination of these measures.

The panel will send its report to the dean, the head of the academic unit, and the faculty member. Within 30 work days of receiving the report, the faculty member may appeal to the Judicial Committee, which shall review the report in a manner analogous to the review of tenure decisions (see subsection 7.7).

9 APPENDICES

9.1 APPENDIX A: COLLEGE VALUES STATEMENT TO GUIDE 7.12 REVISIONS

This statement of College of Education and Human Development (CEHD) values is intended to guide the revision of Unit 7.12 statements for promotion and tenure.

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 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 physical, psychological, 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 this model for public engagement, and multicultural and multidisciplinary initiative can be documented, so that excellence in these areas is considered in the context of promotion and tenure.

9.1.1 APPENDIX B: BOARD OF REGENTS POLICY: *FACULTY TENURE* (2011) - SUBSECTION 7A.2 ANNUAL REVIEW [OF TENURED FACULTY].

Each academic unit, through its merit review process (established in accordance with the standards adopted by the senate), annually reviews with each faculty member the performance of that faculty member in light of the goals and expectations of the academic unit established under subsection 7a.1. This review is used for salary adjustment and faculty development. The faculty member will be advised of the evaluation and, if appropriate, of any steps that should be taken to improve performance and will be provided assistance in that effort. If the head of the unit and a peer merit review committee elected for annual merit review within that unit both find a faculty member's performance to be substantially below the goals and expectations adopted by that unit, they shall advise the faculty member in writing, including suggestions for improving performance, and establish a time period (of at least one year) within which improvement should be demonstrated.

9.1.2 Subsection 7a.3 Special Peer Review In Cases Of Alleged Substandard Performance By Tenured Faculty.

9.2 APPENDIX C: BOARD OF REGENTS POLICY: *FACULTY TENURE* (2011) - SUBSECTION 7.12

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

9.2.2 Interpretation 3 of Subsection 7.12 in Board of Regents Policy: Review of Departmental Statements

The faculty of an academic unit are expected to periodically review their criteria for awarding indefinite tenure and for promotion in rank and reflect any new criteria in a revision of their subsection 7.12 Statement. The new criteria and subsection 7.12 Statement must be adopted in accordance with the established procedures of the University, after consultation as required by those procedures. Current probationary faculty in the unit may elect to be evaluated on the criteria for tenure and promotion in the previous subsection 7.12 Statement or on the new criteria. This option is also available to current tenured faculty in their evaluation for promotion to the next level. Probationary or tenured faculty must make this decision within one year of the date of administrative approval of the new criteria.

9.3 APPENDIX D: BOARD OF REGENTS POLICY: *FACULTY TENURE* (2011) - SUBSECTION 5.5

9.3.1 Subsection 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 executive vice president 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 executive vice president 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 executive vice president 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 executive vice president 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.