

University of Minnesota Morris  
Division of Education

**Criteria and Evaluation Procedures**

For Faculty Performance at the University of Minnesota, Morris  
Divisional Statement as Required Under the University of Minnesota  
Regulations Concerning Faculty Tenure, Section 7.12

**I. Introduction**

This 7.12 document states the criteria for expected faculty performance at all stages of a faculty member's career in the Division of Education at the University of Minnesota, Morris. The document describes indices and standards for the following personnel evaluations:

- A. Recommendations for awarding indefinite tenure according to the Regent's Policy concerning Faculty Tenure (University of Minnesota, 2001), Section 7.11 General Criteria.
- B. Recommendations for promotion to Assistant, Associate, and Full Professor (9.2).
- C. Annual performance appraisal during probationary period
- D. Annual performance appraisal for post tenure review according to Section 7a.1 and 7a.2 of Regent's Policy.

**II. Mission Statement**

The mission of the Division of Education is one of teaching, research, and service commensurate with UMM's role as an undergraduate liberal arts college of the University of Minnesota. The Division of Education at UMM has responsibility for the elementary and secondary education and wellness and sport science programs. The Division is committed to preparing qualified and superior teachers in liberal arts disciplines for schools within and beyond Minnesota and to providing quality instruction in wellness and sport science. The wellness and sport science faculty is responsible for intercollegiate, intramural, recreational, and community related athletic activities.

The primary goal of the Division is to provide a coherent and high-quality undergraduate program to prepare prospective teachers to enter the profession with the knowledge, skills, dispositions, and leadership abilities necessary to ensure student learning and reflection. In their scholarship, faculty members seek not only to discover new knowledge but to interpret, apply, and share it with the greater community of teacher researchers and practitioners. The Division's faculty engages in active service to their disciplines, the campus, the University, and to the public.

The Division expects full faculty participation and growth throughout all stages of their career. Faculty members appointed to tenure lines are expected to meet the requirements for promotion to associate professor and tenure. It is the goal of the Division that associate professors will work toward, request, and attain promotion to full professor.

Teacher education faculty members engage in research and other scholarly activities related to teaching and teacher education. The scholarship of teaching is appropriate and accepted in the Division of Education. Collaborative research and research related to the teacher education conceptual framework are of highest value.

**III. Annual Appraisals of Probationary Faculty**

Probationary faculty in the Division of Education will be evaluated according to policies and procedures included in 7.11 and 7.12 of the tenure code. The overarching purpose of the annual review is to assess performance in teaching, scholarship, and service relative to the goal of attaining tenure and promotion according to the established time line.

The Division of Education tenured faculty will review annually the progress of each probationary candidate as documented in the review file prepared by the candidate for the annual tenure meeting. When there are fewer than three tenured faculty members in the Division of Education, the Division of Education Chairperson shall select (in consultation with the tenured faculty in the Education Division and the Vice Chancellor for Academic Affairs) up to a five-person committee from within the University system that will include tenured faculty within the Division. After each probationary candidate's progress is evaluated, there will be a formal ballot taken where faculty vote on whether the candidate should be reappointed. The Division chair will meet with the probationary faculty to discuss the progress toward tenure, describe the general sense of the tenure meeting, and to tell of any areas of improvement needed. The candidate will also receive a written copy of the annual Appraisal of Probationary Document. This report and a written summary of any additional matters discussed including the date and time of the meeting is placed in the candidate's permanent file.

The division of education may recommend termination of a candidate's appointment if performance is so clearly short of required standards that the decision is appropriate. Outside reviews are not necessary for this course of action.

If a probationary faculty member is an interdisciplinary scholar, annual and external reviews will include assessment from persons who have expertise in the disciplines involved. A significant portion of scholarship must be related to the field of teacher education. If a candidate has a joint appointment in the division of education and another discipline, the divisions will work collaboratively to develop expectations and criteria for success proportional to the appointment.

A faculty member may "stop the tenure clock" due to new parent, caregiver, or personal medical reasons according to section 5.5 of the Tenure Code. An annual appraisal is required even if the clock is stopped, and faculty reviewers and division chair must adjust expectations appropriately in their discussion and in the written report. When considering the record of probationary faculty who have stopped the tenure clock, 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 Division complies with the *Procedures for Reviewing the Performance of Probationary Faculty* as provided by Sections 16.3, 7.4, and 7.61 of the Regulations Concerning Faculty Tenure and distributed annually by the Vice President for Academic Affairs.

