

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

Department of Geography, Environment, and Society
College of Liberal Arts

Approved by the Faculty of the Department of Geography on November 6, 2009
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I. Introductory Statement

This document is intended to specify the indices and standards to be used by the Department of Geography to determine whether candidates meet the University of Minnesota's general criteria for indefinite tenure as they are set out in section 7.11 of the University of Minnesota 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 reviews 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. Mission Statement

The Department of Geography, Environment and Society is dedicated to the creation and dissemination of geographical knowledge that shapes the discipline and grounds our teaching. We focus on exploring the complex relationships between society and nature, people and places, and the causes and impacts of environmental change through disciplinary and interdisciplinary research and community-engaged scholarship. We provide high-quality teaching and advising to prepare our students to be leaders and spatial thinkers in the diverse world in which we live. We are committed to serving our local, national, and global communities.

III. Annual Reviews of Probationary Faculty

The tenured faculty of the Department of Geography 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*. The chair of the department prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate.

This written summary is provided on UM Form 12 and is signed by the candidate, the chair of the department, the Dean of CLA, and the Executive Vice President and Provost.

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 the candidate's 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

To receive indefinite tenure, a faculty member will be expected to have demonstrated professional distinction in scholarly research and to show evidence of continued academic distinction.¹

To achieve a “distinguished” record, a candidate must have produced a body of research or artistic achievement that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within their domain of professional practice . Research is not limited to traditional publication but also encompasses activities that lead to the public availability of products, practices, technologies, and ideas that have significance to society. The department recognizes the value of basic and applied research, theoretical and empirical research, disciplinary and interdisciplinary research, as well as research that is publicly engaged. It acknowledges that certain research undertakings anchored in primary data collection and development may have longer gestation periods. Quality of research or artistic achievement is more important than quantity.

Documentation

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

¹ Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, although tenure may be conferred on an associate professor with a probationary appointment.

(A) Evidence of the quality of the candidate's contribution to knowledge in their fields of expertise is provided by the candidate's research, performance, and/or publication record. This record is assessed both internally, by the department and the college, and externally, by recognized experts in the candidate's area of expertise from outside the University, to determine whether it is openly available, scholarly, creative, and of high quality and significance. (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 other media such as audio and video recording, or publicly available live performance or exhibition, or research products such as data, source code, or patents..
2. Scholarly publication can take many forms; among these are original research articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, textbooks that advance the discipline, replication and reproducibility studies, and published lectures, data source code, patents, or other research products.
3. Artistic practice also takes many forms; among these are development of new works, curating exhibitions, one-person or collaborative/group exhibitions, one-person or ensemble live performance, and production of audio or video recordings.
4. Research and/or artistic practice is valued that engages a diverse public or student population or that contributes to the knowledge of diversity, equity, and inclusion.
5. Peer-reviewed publications are given more weight than other publications, although invited, editor reviewed publications of high quality and impact are also highly valued. Publications that have major significance in the candidate's field(s) generally receive the most weight..
6. Artistic performances, exhibitions, recordings, or broadcasts at venues, studios, labels and networks with national or international stature generally receive more weight than those at venues with regional or local stature, as do activities that are jury selected or invited.
7. A written work is considered to be 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 a director or editor states in writing that: a) the fully completed/revised manuscript is in the hands of the press or journal; b) the press of journal has put it on a production schedule.
8. Research products such as data, source code, or methods are considered published when they are publicly available. Often, they are made available through appropriate repositories, such as the Data Repository for the U of M (DRUM), and typically but not always are registered with a persistent Digital Object Identifier (DOI) aiming to meet findability, accessibility, interoperability, and reusability (FAIR) principles.
9. An artistic production may be considered complete after its first public performance or exhibition, or once the work is recorded and broadcast. Proof of contract to perform, exhibit, or broadcast will be considered but, in general, will be weighted less than the actual event.
10. Work under review may be considered; this category receives less weight than published or completed work.

11. Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.
12. For all multi-authored or collaborative works, the file must specifically describe the candidate's contribution. It is understood that in some areas of the discipline, multi-authored works are common.
13. While quality is more important than quantity, the candidate must present a substantial body of achievement. Furthermore, while solely non-peer reviewed work of high quality is not sufficient for tenure, such materials in concert with a preponderance of peer-reviewed work may contribute to the making of a substantial body of achievement.

