

Statement of Departmental Standards for Tenure, Annual Reviews, Post-Tenure Reviews, and Promotion for Probationary and Tenured Faculty

University of Minnesota, Morris (UMM) Division of the Social Sciences

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Order of Contents:

- I. Introduction
- II. Mission Statement
- III. Annual Review of Probationary Faculty and Extending the Probationary Period
- IV. Conferral of Indefinite Tenure
- V. Promotion
- VI. Review of Tenured Faculty Performance

I. Introduction

Reviews of faculty for promotion and tenure and annual performance appraisals at the University of Minnesota, Morris (UMM) are conducted in accordance with all-University policies and procedures contained in the Board of Regents' Policy on *Faculty Tenure* and related documents.

Candidates for indefinite tenure and/or promotion in rank are judged on demonstrated accomplishments and on potential for future development, and on their contributions to UMM programs in the areas of teaching, research, and service. This document describes specifically the indices and standards that are used to evaluate candidates for the following personnel evaluations:

- annual reviews of probationary faculty (Section 7.2 of the Regent's Policy on *Faculty Tenure*)
- recommendation for awarding indefinite tenure (Section 7.11 of the Regent's Policy on *Faculty Tenure*)
- recommendation for promotion to full professor (Section 9.2 of the Regent's Policy on *Faculty Tenure*)
- annual performance appraisal for post-tenure review (Section 7a. of the Regent's Policy on *Faculty Tenure*)

For a complete perspective, the reader is advised to review Sections 7 and 9 in their entirety. This document is consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

The following appendices of this document contain the text of the Regent's Policy on *Faculty Tenure*: Appendix A contains the text of Section 7.2, Appendix B contains the text of Section 7.11, Appendix C contains the text of Section 9.2, Appendix D contains the text of Section 7a and Appendix E contains the text of Section 7.12.

II. Mission

The mission of the Division of Social Sciences is to foster a dynamic academic climate and to support faculty scholarship and student scholarship. The Division of Social Sciences supports the mission of the University of Minnesota, Morris by:

- Providing essential aspects of a liberal arts education through understanding humans in their diversity as expressed in their histories, ideas, institutions, and behaviors.
- Providing service in cooperation with other offices and programs to the campus and the greater community that contribute to the discovery and dissemination of knowledge to the Social Sciences and related fields.
- Providing our students with core knowledge of their chosen majors, and competence in the methodologies, techniques, and skills required in their fields.

The Division supports interdisciplinary majors and encourages its faculty to teach interdisciplinary courses and pursue interdisciplinary research. The Division includes the disciplines of Anthropology, Economics, History, Management, Political Science, Psychology, and Sociology. In addition to providing majors in all of the above disciplines, the Division offers an interdisciplinary major in Liberal Arts for the Human Services and, for students seeking teacher licensure, in Social Sciences, and it participates in the following interdivisional majors: American Indian Studies, Environmental Studies, European Studies, Latin American Area Studies and Gender, Women, and Sexuality Studies.

III. Annual Review of Probationary Faculty and Extending the Probationary Period

A. Annual Review:

Probationary faculty are expected to put forth a portfolio annually containing documented evidence of their contributions to the three primary areas as determined by the University - teaching, research and service. This portfolio is evaluated by tenured faculty members of the Division.

Pursuant to Section 7.2 of the Regents Policy on *Faculty Tenure*, each probationary faculty member's performance will be evaluated annually by the Division's tenured voting faculty with a recommendation of continuation in rank, promotion, or termination. Social Science Division procedures state that an advisory vote will be taken following completion of years one, two and four of the probationary period,

and a retention vote in year three. A summary of the evaluation will be written by the division chair and given to the candidate. This is followed by a mandatory meeting between the division chair and faculty member to discuss the review and its recommendation. This written summary is provided on President's Form 12 and is signed by the candidate, the chair of the division, and the Vice Chancellor and Dean for Academic Affairs and/or Chancellor.

A tenure decision is required in or before the 6th year of the probationary period. Anyone requesting early determination of indefinite tenure and promotion to associate professor must notify the Division Chair by March 31st of the academic year preceding the year in which the decision is to be made.

B. Extending the Probationary Period:

The Regents Policy on *Faculty Tenure* allows probationary faculty who meet the guidelines to request a one-year extension of their probationary period. See 5.5 of the 7.12 document for circumstances and procedures that apply (Appendix F in this document).

Annual appraisal of faculty is required even if their probationary period is extended. Extension of the probationary period must be noted when appraising probationary faculty. However, when considering the record of probationary faculty who have extended the probationary period, criteria for promotion and tenure are no different than the criteria for those who do not have an extension to the tenure clock.

