

**Standards for Promotion and Tenure  
Required by Section 7.12, Regents Policy on *Faculty Tenure***

**Department of Anthropology College of Liberal Arts**

*Approved by the Faculty of the Department of Anthropology on March 14, 2022*

*Approved by the Executive Vice President and Provost on August 9, 2023*

**I.      Introductory Statement**

This document describes with greater specificity the indices and standards that will be used by the Department of Anthropology to determine whether candidates meet the University of Minnesota's general criteria for indefinite tenure set out in section 7.11 of the Regents Policy on *Faculty Tenure*, as well as the indices and standards for promotion to the rank of professor as they are set out in Section 9.2 of the same Regents policy. For a complete overview, the reader is advised to review Sections 7 and 9 in their entirety. This document is also consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

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

- annual review of probationary faculty
- recommendation for awarding indefinite tenure
- recommendation for promotion
- annual performance appraisal for post-tenure review according to Section 7a of the Regents Policy on *Faculty Tenure*

**II.     Departmental Mission Statement**

Anthropology is the study of culture, biology, and evolution as they are manifested in the social practices, languages, expressive forms, and material cultures of human societies, past and present. Anthropological research, writing, and teaching encourages appreciation of cultural differences and our common humanity, as well as critical perspectives on our own society and values. In its educational and research mission, the Department of Anthropology at the University of Minnesota promotes such understandings and critical perspectives. The department offers Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Arts (M.A.), and Doctoral (Ph.D.) degrees.

The goal of the Department is to meet consistently the highest professional standards in the execution of this mission. The objectives of the department are: (1) to contribute in significant ways to the liberal arts education of students throughout the University; (2) to provide instruction and support to undergraduate anthropology majors to enable them to think critically and write effectively about society and culture, to move expeditiously through the program leading to a Bachelor's degree in the College of Liberal Arts, and to utilize their anthropological training in graduate school or in their working lives; (3) to provide highly

qualified graduate and professional students with anthropological training and mentoring that will enable them to become outstanding professionals; (4) to promote excellence in faculty and graduate student research, leading to the publication of research results.

As part of its research and teaching mission, the Department recognizes a responsibility to maintain and conserve its archaeological and ethnological collections and acknowledges the responsibility of each faculty member to contribute in relevant ways to the College of Liberal Arts, the University, and broader communities in Minnesota.

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

The tenured faculty of the Department of Anthropology 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*. This rigorous evaluation considers all aspects of scholarship, teaching, and service, aiming to document both the strengths and weaknesses in the probationary faculty member's record. Based on this review, the tenured faculty will recommend continuation or termination of the probationary member's contract. The chair of the department prepares a written summary of that review on Form UM12 and subsequently meets with the faculty member to discuss the contents of the summary and progress toward tenure and promotion. The completed Form UM12 is signed by the chair and by the faculty member, who also receives a copy, and the signed form is forwarded to the College for signatures from the Dean of the College of Liberal Arts and from the Executive Vice President and Provost.

When continuation is recommended during the probationary period, a formal action on tenure and promotion is not required until the 6th year of the probationary period. If a recommendation is made in favor of early tenure, a process for formal action will be initiated immediately. Procedures for taking formal action comply with Section 7.2 of the Regents Policy on *Faculty Tenure* (effective June 8, 2007). A recommendation for the termination of a probationary, tenure-track faculty member prior to the decision year will be followed by a formal review process which conforms with Section 6.2 and Section 7.4 of the Regents Policy on *Faculty Tenure*.