(B) Evidence of visibility is chiefly provided through selections of 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 or on the editorial board of a national or international professional journal, or as guest editor of a special issue of such a journal.
4. Organization of scholarly conferences, conference sessions, or artist's symposia/workshops.
5. Active participation on editorial boards, community engagement boards, scientific advisory boards, national boards of arts organizations, or leadership positions in other such organizations.
6. External and internal grants and fellowships, as appropriate for an individual faculty member's research productivity.
7. Invited scholarly/artistic presentations.
8. Translations, reprints, and citations or reviews of a candidate's work.
9. Alternative metrics (i.e., altmetrics) such as mainstream and social media mentions or comments, public policy documents, downloads, and page views.

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

1. Development of an independent body of significant work beyond the final degree.
2. Sustained growth in significant research/artistic practice and creative work.

VI. Departmental Criteria for Tenure – Teaching

It is expected that every faculty member in the Department of Geography, Environment, and Society is an effective teacher. Instruction at both the undergraduate and graduate levels is expected, as is familiarity with the current state of disciplinary thought. It is understood, however, that the balance of undergraduate and graduate instruction may vary according to departmental needs and the individual faculty member's area of expertise and fluctuations in graduate cohort sizes.

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise 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 credit-producing classroom instruction. It encompasses other forms of communication of knowledge (both to students registered in the University and to persons in the extramural community) as well as the supervision, mentoring or advising of individual undergraduate students, graduate students, or postdoctoral scholars, whether individually or in groups. Effectiveness in teaching may be enhanced by the candidate's participation in teaching enrichment programs and training workshops. Effectiveness in teaching will be determined by the consideration of the following:

Documentation

1. A review of courses taught. Particularly important are service courses (i.e., large enrollment courses, required courses, or courses playing an especially important role in the curriculum) and/or courses development or substantially revised by the candidate. Such review will include review of course syllabi, statements of goals and objectives, and methods employed, as well as assignments and examinations prepared for the course.
2. A review of any contributions made to the curriculum of the Department (development of courses, course sequences, new areas of instruction, major/minor sequences, substantive refinements of courses, including uses of new technologies, etc.). These contributions may be made individually by the candidate or result from his or her participation in committees or workshops devoted to curriculum development and assessment.
3. Evaluation by tenured peers. In consultation with the candidate, the department will arrange for peer review evaluations from at least two tenured faculty members who have observed two different courses (where applicable, these should be one undergraduate and one graduate course).
4. Development and review of instructional material, including but not limited to computer software, compilations of readings, course guides for Independent Study courses, and publication of textbooks.
5. Student rating of teaching. Student rating forms from all courses taught during the probationary period must be retained and submitted. The primary method of student rating of teaching is through course rating forms. Additionally, evaluations may be obtained from students once they have graduated.
6. Review of the quality of and contribution to undergraduate student advising and the direction of independent research projects and honors theses.
7. Review of efforts to mentor students and postdoctoral scholars from underrepresented backgrounds to help them achieve success.
8. Review of the quality and effectiveness of the candidate's contributions to the mentoring or supervising of graduate students in their scholarship and teaching. For example, evidence concerning advising at the Master's and Ph.D. level, Plan B paper and dissertation supervision, Ph.D. oral and written preliminary exam participation, and professional development and job placement activities.

9. Review of efforts to impart teaching skills to teaching assistants, lab instructors, postdoctoral scholars, or faculty peers.
10. In cases of team-taught courses, a description of the faculty member's specific contributions and level of participation.
11. Receipt of teaching awards and other formal recognitions of teaching excellence.
12. Any other contribution to the teaching mission of the Department, such as service as Director of Undergraduate Studies, Director of Graduate Studies, or as leader of teaching and professional development workshops within the program, University, profession, or community.
13. Receipt of grants for curricular development or for the preparation of instructional units. Grants alone, however, do not suffice; the successful completion of the project shall also be considered.
14. Efforts in one's teaching and advising practice, in any of the above, to contribute to the Department's, College's, and/or University's mission to enhance the diversity of, equitable treatment of, and inclusivity of the student body.