IV. Conferral of Indefinite Tenure

The Regents Policy on *Faculty Tenure* mandates that all faculty who receive indefinite tenure must satisfy University criteria for contributions to its teaching, research, and service missions and uphold its academic integrity. The conferral of indefinite tenure is primarily determined by the criteria of teaching and research; service is an important but secondary criterion in the tenure decision. The relative weight placed on the three criteria varies among the various units of the University. The University of Minnesota, Morris, places relatively greater weight than many other units on quality of teaching but recognizes research as a second essential commitment. The University of Minnesota, Morris expects that candidates for indefinite tenure will be strong to excellent in both teaching and research. In addition, the pattern of performance should indicate, by its consistency, that the faculty member is likely to contribute to both activities during the remainder of their tenured career at levels no less proficient.

Judgment of strength in teaching and research is based on a balance of qualitative and quantitative factors, as detailed below. The elements below are not meant to be a checklist for a successful tenure decision, but instead examples of evidence that can be

used to evaluate performance.¹ The qualitative and quantitative standards for tenure and promotion must be met by faculty regardless of extensions of the probationary period (according to Section 5.5 of *Faculty Tenure*) or early consideration for promotion.

A. Teaching and Advising:

The successful achievement of the following criteria will be evaluated by tenured faculty to determine the quality of teaching in a candidate:

Criteria must include:

- Review of courses taught, particularly those developed by the candidate. This would include a review of teaching assignments, evaluation of teaching materials (including but not limited to syllabi, lecture notes, laboratory exercises, course web sites, material covered, and examinations), as well as statements of goals and objectives and pedagogical methods employed.
- Student evaluations of each course taught by the candidate. The department office will keep copies of all student evaluations of its faculty. Additionally, evaluations may be obtained from students once they have graduated. Letters from former students (minimum of 5) are solicited from a list provided by the candidate and are included as part of the file.
- A clearly articulated teaching philosophy that addresses student learning inside and outside of the classroom and how this is achieved.

Criteria may also include (as appropriate):

- Evaluation by other academic professionals.
- Contributions made to the curriculum of the Discipline (made individually or resulting from participation in committees or workshops devoted to curriculum development and assessment) including but not limited to:
 - Development of courses, course sequences, new areas of instruction, major/minor sequences or substantive refinements of courses
 - Use of new technologies
 - Programmatic innovations

¹ In the case of a faculty member whose appointment is less than full time, the standards of quality of performance expected for tenure are the same as for full-time appointees but the quantity of work expected is adjusted to match the percent of appointment. In making the decision about tenure for such an individual, the department will take special care that judgments of quality are not biased by the reduced expectations of quantity.

- Service learning or community-based learning/research.
- Development of instructional material (made individually or resulting from participation in committees or workshops devoted to curriculum development and assessment) including but not limited to:
 - Computer software
 - Compilations of readings, workbooks and course guides.
- Receipt of teaching awards and other formal recognitions of teaching excellence.
- 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.
- Review of the quality of and contribution to undergraduate student advising within the major; for example, evidence from advising evaluations, participation in advising-related events, advising awards, as well as participation in Honors theses, Directed Studies, participation in research opportunities with students such as Morris Academic Partnerships, Minority Mentorships or Undergraduate Research Opportunities, Internships, Field Opportunities, Research Practicums and other kinds of activities outside the classroom.
- Evidence of scholarly approaches to teaching such as attending teaching workshops or conferences, etc.
- Interdisciplinary work, public engagement, international activities and initiatives, and attention to questions of diversity are also taken into consideration and can involve scholarly research or other creative work, teaching, and discipline-related service.
- Other kinds of evidence, which may not be attainable by faculty by the time they are considered for indefinite tenure, but which would certainly indicate excellence in teaching would include:
 - Publications concerning teaching, teaching methods or other pedagogic subjects in refereed journals
 - Major contributions to the organization or improvement of curricula or innovation of or participation in advising-related programs
 - Textbook authorship
 - Development of teaching tools, including but not limited to technology-based tools, that are adopted by others
 - Organization of short courses or workshops on teaching that attract a national attendance
 - Invitations to give lectures, participate in symposia, write reviews, etc., on education
 - Extramural grants for innovation in education

- Extramural letters of recommendation with favorable mention of contributions to education

B. Research:

Excellence in teaching must be accompanied by a strong and consistent record of scholarly productivity and a cohesive research program. A wide diversity of scholarly activities is acceptable within the Social Science division, including the production of books, book chapters, and publications in peer-reviewed journals, proceedings and conference presentations. The Division values and encourages research and publications with professional colleagues and with undergraduate students.