The process for evaluating a probationary faculty member for tenure and promotion will include the following: 1) a file-manager will be named from the tenured faculty, and a committee will be established to assist in assembling the supporting record and preparing a dossier on behalf of the candidate; 2) the tenured faculty in the department will meet to vote on a slate of external reviewers; for candidates holding a joint appointment with another unit, the chair or director of that unit will be asked to submit a letter representing their unit's evaluation of the candidate; 3) the dossier and supporting material will be submitted to the department for review and discussion by tenured faculty; 4) a vote will be cast by a written unsigned ballot with action taken by a majority decision from the voting tenured faculty; 5) a written report of the vote and summary of faculty views, both for and against promotion and tenure, will be written by the file-manager and transmitted to department chair; 6) after receiving the faculty report, the department chair will write a separate statement for or against the candidate's tenure and promotion; 7) the department chair will meet with the candidate to

convey the results of the evaluation; 8) the candidate may then inspect the entire file and provide a written response if the candidate so chooses; 9) the file, department vote and written summary, the statement of the chair, and the response of the faculty member, if any, are then forwarded to the college for further review. At the candidate's request, faculty members from departments related to the candidate's disciplinary focus may also be invited to participate in this process in a voting capacity. In such cases, the department and/or the dean submits a written request to obtain authorization from the executive vice president and provost. The request must identify the faculty member under consideration and give the name(s) and appointment homes of those faculty members who will be asked to vote on the candidate and the reasons for including them.

In accordance with Section 5.5 of *Faculty Tenure*, the probationary period may be extended, by one year at a time, at the request of the faculty member for childbirth/adoption, caregiver responsibilities, or medical reasons. The criteria for evaluation of faculty who have had their probationary period extended are no different than the criteria for faculty who do not have an extension of the probationary period. Extension of the probationary period in accordance with Section 5.5 may not be a factor in the evaluation. [See Appendix A for Section 5.5 of the Regents Policy on *Faculty Tenure*.]

#### **IV. University Standard – General Criteria for Tenure**

##### **Regents Policy on *Faculty Tenure*, Section 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 [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

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

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

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

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

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

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

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

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

## **V. Departmental Criteria for Tenure – Research and Scholarship**

Candidates for indefinite tenure must have established a distinguished record of academic achievement and must show evidence of continued academic distinction.<sup>1</sup> There must be a strong and sustained body of evidence that reveals accomplishment and promise through publication, presentation, exhibition, and/or performance, but can also encompass activities that lead to the public availability of products, practices, technologies, and ideas that have significance to society. Scholarship must reveal a solid grounding in and an original contribution to bodies of substantive, critical, theoretical, applied, or creative knowledge engaging primarily with the discipline of anthropology and affiliated disciplines or interdisciplinary fields in which the candidate has background and training.

A “distinguished” record is prominent and conspicuous by its excellence, which is not simply

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<sup>1</sup> Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, though this is not a requirement. Additionally, tenure may be conferred on an associate professor with a probationary appointment.

a consideration of quantitative measures but also the qualitative evaluation of department faculty and external reviewers of the quality, impact, and transformative nature of the scholarship. A candidate must have produced a body of research that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within his or her domain of research. Quality of research or artistic achievement is more important than quantity.

### **Relevant Forms of Evidence**

The candidate must establish quality, productivity, visibility, and promise.

(A) Evidence of excellence in research and scholarship is provided by the candidate's record of publication, performance, exhibition, reports, and legal or government documents related to the candidate's area of expertise. This record is assessed both internally, by the Department and the College, and externally, by a panel of recognized experts from outside the University, to determine whether it is openly available, scholarly, creative, and of high quality and significance. At least half of this panel, but no fewer than four members, will have no direct interest in the tenure or promotion of the candidate. (See Section 12 of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* for details about reviewers.) The following points guide the assessment of the candidate's record:

1. "Openly available" research or artistic practice implies distribution, which includes traditional and electronic publication as well as delivery through other media, such as audio and video recording, or publicly accessible live performance, exhibition, or expert testimony to a court or government proceeding.
2. Scholarly publication can take many forms; among these are original articles and books, book chapters, edited collections and anthologies, critical editions, encyclopedia articles, translations, commentaries, reviews, integrative textbooks that advance the discipline, published lectures, curated datasets and databases, software, and software routines. Scholarly publication may also include the completion of work in the form of public reports or legal documents for the express use of a government or community agency that is related to the candidate's scholarly expertise and training.
3. Peer-reviewed publications will receive greater weight than publications that were not peer reviewed. Publications by eminent presses and those appearing in journals, series, or volumes that have stringent peer review and major disciplinary significance generally receive the most weight. The Department of Anthropology also recognizes the importance of engaging and supporting scholarship in areas where faculty members work. Targeted publications and translations in such regional venues are also valued and the rationale for their placement must be specifically described in the candidate's file.
4. Exhibition, recording, or broadcast at venues, studios, labels, and networks with national or international stature generally receive more weight than those at venues with regional or local stature. Regional or local events may receive equal weight when they engage communities wherein the candidate's research is situated.
5. A written work is considered published when it satisfies two standards: it is under contract and in production. The candidate is asked to produce the actual contract or another form of evidence showing the work has been accepted for publication. A

book, journal article, or book chapter will be considered in production when written communication from the director or editor states that: a) the work has gone through all rounds of reviews; b) all corrections/revisions have been completed; c) the completed revised manuscript is in the hands of the press and/or journal; d) the press or journal has put it on a production schedule. Productions and other scholarly output may be considered complete after their first public performance, exhibition, or release.

6. Work under review and work archived as a preprint may be considered; these categories receive less weight than published or completed work.
7. Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.
8. For all multi-authored or collaborative works, the file must specifically describe the candidate's contribution.
9. Quality is more important than quantity, but the candidate must present a substantial body of achievement. Ordinarily, a candidate for tenure must present a published book or monograph or an equivalent set of published articles or completed scholarly products in one's area of specialization.

(B) Evidence of the candidate's visibility is chiefly provided through the following (unordered):

1. National or international awards and honors.
2. Presentations at scholarly conferences or major performance or exhibition venues (especially refereed or invited presentations).
3. Service as editor of national or international professional journal.
4. Invitations to serve as a peer-reviewer.
5. Organization of scholarly conferences or artist's symposia/workshops.
6. Active participation on editorial boards or on national boards of arts organizations.
7. External and internal funding for research or production.
8. Invited scholarly / artistic presentations in prestigious seminars and workshops.
9. Invited testimony before governmental agencies.

(C) Evidence of promise of a strong future record is shown through the following:

1. Development of an independent body of work beyond the final degree, with significance in the discipline of anthropology and resonating in that or other disciplines and interdisciplines related to the candidate's training and/or expertise.
2. Sustained and continuous growth in significant scholarly output.

## **VI. Departmental Criteria for Tenure – Teaching**

Candidates for indefinite tenure must be effective teachers.<sup>2</sup>

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise

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<sup>2</sup> See footnote 1 above.

and an ability to transmit such knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

“Teaching” is not limited to classroom instruction. It includes other forms of communicating knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring, or advising graduate or undergraduate students whether individually or in groups. Faculty members are also expected to be accessible to students in their courses for consultation at regularly scheduled office hours.