A tenure decision is required in or before the 6<sup>th</sup> year of review. Consideration for tenure or promotion in the Division of Education is given only to those who ask for it. The faculty member wishing to be considered for promotion, or early determination of indefinite tenure, must notify the Division Chair, in writing, by March 15 of the academic year preceding the one in which the decision is to be made. A faculty member can also be recommended by a colleague. In such an instance, the Division Chair asks that faculty member if he or she does indeed wish to be considered for promotion. Procedures for tenure decisions follow those for promotion (See section V.A below).

Candidates for indefinite tenure are judged on demonstrated accomplishments and on potential for future development and contributions to the UMM program in the areas of teaching, research, and service. Minimum standards must be met in each area, and exceptional performance in at least one must be present.

Positive tenure decisions are based upon professional distinction in research and on demonstrated effectiveness in teaching and advising students in professional, university, and discipline-related service consistent with promotion to associate professor.

A. Teaching

Effectiveness in teaching, including the academic advising of individual students, is essential at UMM. Those under review are expected to have a substantial and long term record of achievement in comparison with their peers. Teaching effectiveness is assessed using such indicators as high student evaluations of various kinds, positive evaluations by colleagues, curricular proposals, appropriate course syllabi and reading lists, directed studies, innovative teaching assignments, successful grant projects related to teaching, evidence of meaningful contributions to advising, and any other pertinent evidence the candidate may present.

B. Research

Good teaching must be accompanied by scholarly or artistic productivity. A wide diversity of scholarly or artistic activities is acceptable at UMM, including publications and scholarly papers; creative and artistic endeavors, productions, and performances; and products, techniques, and pedagogical tools. In addition, the following activities that relate to a faculty members expertise may be considered as part of scholarly activities: interdisciplinary work, public engagement, presentations at conferences, international activities and initiatives, attention to questions of diversity. However these alone without an adequate record of publications will not qualify the candidate for indefinite tenure.

Scholarly activities are to be consistent with the faculty member's appointment and are expected to make a significant contribution to the individual's field. Significance is determined according to national and international standards in the field of education and as commensurate with the individual's status as a member of the University of Minnesota faculty. The quality and regularity of professional contributions are of greater significance than a high level of annual activity.

The assessment of professional activities involves internal and external evaluation by peers and may also include the documentation of professional recognition by outside organizations, such as national and international societies, professional organizations, and other institutions of learning.

C. Service

At UMM, contributions of professional expertise and service are expected. Service contributions to the campus and wider community play a secondary but significant role in evaluation. Service to the field of inquiry is assessed by participation in professional organizations and sharing of professional expertise (e.g. presenting workshops, reviewing papers, and serving as a discussant at a national conference). Service to the University includes participation in UMM and/or University committees, advising student organization, and undertaking other leadership roles (e.g. organizing new initiatives, overseeing external reviews, or assuming administrative support duties) The quality of the faculty member's participation carries more weight than the quantity of activities alone. Service alone cannot qualify the candidate for indefinite tenure.

## V. Promotion

The Division complies with the Procedures for Reviewing the Performance of Probationary Faculty as provided by Sections 16.3, 7.4, and 7.61 of the Regulations Concerning Faculty Tenure and distributed annually by the Vice President for Academic Affairs.

#### A. Procedures

1. Promotion consideration in the Division of Education is given only to those who ask for it. The faculty member wishing to be considered for promotion, or early determination of indefinite tenure, must notify the Division Chair, in writing, by March 15 of the academic year preceding the one in which the decision is to be made. A faculty member can also be recommended by a colleague. In such an instance, the Division Chair asks that faculty member if he or she does indeed wish to be considered for promotion.
2. The Chairperson of the Division of Education shall assure that there is systematic collection of information about the work of each member of the division faculty. Each faculty member being reviewed or considered for tenure or promotion will attest, in writing, that his/her review file is a complete record for purposes of the review prior to the committee's study and deliberation.
3. The candidate and division chair work together to determine the list of possible external reviewers of research. The potential reviewers must be established experts in the candidate's research area/s, usually full professors. The reviewers should represent a variety of institution types. The degree of any personal interaction between the candidates and the reviewers must be discussed and noted in the documentation. Potential reviewers are contacted by the division chair and to solicit their participation. Reviewers receive a letter of instruction and a file containing the candidate's curriculum vita, statement of research, and selected samples of scholarship. Reviewers submit their curriculum vita and a written assessment of the candidate's scholarship.
4. When there are fewer than three tenured or senior-in-rank faculty members in the Division of Education to serve on the review committee, the Division of Education Chairperson shall select (in consultation with the person being reviewed and with approval of the Vice Chancellor for Academic Affairs) up to a five-person committee from within the University system. Any qualified Division of Education faculty member shall be included on the committee.
5. Two meetings of the tenured faculty are held each year, consistent with review deadlines, to consider all candidates up for review for tenure or requesting promotion consideration. Only those faculty senior in rank to the candidate will review, discuss, and vote. A vote, by written secret ballot, is taken on all candidates whether being reviewed or considered for tenure or for promotion.
  - a. At the first meeting, eligible faculty members discuss the full credentials of each candidate and vote. Separate votes are taken for tenure and promotion.
  - b. After this meeting, the Division Chair prepares a summary of each discussion. The decision-making group then meets a second time to review the summaries, offer amendments if deemed necessary, and to endorse with their signatures each summary as an accurate account of each discussion.
2. All other procedures are taken from the June 1986 document *Procedures for Reviewing the Performance of Probationary Faculty* or subsequent statements of procedures of the University.