All research activities are expected to make a significant contribution either to scholarly inquiry related to the faculty member's research program and/or to the scholarship of teaching and learning. "Significant" is here defined according to national and international standards in the field of inquiry and as commensurate with the individual's status as a member of the University of Minnesota faculty.

The successful achievement of the following criteria will be evaluated by tenured faculty to determine the quality of research in a candidate:

Criteria must include:

- The record of scholarly productivity, including:
 - The nature of the venue in which the scholarship is presented (refereed disciplinary or interdisciplinary journals)
 - Where it is published/the quality of the journal
 - Citation of the candidate's work by other scholars in the field
 - Quality and consistency of scholarly work
- Internal and external evaluation by peers and established scholars in the field of inquiry (as detailed by the Social Science Division's Procedures)
- The candidate's research statement
- Presentations of research results at scholarly conferences
- National or international recognition

Criteria may also include (as appropriate):

- Invitations to present lectures, symposia, write review articles, etc.
- The candidate's ability to gain grants and other external funding (or favorable evaluation of a grant proposal that was not funded due to lack of funding)

- Participation in research opportunities with students such as Morris Academic Partners, Minority Mentorships, Research Practicums or Undergraduate Research Opportunities

The quality and consistency of contributions to professional scholarly activity are of greater significance than the level of annual activity. In addition, the time required to obtain results in a particular area of inquiry are taken into consideration.

C. Service

Service contributions play a secondary but significant role in evaluation for tenure within the Social Science division. The University considers service to include active and effective contributions to the field of scholarly inquiry, the community and the University. Service to the field of inquiry is assessed by participation in professional organizations and contributions of professional expertise to the field (e.g., acting as a reviewer of papers, discussant at a national conference, organizer of panels). Service to the community is assessed by public engagement activities relating to one's academic expertise. Service to the University is assessed by participation in UMM and/or University committees and related structures, advising student organizations, and the undertaking of other leadership opportunities within the University (e.g., serving as a discipline coordinator or on search committees). Quality of the faculty member's participation carries more weight than quantity. Service alone cannot qualify the candidate for indefinite tenure.

V. Promotion

A. Faculty at UMM can be hired as tenure track faculty even if they have not completed their Ph.D., but will not receive the rank of Assistant Professor until their degree is conferred.

B. Promotion to rank of Associate Professor is based upon demonstrated effectiveness in teaching and advising students, on distinction in research, in professional and university related service, and academic integrity consistent with the criteria for tenure. Service alone cannot qualify the candidate for promotion.

C. For promotion to the rank of Professor one is expected to 1) demonstrate continued success in teaching and advising, 2) add significantly to a record of academic achievement, 3) establish a national and/or international reputation in one's field, 4) provide service to the profession, the University, and leadership within the faculty of the Morris campus, and 5) demonstrate academic integrity expected of all faculty members.

When applicable, interdisciplinary work, public engagement, international activities and initiatives, and attention to questions of diversity may be taken into consideration in evaluating the candidate's satisfaction of these criteria; such contributions can involve scholarly research or other creative work, teaching, and discipline-related service.

For promotion to the rank of Professor, the primary emphasis must be on demonstrated scholarly distinction and teaching excellence. Service alone cannot qualify the candidate for promotion. However, a greater contribution in the area of institutional service is expected of candidates for the rank of Professor than was expected for the award of tenure. The process for assessing the faculty's teaching, research and service is similar to the conferral of indefinite tenure.

Associate professors are strongly encouraged to achieve the rank of professor. See Section 9.2 of the Regents Policy on *Faculty Tenure* in Appendix C.

VI. Review of Tenured Faculty Performance

A. Tenured Faculty Review:

Section 7a on the Regents Policy on *Faculty Tenure* refers to review of faculty performance including annual and post-tenure review. The Division of Social Sciences has a set of goals and expectations for tenured faculty. The Division expects its tenured faculty to be effectively engaged in teaching, research and service. Therefore the process of annual review is seen as necessary for affirming and maintaining faculty member's vitality and to provide an avenue, if necessary, to improve performance.

B. Goals and Expectations.

Social Science faculty holding indefinite tenure are expected to contribute significantly and consistently to the mission of the University and to its programs of teaching, research, and service over the course of their careers. However, over the professional lifetime of a given faculty member, the Division recognizes that the balance among the functions of teaching, research, and service may shift. Social Science faculty will, on an annual basis, be expected to demonstrate vitality and achievement in all three functions. When circumstances require, as in the case of full-time administrative assignments or sabbatical leaves, faculty members may negotiate with the Division chair, preferably in advance, to adjust their distribution of effort percentages. These agreements will be documented and serve as the basis for subsequent annual reviews.