### **Relevant Forms of Evidence:**

1. Faculty peer review: Methods of evaluation include direct classroom observation of at least two courses, review of syllabi, statements of goals and objectives, methods employed, assignments, exercises, and examinations prepared for courses.
2. Review of contributions made to the curriculum of the unit, such as development of courses, course sequences, new areas of instruction, major/minor sequences, substantive refinements of courses, and uses of new technology. Such contributions may be made individually by the candidate or result from participation in committees or workshops devoted to curriculum development and assessment.
3. Development of instructional material, including but not limited to computer software, compilations of readings, analytical routines, experimental/replicated collections of physical materials for laboratory assignments, course guides for Independent Study courses, websites and other internet resources, and publication of textbooks.
4. Evidence of professional development efforts aimed at improving one's teaching.
5. Student Ratings of Teaching: The primary method of student rating of teaching is through course rating forms.
6. Evidence of effective undergraduate advising and mentoring outside of the classroom: for example, evidence concerning the number and quality of Honors theses, Directed Research/Study, Independent Study, UROP projects, field schools, The Bachelor of Individualized Study (BIS), Individually Designed Interdepartmental Major (IDIM) mentorship, and Capstone Projects overseen by the candidate.
7. Evidence of effective student advising and mentoring at the graduate/professional level: for example, evidence concerning advising at the Master's and Ph.D. level, thesis and dissertation supervision, Ph.D. oral and written preliminary exam participation, and professional development and job placement activities.
8. Teaching awards and other formal recognitions of teaching excellence.
9. Grants for curricular development or for the preparation of instructional materials.
10. Noteworthy contributions to the teaching and advising mission of the unit, such as service as Director of Undergraduate Studies or Director of Graduate Studies.

*N.B.* Prior Service. Candidates who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and for which service has reduced the

maximum period of probationary service at Minnesota, should provide as much documentation from those previous institutions as possible, including any and all of the above listed forms of evidence.

## **VII. Departmental Criteria for Tenure – Service**

“Service” means that faculty as University citizens actively participate in advancing the interests of the Department of Anthropology, the College, and the University for the benefit of the institutions, the profession, and the community.

Service to the Department of Anthropology, the College of Liberal Arts, the University of Minnesota, and to the profession is an integral component of a faculty member's professional obligation. A faculty member's participation in the governance of institutional entities and professional organizations, and service to wider communities related to the candidate's research, enhances the faculty member's professional standing, and brings recognition to the Department, the College, and the University. Service is recognized as a significant contribution by faculty and is considered during tenure deliberations.

An important expectation in the granting of indefinite tenure in the Department of Anthropology is also engagement with communities in which faculty members' research is situated. The degree of involvement will naturally differ according to the backgrounds and skills of faculty members, and to the nature and subjects of their work.

While not a substitute for scholarship or teaching in the overall evaluation of candidates seeking promotion and indefinite tenure, service is nevertheless an important component of the portfolios and in the professional activities of faculty members.

### **Relevant Forms of Evidence:**

(A) Examples of service to the institution include but are not limited to:

1. Participation in the administration and governance of the institution
2. Participation in department, college, and university committees
3. Administrative appointments in the department, college, and the university
4. Active participation in departmental, collegiate, or university conferences or symposia

(B) Examples of service to the profession include but are not limited to:

1. Officer or board/committee member in a state, national, or international professional society
2. Election to prestigious state and national organizations that recognize excellence within the discipline
3. Consultant or referee for professional publications
4. Reviewer for grant or fellowship applications
5. Panel reviewer or juror for exhibitions or performances
6. Consulting services to professional organizations and government agencies
7. Panel, workshop, colloquium, conference, or symposium organizer



8. Academic program reviewer for other units or institutions

(C) Examples of service to and engagement with the community include but are not limited to:

1. Outreach to K-12 schools, other institutions, and similar forms of public engagement
2. Consultancies with or leadership positions in international, governmental, and non-profit organizations
3. Providing lectures, commentary, exhibits and programs for the general public, and for general circulation print and broadcast media.
4. Publication of general interest essays, articles, or opinion pieces in newspapers, magazines, online venues, and other public information outlets

### **VIII. University Standard – Criteria for Promotion to Professor**

#### **Regents Policy on *Faculty Tenure*, Section 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 [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

#### **Regents Policy on *Faculty Tenure*, Footnotes to Section 9.2**

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

[9] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

## **IX. Departmental Criteria - Promotion to Professor**

Promotion to Professor indicates the attainment of distinction within Anthropology and the highest academic achievement. Promotion to Professor is based on attaining a national or international scholarly reputation through: significant scholarly publication, exhibition, and/or creative achievements in the individual's area of specialization; continued effective teaching and contributions to instruction, advising, and mentoring; and, enhanced service to the Department, College, University, and the profession. All 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*).