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, the college and University for the benefit of the institution, the profession and the community.

Service to the Department of Geography, Environment, and Society, 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 Department of Geography, 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 Department, the college, and the University. Service, while expected to be modest for probationary faculty and usually weighted toward the Department and profession, is recognized as a significant contribution by faculty and is considered during tenure deliberations.

Documentation

(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 University conferences or symposia that address the mission, goals, or work of the University.

5. Service on departmental-, college-, or university-level committees and working groups devoted to increasing diversity, equity, and inclusion.
6. Diversity-, equity-, and inclusion-related work regarding program development, event planning, and related activities.

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

1. Officer or board member in a state, national, or international professional society.
2. Election to prestigious state and national organizations that recognize excellence within the discipline.
3. Editorship or editorial board membership of professional journals, or guest editorship of special issues of such journals.
4. Consultant or referee for professional publications.
5. Reviewer for grant or fellowship applications.
6. Panel reviewer or juror for exhibitions or performances.
7. Consulting services to professional organizations and government agencies.
8. Reviewer for tenure and promotion cases at other universities or colleges.
9. Reviewer for academic programs at other universities or colleges.
10. Service to professional organizations, journals, academic programs, or other colleges and universities which furthers greater diversity, equity, and inclusion.

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

1. Outreach to K-12 schools and community teaching.
2. Public writing.
3. Organization of conferences or events to which the general public is invited.
4. Community-university research, action research, and publicly- or community-engaged research.
5. Consultancies with non-profit organizations.
6. Providing expert testimony.
7. Outreach to or other engagement with communities which furthers diversity, equity, and inclusion in society.
8. Other forms of public engagement, either locally, nationally, or internationally.
9. Facilitating opportunities for students and academics in countries or regions that have historically not been included in mainstream research.

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 for Promotion to Professor

Promotion to Professor indicates the attainment of distinction within one’s field and the highest academic achievement. Any candidate for promotion must have attained national or international recognition based on the high quality of their research contributions to the discipline. They must also be distinguished through the quality, substance, and high standards of his or her teaching and advising, and continued effective service to the Department of Geography, Environment, and Society, the 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*).

Documentation

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 substantial body of high quality research is expected since the last promotion. Regular, high-quality teaching and advising of graduate students, in addition to undergraduate instruction and advising, is expected, and service contributions to the department, college, University, and profession should be substantial and significant. It is understood that the balance of undergraduate and graduate instruction and advising may vary with a faculty member’s expertise, the fluctuating size of student cohorts, and departmental needs.

X. Review of Tenured Faculty Performance

Introductory Statement

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

Goals and Expectations for Tenured Faculty

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the Department of Geography, Environment and Society has established the following goals and expectations for tenured faculty. Refer to Section IX for criteria for promotion to professor.

Expectations Regarding Research and Scholarship

Tenured faculty in the Department of Geography, Environment and Society are expected to continue to be recognized and remain visible within their domain of research or artistic practice and to continue to produce a body of work that is openly available, scholarly, creative, and of high quality and significance. Evidence for continued recognition and visibility in research and scholarship includes:

1. Scholarly publication such as original research articles and books, book chapters, edited collections, replication and reproducibility studies, data source code, patents, or other research products.
2. Scholarly presentations such as at professional conferences or invited lectures.
3. Artistic performances, exhibitions, recordings, or broadcasts.
4. External and internal research grants and fellowships.
5. Public engagement that stems from the faculty member's research expertise such as media interviews, panel discussions, or public policy documents.
6. Awards or honors for research or artistic practice.
7. Organization of scholarly conferences, conference sessions, or symposia/workshops.
8. Providing expert testimony.
9. Service as editor or on the editorial board of a professional journal, or as guest editor of a special issue of such a journal.
10. Consultant or referee for professional publications.
11. Active participation on editorial boards, community engagement boards, scientific advisory boards, boards of arts organizations, or leadership positions in other such organizations.
12. Alternative metrics (i.e., altmetrics) such as mainstream and social media mentions or comments, downloads, and page views.