#### B. Criteria

1. Promotion to Assistant Professor is dependent upon completion of the terminal degree appropriate to one's field.
2. Promotion to Associate Professor is based upon professional distinction in research and on demonstrated effectiveness in teaching and advising students in professional, university, and

discipline-related service consistent with criteria for tenure. Service to the institution and the field are valued but alone are not sufficient. See Tenure Section above.

3. In awarding promotion to professor, the Division acts in accordance with 9.2 of the tenure code: 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, (3) established the national or international reputation ordinarily resulting from such distinction and achievement, and (4) provided service to the profession, the University, and leadership within the faculty of the Morris campus.

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.

A greater contribution in the area of institutional service is expected of candidates for the rank of Professor than is expected for the award of tenure.

## **VI. Post Tenure Review**

In accordance with Tenure Code and Senate Policy 7a.2. Annual Review, the Division has established a procedure for annual reviews with each faculty member to assess performance of goals and expectations of the Division established in 7a1. The goals and expectations for tenured faculty members will parallel those used in the granting of tenure, but will take into account the different stages of professional development of faculty, providing for flexibility. Faculty standards require that at a minimum all faculty members will meet the expectation in all three areas of teaching, scholarship, and service.

### **A. Expectations**

The Division expects every faculty member to teach effectively as measured by positive peer reviews and at least satisfactory scores on student assessments of teaching. Teaching activities must include a variety of teaching strategies such as: demonstration, inquiry, discussion, lecture, and cooperative learning. Supervision of field placements is also an integral part of the responsibility of teacher education faculty. The Division expects every faculty member to engage in academic advising. In addition to general advising of students in classes and education programs, advising responsibilities may include mentoring and guiding independent study and research projects. The Division expects every faculty member to collaborate on curriculum development and grant projects related to the instructional program.

The Division expects every faculty member to be actively engaged in scholarly research and to disseminate research findings in a manner appropriate to the discipline. The Division expects every faculty member to participate in state, regional, national, and/or international conferences.

The Division expects every faculty member to participate in the activities of appropriate professional societies and contribute professional expertise to the community. Among other activities this might include collaboration with local school districts on grants, curriculum and other programs; participation in state level education programs; and leadership roles in appropriate state, national, and international organization. The Division expects every faculty member to share the responsibility for discipline, Divisional, campus, and all-University committee work. The Division expects every faculty member to share the responsibility for coordination with external licensing and accreditation agencies.

B. Process for Annual Review

Performance reviews will be based on: Division of Education standards and expectations, individual's position description, annual goals statement, and annual Faculty Curriculum Vita. During spring semester, each faculty member submits both a summary of activities in teaching, research, and service during the past year, and goals for future work, to the Division Chair. Each faculty member is invited but not required to meet with the Division Chair to discuss performance and goals. Plans for the future may involve redistribution of effort agreed upon by the chair and the faculty member.

C. Below-Standard Performance

If the chair determines that a faculty member's performance is substantially below the goals and expectations of the Division, the case is referred for review to the Divisional Faculty Review Committee. The Faculty Review Committee consists of three tenured faculty members elected each fall by the tenured faculty of the Division. An alternate will be chosen to serve if a committee member is the subject of a review. When there are fewer than three tenured faculty members in the Division of Education, the Division of Education Chairperson shall select (in consultation with the tenured faculty in the Education Division and the Vice Chancellor for Academic Affairs) up to a five-person committee from within the University system that will include tenured faculty within the Division.

