

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

**Department of American Indian Studies
College of Liberal Arts**

*Approved by the Faculty of the Department of American Indian Studies on February 15, 2016
Approved by the Executive Vice President and Provost on May 5, 2016*

I. Introductory Statement

This document is intended to specify the indices and standards to be used by the Department of American Indian Studies 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. Departmental Mission Statement

The Department of American Indian Studies is dedicated to advancing an understanding of the histories and contemporary experiences of American Indian people, and to building knowledge, both theoretical and practical, that bear upon the sovereignty of tribal nations in the Americas and elsewhere. The department offers a bachelor's degree major and minor in American Indian Studies.

In accordance with the University of Minnesota's overarching mission of teaching, research, and service as defined in Section 7.11 of the Board of Regents –policy *Faculty Tenure*, the Department of American Indian Studies seeks to maintain high standards of excellence in its classroom and individualized instructional settings, support and advance a strong program of faculty scholarship, and a solid commitment of service to the university and the outside communities it serves.

A. Teaching

The primary focus of the teaching mission of the American Indian Studies Department is undergraduate education. The department offers a wide range of courses at an introductory and advanced undergraduate level. Course offerings are typically multidisciplinary. They emphasize the legal status and sovereignty of tribal nations in the Americas, the policies and forces shaping their social, economic, and political conditions, and the unique dimensions of their cultures, languages, literatures, arts, and philosophies. Our courses advance critical interpretations of the historical and current experiences of Indigenous peoples, and they emphasize perspectives where Native voices challenge the dominant society's conventional and often unthinking assumptions about indigenous peoples.

One of the department's oldest and continuing strengths resides in its strong focus on Dakota and Ojibwe language, culture, and history studies. Much of its teaching curriculum is centered on courses that deal with these and other tribal nations of the Great Lakes and Northern Plains. Yet, it also offers a wider selection of courses devoted to the experiences of indigenous peoples from other areas of the Americas and the world. These courses not only cover the histories and current conditions of Indigenous peoples within tribal settings, but they also attend to their experiences in wider state, national, and global contexts.

The department strives to offer students a quality education through high standards of instruction in its classrooms and in the variety of its individualized instructional settings, which include directed readings, independent research, apprenticeships, and internships.

Although the American Indian Studies Department's primary focus is undergraduate education, its faculty is actively involved in the training of graduate students from other departments in classroom and individualized instructional settings.

B. Scholarship

The Department of American Indian Studies is dedicated to advancing independence and excellence in the research and scholarship of its faculty. The scholarly discourse of the department is framed within comparative, global, and interdisciplinary frameworks in order to address topics and questions from a variety of perspectives.

Our faculty represents a diverse range of disciplinary backgrounds in the liberal arts, and as such, they engage scholarly projects of different style and substance. Even though the department's scholarship reflects the variety of disciplines in which its faculty were trained, it speaks to certain common interests. One particularly important thread that brings our diverse scholarly backgrounds together is a shared interest in representation, theory, and practice that sheds light on the sovereignty, self-determination and agency of Native peoples in the Americas and the world. This brings a positive unity to the program and its scholarly goals.

Faculty are expected to develop and maintain a sustained and rigorous program of scholarly research or artistic accomplishment that relates to indigenous peoples. They are urged to focus their work on issues of importance to the discipline of American Indian Studies and to do so in ways that speak to some of the specialized interests of the disciplines in which they were trained. They are also urged to consider research which is community-engaged: research with a spirit of reciprocity, with and for Native communities, and highlighting the shared authority of knowledge production.

Faculty are expected to pursue and share their scholarship in circles with professional mechanisms for peer-review. They are also encouraged to involve students in their scholarly work where appropriate and to communicate the results of their scholarship in classroom and community settings.

C. Service

The Department of American Indian Studies is strongly committed to building partnerships with other university programs and the wider communities we serve. The department especially supports community engagement activities in which faculty share their knowledge and skills while also learning about the concerns and interests of American Indian communities and the various public agencies that work with them. We also encourage faculty to reach out in ways that inform and bring about a greater awareness and understanding of indigenous peoples to the wider public.

III. Annual Reviews of Probationary Faculty

Pursuant to Section 7.2 of the Regents Policy on *Faculty Tenure*, each probationary faculty member's performance will be evaluated annually by the department's tenured voting faculty with a recommendation of continuation in rank, promotion, or termination. A summary of the evaluation will be written by the department chair and given to the candidate. This will be followed by a mandatory meeting between the department chair and faculty member to discuss the review and its recommendation. This written summary is provided on Form UM12 and is signed by the candidate, the chair of the department, the dean of CLA, and the executive vice president and provost.