### **Procedures for Promotion to Full Professor**

The candidate, the department chair, or the department's full professors may request that a candidate be considered for promotion to the rank of Professor by the department's full professors. If a faculty member is recommended by the full professors for formal review for promotion, the following steps will be taken: 1) a committee will be formed to assist in assembling the supporting record and preparing a dossier on behalf of the candidate; 2) department members holding the rank of Full Professor will meet to decide on a slate of external reviewers; for candidates holding a joint appointment with another unit, the chair or director of that unit will be asked to submit a letter representing their unit's evaluation of the candidate; 3) once external reviews have been received, the candidate's dossier and supporting material will be submitted to the Full Professors in the department for review and discussion; 4) this group will vote by written unsigned secret ballot with action taken by a majority decision; 5) a report of the vote and a summary of faculty views both for and against promotion will be written by the file manager; 6) after the discussion and vote of the faculty, the department chair will write a separate statement for or against promotion; 7) the candidate may then inspect the entire file and, if desired, provide a written response; and 8) the file, the faculty vote and written summary, the chair's statement, and the response of the faculty member, if any, are then forwarded to the college for further review. At the candidate's request, faculty members from departments related to the candidate's disciplinary focus may also be invited to participate in this process in a voting capacity. In such cases, the department and/or the dean submits a written request to obtain authorization from the executive vice president and provost. The request must identify the faculty member under consideration and give the name(s) and appointment homes of those faculty members who will be asked to vote on the candidate and the reasons for including them.

### **Relevant Forms of Evidence:**

The forms of evidence used to justify promotion to Professor are the same as those used to justify promotion to Associate Professor in the areas of research, teaching, and service. A higher level of achievement in all three domains, as measured by the distinction, significance, and impact of the scholarship, teaching, and service, is required. Regular, high-quality teaching and advising of Master's and Doctoral students, in addition to undergraduate instruction and advising, is expected, and service contributions to the Department, College, University, profession and affiliated research communities should be substantial and

significant.

## **X. Review of Tenured Faculty Performance**

### **Introductory Statement**

Section X of this document, Review of Tenured Faculty Performance, is an implementation of the University of Minnesota Regents' Policy on *Faculty Tenure* (Section 7a), as described in detail in Section VI., Annual Review of Tenured Faculty (Post-Tenure Review), of the administrative policy, *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

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## **Goals and Expectations for Tenured Faculty**

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the Department of Anthropology has established the following goals and expectations for tenured faculty. The goals and expectations for tenured faculty in the Department are similar to the criteria for tenure and promotion to Associate Professor, and for promotion to Professor.

### *Expectations Regarding Scholarship*

Research, publication, and other scholarly outputs are vital components of the responsibilities of tenured faculty. It is expected that tenured faculty will become and remain leading and influential scholars in their fields of specialization. Satisfactory scholarship is understood as involvement in an explicit research program, periodic publication of peer-reviewed works, presentations at scholarly conferences, and success at securing research funding within and outside the University. While the extent and nature of research activity may vary over time, within any given period of three years tenured faculty should normally be able to report a total of at least two substantial accomplishments within one or more of the following categories:

1. Publication (or submission) of a scholarly book, article, book chapter, encyclopedia article, review, bibliography, translation, or similar
2. Publication (or submission) of an edited scholarly volume, encyclopedia, reference work, curated dataset or database, software, or analytical routine
3. Refereed or invited scholarly/artistic presentation at a major conference or academic institution
4. Organization of a scholarly conference, symposium, workshop, or panel, or exhibit at a museum or major performance or exhibition venue
5. Active engagement in one or more research projects alone or in collaboration
6. Receipt of a prestigious external grant or fellowship