If, during the annual review, both the Division Chair and the faculty review committee find a faculty member's performance to be "substantially below the goals and expectations of the Division of Education" a letter will be sent to the faculty member, stating that finding. The letter, signed by both the Division Chair and chair of the committee, will specify the deficiencies and will state that by the next annual review the faculty member must address the identified problems. Both the Division Chair and members of the review committee will work with the faculty member to improve performance during that time.

At the end of the specified time, both the Division Chair and the review committee will again review the performance. If they again find that performance is "substantially below the goals and expectations of the Division of Education" they will submit a letter to the dean, along with a copy of the documents they have reviewed, that sets out the findings and requesting the dean to initiate a special review. A copy of the request will be sent to the faculty member.

The dean will independently review the file and determine whether a special review is appropriate. If deemed necessary, the dean will designate members for the review panel and conduct the review in line with guidelines in Section 7a.3.

## Appendix A: Annual Review File for Probationary Faculty

### Process

Beginning with the first year of appointment, probationary faculty members prepare and submit their review files annually to the Division according to the announced time frame. Candidates are encouraged to seek assistance from senior colleagues.

### Contents

1. File Introduction (general statement of progress, CV in UMM format, all previous “Appraisal of Probationary Faculty” form, and appointment statement)
2. Teaching File
  - a. Teaching and Goal Statement: Summarize teaching-related activities. Discuss teaching goals and outcomes both generally and course-by-course for past year including any plans for change. Discuss Student Opinion of Teaching (SOT) results and reflect on what the evaluations might indicate. Review advising activity. Review field experience placement and supervision. Describe any grants applied for/received related to teaching. Describe student research projects you considered primarily instructional.
  - b. Student Opinion of Teaching Forms: Include original complete set of written comments on SOT forms from two courses taught the past year. (Please remove from brown envelopes and staple or bind together securely with a cover sheet that identifies the course). You may include a tabulation of written comments from other courses if you choose.
  - c. Summary of Numerical Results of SOT surveys with explanation sheet. (Division Office)
  - d. Course syllabi for all courses taught since the last review and a representative sample of teaching materials, assessments, and outcomes
3. Research File
  - a. Research and Goal Statement: Summarize scholarly activities. Explain project(s) briefly in understandable terms. Discuss research goals and outcomes for past year as well as plans for the future. Explain why your work is significant. Discuss the type of journal a paper was in (impact factor, acceptance rate, circulation of journal, citations to article, etc.) or how well colleagues received a paper you gave. *Clearly* describe the status of papers in progress. Describe any grants applied for/received related to research. Describe student research projects you considered primarily research work. List fellowships and leaves granted in support of scholarly activity.
  - b. Preprints or reprints of articles, book chapters, and other work
  - c. Copies of grant proposals applied for/received (including fellowships and leaves)
  - d. Copies of student research proposals for which you have responsibility.
4. Service File
  - a. Service and Goal Statement: Briefly describe the significance of service to your profession. Consider contributions to discipline, division, campus and university governance or activities. Describe more important contributions in more detail. Community service activities, only as related to your status as a faculty person, may be included.
  - b. Sample of letters, certificates, and programs demonstrating service
5. Archive Section (Previous Statements, Syllabi, Teaching Files, Grant Proposals)

With the file, the candidate includes a signed statement attesting that the material in the current review file is a complete record for: (1) the review of performance in teaching, research, and service, and (2) judgment concerning whether there will be a recommendation for reappointment.