Over the course of five consecutive years, tenured faculty are expected to engage in at least three different activities selected from the list above, as evidence for continued recognition and visibility in research and scholarship.

Expectations Regarding Teaching

Tenured faculty are expected to remain effective teachers and to be actively engaged in the communication of knowledge and the supervision, mentoring, or advising of graduate and undergraduate students. Tenured faculty will offer courses at both the undergraduate and graduate levels at workload levels established by the College. It is understood, however, that the balance of undergraduate and graduate instruction may vary according to departmental needs and the individual faculty member's area of expertise and fluctuations in graduate cohort sizes.

Evidence for effective teaching and student engagement includes:

1. Peer evaluations of teaching.
2. Student evaluations of teaching.
3. Development or redevelopment of instructional material.
4. Publication of textbooks.
5. Undergraduate student advising and mentoring, such as engaging undergraduates in research experiences and advising/supervising honors theses.
6. Graduate student advising and mentoring, such as serving as the advisor or on the advising committee.
7. Postdoctoral researcher advising and mentoring.
8. Efforts to support graduate and undergraduate students from underrepresented backgrounds.
9. Efforts to enhance diversity, equity and inclusion in the classroom.
10. Efforts to support teaching skills for teaching assistants, lab instructors, postdoctoral scholars, or faculty peers.
11. Participation in teaching and/or professional development workshops within the College, University, profession, or community.
12. External and internal teaching grants such as for curriculum development or to support diversity, equity and inclusion in instruction.
13. Awards or honors for teaching or advising.

Over the course of five consecutive years, tenured faculty are expected to engage in at least three different activities selected from the list above, as evidence for effective teaching and student engagement.

Expectations Regarding Service and Outreach

Tenured faculty are expected to participate actively in activities that support and develop the mission of the Department, the College, and the University and to remain actively involved in the geographical profession. Evidence for active involvement in service and outreach includes:

1. Participation in the administration and governance of the University.
2. Participation in department, college, and university committees.
3. Service as Chair of the department.
4. Service as Director of Undergraduate Studies, Director of Graduate Studies, Director of Urban Studies, or Faculty Coordinator for the Biology, Society, and Environment major.
5. Service on departmental-, college-, or university-level committees and working groups devoted to increasing diversity, equity, and inclusion.
6. Diversity-, equity-, and inclusion-related work regarding program development, event planning, and related activities.

7. Service as officer or board member in a state, national, or international professional society.
8. Editorship or editorial board membership of professional journals, or guest editorship of special issues of such journals.
9. Consultant or referee for professional publications.
10. Reviewer for grant or fellowship applications.
11. Panel reviewer or juror for exhibitions or performances.
12. Reviewer for tenure and promotion cases at other universities or colleges.
13. Reviewer for academic programs at other universities or colleges.
14. Service to professional organizations, journals, academic programs, or other colleges and universities that furthers greater diversity, equity, and inclusion.
15. Outreach to K-12 schools and community teaching.
16. Community-university research and publicly- or community-engaged research.
17. Consultancies with non-profit organizations.

Over the course of three consecutive years, tenured faculty are expected to engage in at least three different activities selected from the list above, as evidence for active involvement in service and outreach.

Annual Post-Tenure Review Process

The Department of Geography, Environment, and Society expects that its tenured faculty will be regularly active in all three domains: research or artistic practice, teaching, and service. In accordance with Section 7a.2 of the Regents Policy on *Faculty Tenure*, a faculty member who falls substantially below the goals and expectation in one or more of those domains for two consecutive years will be informed of her/his performance in a letter co-signed by the Chair of the Department and tenured members of the Merit Review Committee, and will be informed of steps that should be taken to improve in order to meet the Department's goals and expectations in all three domains within a specified period of time (at least one year from the date of the letter to the faculty member).

In accordance with Section 7a.3 of the Regents Policy on *Faculty Tenure*, a tenured faculty member in the Department of Geography, Environment, and Society who continues to be substantially below departmental goals and expectations and who has not made sufficient improvement at the end of the time period described in the previous paragraph may undergo a special peer review pursuant to a joint request to the dean by the chair of the Department and the elected peer merit review committee.

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.3.

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.