### *Expectations Regarding Teaching*

Tenured faculty will offer courses at both the undergraduate and graduate levels at workload levels established by the College. At the undergraduate level, the faculty member will offer well-constructed and clearly presented courses based upon current scholarship. These courses will include both general department courses and specialty courses in the faculty member's field. Faculty members will also be accessible to students in their courses for consultation at regularly scheduled office hours. At the graduate level, faculty will guide students and communicate the current state of knowledge in their fields of specialization. Faculty members will offer graduate proseminars and research seminars on a regular basis as required or justified by the department program and student interest. They will also advise Master's and Doctoral students and direct them in thesis and dissertation research. Documentation of effectiveness in teaching and advising will be based on the criteria stated above for tenure.

### *Expectations Regarding Service*

Tenured faculty members will remain actively involved in all aspects of the profession. They are expected to participate in scholarly meetings with reasonable frequency and engage in such activities as editorial service for professional journals, conference planning, and service

in professional associations. Professional service also includes the evaluation of manuscripts submitted to scholarly journals and presses; assessment of applications to national grants agencies; and involvement in the evaluation of scholarship and standing of individuals for tenure and promotion considerations at other institutions.

Tenured faculty members are also expected to contribute regularly to the governance and administration of the Department, College, and University. They will attend and participate in regular and special department faculty meetings and especially those dealing with tenure, promotion, and the appointment and retention of faculty; serve effectively on various committees as elected or appointed; and agree to accept administrative assignments. In all of these endeavors the quality of involvement is paramount.

Tenured faculty members will also continue to be involved in community service and public engagement as described under the criteria for tenure. As relevant to the nature and subject of their work, tenured faculty members will continue their service efforts toward and engagement with those communities where their research is situated.

### **Annual Post-Tenure Review Process**

The Department of Anthropology expects that its tenured faculty will be regularly active in all three domains: scholarship, teaching, and service. As one stage of the annual merit review of the faculty, the tenured members of the department's Merit Review Committee will examine each tenured faculty member's performance over a three-year rolling window. If, in the annual review, a tenured faculty member's performance over the three-year window appears to be substantially below the stated Goals and Expectations of Tenured Faculty, the tenured members of the Merit Review Committee will report this judgment to the chair of the department. In accordance with Section 7a.2 of the Regents' Policy on *Faculty Tenure*, a faculty member who, in the opinion of both the tenured members of the Merit Review Committee and the department chair falls substantially below the goals and expectations in one or more of those domains, will be informed in writing in a letter cosigned by the tenured members of the Merit Review Committee and the department chair of her/his/their performance and will be informed of steps that should be taken to improve and meet the department's goals and expectations in all three domains within a specified period of time, no less than one year from the date of the letter.

Within two weeks of receiving this letter, the faculty member may communicate to the chair, in writing, relevant information to dispute the judgment of the tenured members of the Merit Review Committee. The chair will also meet individually with the faculty member whose work is alleged to be substandard in order to discuss the means of improving the faculty member's performance to acceptable levels. During the following year, the chair and the tenured members of the Merit Review Committee will work with the faculty member to improve performance and remedy perceived deficiencies.

At the end of the specified time, both the chair and the tenured members of the Merit Review Committee will again review the faculty member's performance. If they again find that performance is substantially below the goals and expectations of the department, they may ask the dean to initiate a special peer review of that faculty member. To commence this process, the chair of the department and the tenured members of the Merit Review Committee will send a letter or memorandum to the dean and to the faculty member, setting out their findings with a copy of the documents they have reviewed.

### **Special Post-Tenure Review Process**

The special peer review of a tenured faculty member at the dean's level follows the process outlined in Section 7a.c of the Regents' Policy on *Faculty Tenure*.

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

**5.5 Exception For New Parent Or Caregiver, Or for Personal Medical Reasons.**

The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

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

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

Appendix B – Section 7.12 of the Regents Policy on *Faculty Tenure*

**7.12 Departmental Statement.** [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with 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.