In each year of probation before the candidate seeks tenure, the department's voting faculty will conduct a rigorous, pre-tenure review of the candidate's scholarly, teaching, and service record. It will advise the candidate in writing of weaknesses and strengths in his or her record and recommend what needs to be achieved to bolster his or her record for tenure and promotion. The chair and the faculty will meet with the probationary faculty member to discuss the contents of the review and respond to any questions the probationary faculty member may wish to raise.

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*.

When a faculty member is considered for tenure and promotion, the following steps will be followed: 1) a committee, which may include non-voting faculty from departments related to the candidate's disciplinary focus, will be formed to assist in assembling the supporting record and preparing a dossier on behalf of the candidate; 2) the dossier and supporting material will be submitted to the department for review and discussion; 3) a vote will be cast by a written unsigned ballot with action taken by a majority decision from the department's voting tenured faculty; 4) a report of the vote and a summary of faculty views both for and against promotion and tenure will be written and transmitted to the department chair; 5) after receiving the faculty report, the department chair will write a separate statement for or against the candidate's tenure and promotion; 6) the department chair will meet with the candidate to convey the results of the evaluation; 7) the candidate may then inspect the entire file and provide a written response if he or she so chooses; 8) 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.

“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 Artistic Achievement¹

Candidates for indefinite tenure must have established a distinguished record of academic or artistic achievement and must demonstrate evidence of continued academic distinction. There must be a strong and sustained body of evidence that reveals accomplishment and promise through publication, presentation, exhibition, and/or performance. Scholarship must reveal a solid grounding in and an original contribution to bodies of substantive, critical, theoretical, applied, or creative knowledge primarily in the discipline of American Indian Studies and secondarily in the affiliated disciplines in which the candidate has background and training.¹

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 “distinguished” record is also prominent and conspicuous by its excellence. To achieve this, a candidate must be recognized and visible within his or her domain of research or artistic practice and must have produced a body of research or artistic achievement that is openly available, scholarly, creative and of high quality and significance. Research is not limited to traditional publication venues but also encompasses activities that lead to the public availability of products, practices, technologies, and ideas that have significance to society. Quality of research or artistic achievement is more important than quantity.

Relevant Forms of Evidence

The candidate must give evidence of quality, productivity, visibility, and promise.

(A) Evidence of excellence in research and/or artistic practice is provided by the candidate’s research, performance, exhibition and/or publication record. 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 the candidate’s record 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. Or paraphrase the text from Section 12 of the Procedures.) 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, exhibition, or testimony before a court of law or government hearing.
2. Scholarly research can take many forms: among these are original articles and books, book chapters, edited collections and anthologies, critical editions, encyclopedia articles, translations, reviews, integrative text books that advance the discipline, and published lectures. Scholarly publication may also include the completion of scholarly work in the form of public reports or legal documents for the express use of a government or community agency.
3. Scholarly practice may further include substantial participation in the planning and curating of public exhibitions that highlight presentations of historical and contemporary material that bears witness to the histories and experiences of American Indians and other indigenous peoples.
4. 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.

5. Peer-reviewed publications generally will receive greater weight than publications that were not peer reviewed. Publications by eminent presses and those appearing in journals, series, or volumes with stringent review and major disciplinary significance generally receive the most weight.
6. Artistic performance, 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/local stature. However, regional or local events are accorded more weight than other such events if tribal nations and/or indigenous communities are the intended audience.
7. 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 a letter from the director or editor is sent and states that the work: a) has gone through all rounds of reviews; b) all corrections/revisions have been completed; c) the fully completed/revised manuscript is in the hands of the press or journal; d) the press or journal has put it on a production schedule.

An artistic production may be considered complete after its first public performance or exhibition.

8. Work under review may be considered; this category receives less weight than published or completed work.
9. For all multi-authored or collaborative works, the file must specifically describe the candidate's contribution.
10. While quality is more important than quantity, the candidate must present a sustained and substantial body of achievement.

(B) Evidence of the visibility is provided primarily through the following:

1. Translations, reprints, and citations or reviews of a candidate's work.
2. Tribal, regional, national, and international awards and honors.
3. Presentations at scholarly conferences, exhibitions, or performance venues. Invited presentations are generally given more weight.
4. Service as an editor of tribal, regional, national, or international professional journals.
5. Active participation on the editorial boards of respected journals, the advisory boards of major museums, or the boards of widely known arts organizations.

6. Internal and external funding for research or production.
7. Invited scholarly or artistic presentations at fellow institutions of higher learning or eminent museums, libraries, and theaters.
8. Invited participation and presentation in prestigious seminars and workshops supported by prestigious federal and private funding agencies.
9. Invited and prepared testimony before tribal, state, federal, and international courts and agencies

(C) Evidence of promise of a strong future may be shown through the following:

1. The development of an independent body of work beyond the final degree with significance primarily to the field of American Indian Studies and secondarily to any of the affiliated disciplines in which the candidate has training.
2. The appearance of sustained and continuous growth in significant research/artistic practice.