Teaching:

Each year faculty will demonstrate that they are effective teachers. The minimum expectation is that evidence of effective teaching will be documented in the annual report of activities that may include:

- Standard student rating of teaching measures
- Participation in peer review
- Curricular innovation such as development of new courses or materials, or use of significant new teaching strategies, or self-critical examination of existing materials and strategies

- A periodically updated teaching and advising philosophy.

Research:

The Division expects every tenured faculty member to be actively involved in scholarly research, which includes:

- Publication of books, chapters, and papers in peer-reviewed journals and proceedings
- Active participation in regional, national or international conferences
- A periodically updated research program statement

Service/Outreach:

We recognize that service and outreach are not the primary criteria on which the tenure decision rests. However, we expect that faculty holding indefinite tenure will engage in service and outreach activities that both build on and take advantage of the strength of the College and its faculty. The minimum expectation is that evidence of service or outreach will be documented in the annual report of activities through:

- Active service in Division, College or University governance
- Service to professional organizations
- Public service or community outreach which takes advantage of the individual's role as a University faculty member

C. Process of Post-Tenure Review

In the spring, each faculty member must submit a summary of teaching, research, and service related activities during the past year, as well as a general plan for future work, to the Division Chair. The Division Chair meets with each faculty member to discuss performance and plans. Plans for the future may involve a redistribution of effort agreed upon by the Chair and the faculty member. In accordance with Section 7a of the regents Policy on *Faculty Tenure* (see Appendix D), only faculty performance deemed “substandard” would then need to be referred to the Faculty Review Committee.

D. Determination of Below Standard Performance

The Division, annually in the fall, will elect a Faculty Review Committee consisting of five members and an alternate. All must be tenured, and at least three members shall hold the rank of professor. The alternate shall hold the rank of professor and serve in case a committee member is the subject of review by the Committee, or is otherwise unable to serve.

If the Division Chair determines that a faculty member's performance is substantially below goals and expectations of the Division, and fails to reflect the expectations agreed upon during the previous year's review, the case is referred in a timely manner for review to the elected Divisional Faculty Review Committee. In the event that the Faculty

Review Committee agrees with the Chair's judgment, they must send a letter or memorandum to the faculty member stating that finding by the end of the academic year. The faculty member may then consult with the Faculty Review Committee concerning the evaluation.

The Faculty Review Committee will then provide an evaluation of the faculty member's performance, including a plan for remedy, to the Division Chair. The letter must then be signed by the chair of the Faculty Review Committee and by the Division Chair and a copy provided to the faculty member.

| The faculty member, thus notified, has at least one year from the date of the letter and plan for remedy to show evidence of appropriate steps being taken to resolve the perceived deficiencies. The Faculty Review Committee can aid the faculty member in devising a plan to meet the concerns. If the Division Chair and the Faculty Review Committee find on termination of the one-year period that the faculty member has failed to take appropriate steps, the Division Chair may ask the Academic Dean to initiate a special review according to Section 7a.3 of the Regents Policy on *Faculty Tenure*.

APPENDIX A

Annual Review of Probationary Faculty

7.2 Annual Review. The tenured faculty [7] of each academic unit annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure. The head of the unit 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.

APPENDIX B General Criteria for Tenure

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [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.

[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.

APPENDIX C

Promotion to Professor

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.

[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.

APPENDIX D

Post-tenure Review

Section 7a. Review Of Faculty Performance

7a.1. Goals And Expectations. The faculty of each academic unit must establish goals and expectations for all faculty members, including goals and expectations regarding teaching, scholarly productivity, and contributions to the service and outreach functions of the unit. The factors to be considered will parallel those used by the unit in the granting of tenure, but will take into account the different stages of professional development of faculty. The goals and expectations will be established in accordance with standards established by the University Senate. They can provide for flexibility, so that some faculty members can contribute more heavily to the accomplishment of one mission of the unit and others to the accomplishment of other missions. The goals and expectations shall not violate the individual faculty member's academic freedom in instruction or in the selection of topics or methods for research. They shall include reasonable indices of acceptable performance in each of the areas (e.g., teaching contributions and evaluations, scholarly productivity, service, governance and outreach activities). The dean reviews the goals and expectations of each unit and may request changes to meet the standards of the University and of the collegiate unit.