## Appendix B: Contents for Review File for Promotion to Associate Professor and Tenure

1. File Introduction
  - a. Contents of review file and signature indicating a complete file for consideration
  - b. Introductory General Statement summarizing general accomplishments at UMM
  - c. C. V. in standard UMM format
  - d. "Appraisal of Probationary Faculty" forms from all previous years (from Division Office)
  - e. Appointment statement (from Chancellor's Office to Division Chair)
  - f. External review letters and reviewer CV
  - g. Contact letters for former students, colleagues, and others who contributed to the file
2. Teaching File
  - a. Teaching and Goal statement: Summarize teaching-related activities, goals, and outcomes. Discuss Student Opinion of Teaching (SOT) numbers and reflect on what the evaluations might indicate. Review advising activity. Describe any grants applied for/received related to teaching. Describe student research projects you considered primarily instructional.
  - b. Student Opinion of Teaching Forms: Include original complete sets of SOT forms from two recently taught courses. (Please remove from brown envelopes and staple or bind together securely with a cover sheet that identifies the course). You may include a tabulation of written comments from other courses if you choose.
  - c. Summary of Numerical Results of SOT surveys with explanation sheet. (Division Office)
  - d. Sample of course syllabi across years at UMM, with emphasis on the most recent courses and a representative sample of teaching materials, assessments, outcomes, etc.
  - e. Letters from former students who can provide information about teaching, research projects, or other mentorship activities
3. Research File
  - a. Research statement: Summarize scholarly activities. Explain project(s) briefly in understandable terms. Discuss research goals and outcomes as well as plans for the future. Explain why your work is significant. Indicate the prestige of the journal a paper was in (impact factor, acceptance rate, circulation of journal, citations to article, etc.) or how well colleagues received a paper you gave. *Clearly* describe the status of papers in progress. Describe any grants applied for/received related to research. Describe student research projects you considered primarily research work. List fellowships and leaves granted in support of scholarly activity.
  - b. Preprints or reprints of articles, book chapters, and other work
  - c. Copies of grant proposals applied for/received (including fellowships and leaves)
  - d. Copies of student research proposals for which you have responsibility.
4. Service File
  - a. Service statement: Briefly describe the significance of service to your profession. Consider contributions to discipline, division, campus and university governance or activities. Describe more important contributions in more detail. Community service activities, only as related to your status as a faculty person, may be included.
  - b. Statements from colleagues

The tenure and promotion file may include materials from previous reviews. All previously submitted review documents and materials must be archived and available on request.

With the file, the candidate includes a signed statement attesting that the material in the current review file is a complete record for (1) the review of performance in teaching, research, and service, and (2) judgment concerning whether there will be a recommendation for reappointment.

## Appendix C: Review File for Promotion to Professor

1. File Introduction
  - a. Contents of review file
  - b. General Statement reflecting on teaching, research, and service with emphasis on research
  - c. C. V. in standard UMM format
  - d. External Review letters and reviewer CV
  - e. Contact letters for former students, colleagues, and others who contributed to the file Statements from colleagues
2. Teaching File
  - a. Summary of advising activity, grant applications related to teaching, and student research projects considered primarily instructional.
  - b. Summary of Numerical Results of SOT surveys with explanation sheet. (Division Office)
  - c. Sample of course syllabi and teaching materials
  - d. Statements from former students
3. Research File
  - a. Preprints or reprints of articles, book chapters, etc.
  - b. Copies of grant proposals applied for/received (including fellowships and leaves)
  - c. Copies of student research proposals for which you have responsibility.
4. Service File
  - a. Documentation demonstrating service contributions to discipline, division, campus and university governance or activities
  - b. Documentation demonstrating professional service

With the file, the candidate includes a signed statement attesting that the material in the current review file is a complete record for: (1) the review of performance in teaching, research, and service, and (2) judgment concerning whether there will be a recommendation for reappointment.

## Appendix D: Relevant Proposed Changes in Regulations

**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 candidate 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.(fn X) This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service.(fn 5) The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision.(fn Y). 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, other special kinds of professional activity, and extraordinary abilities and contributions 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.

(fn X) "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.

(fn 5) 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 technology or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"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 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.

(fn Y) 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.

**7.12 Departmental Statement** (fn 1). 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 of its probationary faculty members with a copy of the Departmental Statement at the beginning of the probationary service.

(fn 1) "Departmental" refers to an academic department or its equivalent, such as division, institute, or unit.

**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 ordinarily resulting from such distinction and achievement.(fn X) This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service.(fn 5) 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, and technology transfer will be taken into consideration in evaluating the candidate's satisfaction of criteria; such contributions can involve scholarly research or other creative work, teaching, and discipline-related service.(fn Y) 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.

(fn X) "Academic achievement" includes teaching as well as research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

(fn 5) The persons responsible and the process for making this determination are described in subsections [to be supplied as equivalent to 7.3 through 7.6 for 7.11].

See the definitions of "scholarly research," "teaching," and "service" in fn 5, subsection 7.11. 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.

(fn Y) Not being promoted to the rank of professor will not in itself result in special-post-tenure review of a tenured associate professor.

**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 a time 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 (fn 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.

(fn 2) The term "family member" is meant to include a relative, a marital partner, a domestic partner, or an adoptive/foster child.