VI. Departmental Criteria for Tenure – Teaching

The granting of indefinite tenure is based upon a demonstrated record of teaching effectiveness and excellence in classroom and individualized instructional settings. This involves evidence of a high level of competency in the development and delivery of instructional material, but it may also include innovative contributions to programmatic and curriculum initiatives within the department, in cross-disciplinary contexts, and as an element of department educational initiatives in community engagement.²

The Department of American Indian Studies is an undergraduate program. As such, evidence of participation in and contributions to the department's undergraduate teaching mission is especially important. In those cases where American Indian Studies' faculty also participate in the teaching and training of graduate students in other departments, evidence of this involvement requires further documentation.

Relevant Forms of Evidence

1. Faculty peer review: Methods of evaluation include direct classroom observation of at least two courses, review of syllabi, assignments, student performance, and professional development.

² 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.

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 may result from participation in committees or workshops devoted to curriculum development and assessment.
 3. Assessment of contributions to individual student instruction, including supervision of directed readings, independent student research projects, apprenticeships, and internships as well as senior/honors theses.
 4. Development 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 Ratings of Teaching: The primary method of student rating is through course rating forms. Additionally, evaluations may be obtained from students once they have graduated.
 6. Evidence of effective advising and mentoring of degree candidates at the undergraduate level; for example, evidence concerning Honors theses, Directed Study, Independent Study, Bachelor of Individualized Study, Individually Designed Interdepartmental mentorship and Senior Projects.
 7. Evidence of effective advising and mentoring of degree candidates at the graduate 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 assistance in professional development and job placement of students.
 8. Evidence of effective involvement in educational initiatives that support teaching and advising across universities, as for example in the Newberry Consortium in American Indian Studies or the Summer Institute in Global Indigeneities.
 9. Evidence of effective participation in extramural classroom, workshop, and internship instruction that further programmatic initiatives within the department and enhance diversity in university-community relations.
 10. Teaching awards and other formal recognitions of teaching excellence.
 11. Grants for curricular development, preparation of instructional materials, and outreach initiatives for teaching in extramural settings.
 12. 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 American Indian Studies, the college and University for the benefit of the institution, the profession and the community.

Service to the Department of American Indian Studies, 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, 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 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 American Indian Studies Department is service not only to the department, college, university, and the faculty member's profession, but also to tribal, local, regional, and national agencies that represent the interests of American Indian or other indigenous peoples. The form of service and the degree of involvement will naturally differ according to the backgrounds and skills of faculty members.

Because service is seen as important to the success and development of the department and because the members of this program are frequently called upon to take on community engagement responsibilities, it weighs more heavily in American Indian Studies than is typically the case in other departments. Still, service does not equal or replace either research or teaching in the overall evaluation of candidates seeking promotion and indefinite tenure.

Relevant Forms of Evidence:

The candidate must give evidence of quality, productivity, visibility, and promise.

(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 department, college, and university.

4. Active participation in university conferences and symposia sponsored by the department, college, and university.

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

1. Holding committee appointments and elected offices in a local, regional, state, national, or international professional society.
2. Organizing, hosting, and/or sponsoring meetings and panels of local, regional, national, or international professional societies.
3. Consultant or referee for books, journal articles, and other professional publications.
4. Reviewer for grant or fellowship applications.
5. Outside reviewer for tenure and promotion cases at other institutions of higher education.
6. outside reviewer of academic programs at other educational institutions.
7. Panel reviewer or juror for exhibitions or performances.
8. Consulting services to professional organizations and tribal or non-tribal government agencies.

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

1. Outreach to K-12 schools.
2. Consultancies with tribal and non-tribal government agencies and non-profit organizations.
3. Engagements with community organizations for lectures, performances, and/or exhibitions.
4. Sponsoring, organizing, and/or hosting educational conferences, seminars, symposia, panels, and workshops with community groups.
5. Holding offices on the boards of tribal and non-tribal government agencies and non-profit organizations.
6. Publication of general interest essays and articles in newspapers, magazines, and other educational venues.

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

The rank of professor is the mark of eminence in an academic career. 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*). To achieve the rank of professor, a faculty member must add substantially to the distinguished record required to retain the rank of associate professor, by:

- 1) Having attained national or international recognition based on the high quality of her or his research contributions to the discipline or field of artistic endeavor.
- 2) Demonstrating continuing effectiveness at all levels of instruction, including the training and supervision of graduate students.
- 3) Displaying evidence of enhanced service to the department, college, university, and profession.