7a.2. Annual Review. Each academic unit, through its merit review process (established in accordance with the standards adopted by the senate), annually reviews with each faculty member the performance of that faculty member in light of the goals and expectations of the academic unit established under section 7a.1. This review is used for salary adjustment and faculty development. The faculty member will be advised of the evaluation and, if appropriate, of any steps that should be taken to improve performance and will be provided assistance in that effort. If the head of the unit and a peer merit review committee elected for annual merit review within that unit both find a faculty member's performance to be substantially below the goals and expectations adopted by that unit, they shall advise the faculty member in writing, including suggestions for improving performance, and establish a time period (of at least one year) within which improvement should be demonstrated.

7a.3. Special Peer Review In Cases Of Alleged Substandard Performance By Tenured Faculty. If, at the end of the time period for improvement described in the previous paragraph, a tenured faculty member's performance continues to be substantially below the goals and expectations of the unit and there has not been a sufficient improvement of performance, the head of the academic unit and the elected peer merit review committee may jointly request the dean to initiate a special peer review of that faculty member. Before doing so, the dean shall independently review the file to determine that special peer review is warranted. (in the case of an academic unit that is also a collegiate unit, the request shall be made to and the review conducted by the responsible senior academic administrator.) The special peer review shall be conducted by a

panel of five tenured faculty members of equal or higher rank, selected to review that individual. The faculty member under review shall have the option to appoint one member. The remaining members shall be elected by secret ballot by the tenured faculty of the unit. The members of the special review panel need not be members of the academic unit. The special review panel shall provide adequate opportunity for the faculty member to participate in the review process and shall consider alternative measures that would assist the faculty member to improve performance. The tenure subcommittee may adopt rules and procedures regulating the conduct of such reviews. The special review panel shall prepare a report on the teaching, scholarship, service, governance, and (when appropriate) outreach performance of the faculty member. It will also identify any supporting service or accommodation that the University should provide to enable the faculty member to improve performance. Depending on its findings, the panel may recommend:

- * (a) that the performance is adequate to meet standards and that the review be concluded;

- * (b) that the allocation of the faculty member's expected effort among the teaching, research, service and governance functions of the unit be altered in light of the faculty member's strengths and interests so as to maximize the faculty member's contribution to the mission of the University;

- * (c) that the faculty member undertake specified steps to improve performance, subject only to future regular annual reviews as provided in Section 7a.2;

- * (d) that the faculty member undertake specified steps to improve performance subject to a subsequent special review under Section 7a.3, to be conducted at a specified future time;

- * (e) that the faculty member's performance is so inadequate as to justify limited reductions of salary, as provided in Section 7a.4;

- * (f) that the faculty member's performance is so inadequate that the dean should commence formal proceedings for termination or involuntary leave of absence as provided in Sections 10 and 14; or

- * (g) some combination of these measures.

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

7a.4. Salary Reductions. If the special review panel recommends that the faculty member's performance is so inadequate as to justify limited reductions of recurring salary, the head of the academic unit, with the approval of the dean, may reduce the faculty member's recurring pay, subject to the following limitations:

- * (a) the amount of the decrease will not exceed 10% of the faculty member's recurring salary on the basis of any one special review;

- * (b) recurring salary may not be reduced by more than 25% from the highest level of recurring pay ever held by the faculty member;

- * (c) at least six months' notice of the decrease must be given;

* (d) any decrease in recurring salary may be restored by the annual review process provided in Section 7a.2.

Within 30 work days of notice of the decrease, the faculty member may appeal this action to the Judicial Committee, which shall review the action and the recommendation leading to it in a manner analogous to the review of tenure decisions (see Section 7.7). This review may not reconsider matters already decided by the Judicial Committee under Section 7a.3. Any decrease in recurring pay beyond the limits specified in this subsection can only be imposed pursuant to Sections 4.5, 10, 11, and 14.

7a.5. Peer Review Option. Upon application to it by the dean and faculty (or the elected faculty assembly) of a collegiate unit, the Faculty Senate may adopt a system of peer review of performance of faculty of that unit different from the system set forth in Sections 7a.1 through 7a.4 if in the Faculty Senate's judgment so proceeding is in the University's interest.

APPENDIX E

Unit Statement

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.

[6] “Departmental” refers to an academic department or its equivalent, such as a division, institute, or unit.

APPENDIX F

Extending the Probationary Period

5.5 Exception For New Parent Or Caregiver, or for Personal Medical Reason. 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.

[2] The term “family member” is meant to include a spouse or domestic partner, or an adopted or foster child, or other relative.