Procedures for Promotion to Full Professor

The candidate, the department chair, or the departmental review committee may recommend a formal review process for promotion to the rank of professor. When a faculty member is considered for promotion to the rank of professor, 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) the dossier and supporting material will be submitted to the department for review and discussion; 3) a vote will be cast by a written unsigned secret ballot with action taken by a majority decision from the department's voting tenured faculty who hold the rank of professor; 4) a report of the vote and a summary of faculty views both for and against promotion will be written; 5) after the discussion and vote of the faculty, the department chair will write a separate statement for or against promotion; 6) the candidate may then inspect the entire file and provide a written response if he or she so chooses; and 7) the file, the department's 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.

X. Review of Tenured Faculty Performance in the Department of American Indian Studies

Introductory Statement

Section X of this document, Review of Tenured Faculty Performance in the Department of American Indian Studies, is an implementation of the University of Minnesota Board of Regents Policy on *Faculty Tenure* (Section 7.a), as described in detail in the *Rules and Procedures for Annual and Special Post-tenure Review* approved by the Tenure Subcommittee of the Senate Committee on Faculty Affairs January 5, 1998; and revised by the Tenure Subcommittee March 5, 1998.

Goals and Expectations for Tenured Faculty in the Department of American Indian Studies

Expectations Regarding Research and Publication

Research and publication 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. 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:

- Publication (or submission) of a scholarly book, article, book chapter, encyclopedia article, review, bibliography, translation, or the like;
- Publication (or submission) of an edited scholarly volume, encyclopedia, or reference work;
- Refereed or invited scholarly/artistic presentation at a major conference or academic institution;

- Organization of a scholarly conference, symposium, workshop, or panel, or an exhibit or the like at a museum or major performance or exhibition venue;
- Active engagement in one or more research projects alone or in collaboration with fellow scholars or communities;
- 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 scholarship that serves the needs of the curriculum. 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. Documentation of effectiveness in teaching and advising will be based on the criteria stated above under criteria for tenure.

“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.

Expectations Regarding Service

Tenured faculty will remain actively involved in the American Indian Studies profession. They will be expected to participate in scholarly meetings and engage in such activities as editorial service for professional journals, conference planning, and service in professional associations. Professional service also will include 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 are also expected to contribute regularly to the governance and administration of the department, college, and University. All faculty are expected to 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 are expected to offer professional service to tribal, local, regional and national organizations and agencies that represent the interests of American Indian and other Indigenous peoples, and advance the goals of the department within these settings.

Annual Review

Pursuant to Sections 7a.2 and 7a.3 of the Regents Policy on *Faculty Tenure*, each tenured faculty member's performance will be evaluated annually by the department's chair and its tenured voting faculty to award merit and enhance productivity in the areas of scholarly/research/creative accomplishments, teaching performance, and service contributions. A summary of the evaluation will be written by the department chair and given to the candidate. This will be followed by a mandatory meeting between the department chair and faculty member to discuss the review and its recommendations.

Post-Tenure Review in Cases of Alleged Substandard Performance by Tenured Faculty

The Department of American Indian Studies expects that its tenured faculty will be regularly active in all three domains of research, teaching and service. Either the department chair or a merit committee if one is comprised will review each faculty member's performance annually. Should a tenured faculty member's performance over a three year period be judged substandard according to the standards outlined in Section X by both the department chair and the tenured faculty, a process will be initiated at which time: 1) a good-faith effort will be made to assemble all material relevant to the alleged deficiencies, to which the faculty member has the right to add any information he/she considers relevant; 2) an advisory committee of three peers of equal or higher rank from within and outside the department will be elected by secret ballot to review the materials and make recommendations to enhance the faculty member's performance; 3) a memorandum will be sent to the faculty member from the department chair and the peer committee that specifies the deficiencies, summarizes the recommendations for improvement, and establishes a timetable within which the faculty member must address the problems within at least one year of the date of letter to the faculty member; and 4) in consultation with the chair, the faculty member will be asked to submit in writing a time-specific plan that defines how he or she intends to remedy the deficiencies before the review at the end of the specified time period in the letter from the chair and peer committee. At the review, the department chair will initiate another formal evaluation of the faculty member's performance in concurrence with the committee of peers. If both the department head and the committee of peers agree that the faculty member's performance remains substantially below the goals and expectations of the department, a request will be made to the dean to initiate a special review at the college level at which point further actions may be taken as outlined under Section 7a.3 of the Regents Policy on *Faculty Tenure*.

Special Post-Tenure Peer Review Process

The special peer review of a tenured faculty member at the dean's level follows the process outlined in Section 7.a.3.

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 preceeding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

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 Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.