I. Introductory Statement

This document is intended to specify the indices and standards to be used by the Department of Spanish and Portuguese 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 Spanish and Portuguese Studies values distinguished research and teaching, and publicly engaged scholarship in line with its threefold mission that includes: 1) the pursuit and transmission of new knowledge, understanding and methods of inquiry relevant to the languages, literatures and cultures of the Hispanic and Lusophone worlds 2) education of students at all levels through creative and effective teaching activities 3) service to the Department, College, University, the individual’s own discipline and the greater community. The Department expects that all faculty be actively engaged in all three areas of this mission.
III. Annual Reviews of Probationary Faculty

The tenured faculty of the Department of Spanish and Portuguese Studies annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure as provided by the Regents Policy on Faculty Tenure and in accordance with the University’s Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty. The chair of the department prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate.

This written summary is provided on President’s Form 12 and is signed by the candidate, the chair of the department, the Dean of CLA, and the Senior Vice President for Academic Affairs and Provost.

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

IV. University Standard – General Criteria for Tenure

Regents Policy on Faculty Tenure, Section 7.11, General Criteria

What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of 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.
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.

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

V. Departmental Criteria for Tenure – Research

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

A “distinguished” record is prominent and conspicuous by its excellence. To achieve this, a candidate must have produced a body of scholarly research or artistic work that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within his or her domain of scholarly or artistic endeavor. Research is not limited to the publication of scholarly works but also includes activities which lead to the public availability of products, practices, and ideas which have significance to society. This includes the production of new technology or instructional materials and procedures for which a significant research component can be demonstrated. Distinction in research and scholarship and/or artistic achievement will be determined by consideration of the following:

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.
There must be clear evidence of substantial accomplishment and promise as a scholar, critic, or theorist. Optimally, for indefinite tenure one of the candidate’s works will be a book or equivalent. Substantial articles (quality as well as quantity) documenting highly developed expertise in at least one area of specialization can be considered the equivalent. This is particularly true for faculty members who specialize in linguistics. An important criterion will be the candidate’s ability to initiate and develop a coherent line or direction in a research area. The clear expectation is that faculty show evidence of continuing active research and excellence in the same.

**Documentation**

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

(A) Evidence of excellence and promise in research is provided by the 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 it is openly available, scholarly, creative, and of high quality and significance. (See Section 12 of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* for details about reviewers.). The following points guide the assessment of the candidate's record:

1. “Openly available” research implies distribution, which includes traditional and electronic publication as well as other media.
2. Scholarly publication can take many forms; among these are original research articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, integrative text books that advance the discipline, and published lectures.
3. A written work is considered to be published when it satisfies two standards: it is under contract, and in production. The candidate is asked to produce the actual contract or another form of evidence showing the work has been accepted for publication. A book, journal article, or book chapter will be considered in production when a 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.
4. 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 that have stringent peer review and major disciplinary significance generally receive the most weight.
5. Work under review may be considered; this category receives less weight than published or completed work.
6. Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.
7. For all multi-authored or collaborative works, the file must specifically describe the candidate’s contribution.
8. While quality is more important than quantity, the candidate must present a substantial body of achievement.
(B) Evidence of visibility is chiefly provided through the following (unordered):

1. Invited scholarly presentations.
2. Presentations at scholarly conferences (especially refereed or invited presentations).
3. Active participation on editorial boards or on national boards of organizations.
4. Service as editor of national or international professional journal.
5. Organization of scholarly conferences or symposia/workshops.
6. External and internal funding for research or production.
7. National or international awards and honors.

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

1. Development of an independent body of significant work beyond the Ph.D dissertation.
2. Sustained and continuous growth in significant research and creative work.

VI. Departmental Criteria for Tenure – Teaching

Candidates for indefinite tenure must be effective teachers.  

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise and an ability to transmit such knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

“Teaching” is not limited to 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.

It is expected of every faculty member in the Department of Spanish and Portuguese that s/he is an effective teacher at both the undergraduate and graduate levels, whose instruction reflects familiarity with the current state of disciplinary thought. Effectiveness in advising and guiding of students at all levels is also required.

Documentation

1. Faculty peer review: Methods of evaluation include direct classroom observation of at least two courses, review of syllabi, statements of goals and objectives, methods employed, assignments, exercises, and examinations prepared for courses.
2. Review of contributions made to the curriculum of the unit, such as development of courses, course sequences, new areas of instruction, major/minor sequences, substantive

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2 See previous note.
refinements of courses, and uses of new technology. Such contributions may be made individually by the candidate or result from participation in committees or workshops devoted to curriculum development and assessment.

3. Development of instructional material, including but not limited to computer software, compilations of readings, course guides for Independent Study courses, and publication of textbooks.

4. Student Ratings of Teaching: The primary method of student rating is through course rating forms. Additionally, evaluations may be obtained from graduate and undergraduate students once they have graduated.

5. Evidence of effective advising and mentoring degree candidates at the undergraduate level; for example, evidence concerning Honors theses, Directed Study, Independent Study, BIS (Bachelor of Individualized Study) and IDIM (Individually Designed Interdepartmental Major) Mentorship, and Senior Projects.

6. Evidence of effective advising degree candidates at the graduate level, this evidence varies by faculty rank. For candidates for tenure and promotion to associate professor, membership in MA and Ph.D exams and dissertation committees is expected. For candidates for promotion to Professor, supervision of MA and Ph.D exams and doctoral dissertations is expected in addition to committee membership.

7. Evidence of effective mentorship of graduate students, for example, professional development in teaching and research as well as job placement activities.

8. Teaching awards and other formal recognitions of teaching excellence.

9. Grants for curricular development or for the preparation of instructional materials.

N.B. Prior Service. Candidates, who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and for which service has reduced the maximum period of probationary service at Minnesota, should provide as much documentation from those previous institutions as possible, including any and all of the above listed forms of evidence.

VII. Departmental Criteria for Tenure – Service

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

Service to the Department, 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 brings recognition to the Department, the College, and the University. Service is recognized as a significant contribution by faculty and is considered during deliberations, but will not be a primary criterion for tenure and promotion.
Documentation

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

1. Participation in the administration and governance of the institution
2. Participation in department, college, and university committees.
3. Administrative appointments in the department, college, and the university.
4. Active participation in University conferences or symposia.
5. Editorship of recognized journals and scholarly series.

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

1. Officer or board member in a professional society.
2. Election to prestigious organizations that recognize excellence within the discipline
3. Consultant or referee for professional publications
4. Reviewer for grant or fellowship applications
5. Consulting services to professional organizations and government agencies

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

1. Outreach to K-12 schools and consultancies with non-profit organizations
2. Providing expert testimony and other forms of public engagement

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

IX. **Departmental Criteria for Promotion to Professor**

Promotion to professor indicates the attainment of distinction within one’s field and the highest academic achievement. Any candidate for promotion must have attained national or international recognition based on the high quality of her or his research contributions to the discipline. She or he must also be distinguished through the quality, substance, and high standards of his or her teaching and advising, and continued effective service to the department, college, University, and the profession. Consideration must also be given to the high quality of scholarship exhibited in directing dissertations and in advising graduate students. All associate professors are strongly encouraged to work toward promotion to the rank of professor (See Section 7.11 of the Regents Policy on *Faculty Tenure*.)

**Documentation**

The forms of evidence used to justify promotion to professor are the same as those used to justify promotion to associate professor in the areas of research, teaching, and service. A higher level of achievement in all three areas, as measured by the distinction, significance, and impact of the research, teaching, and service, is required. Regular, high-quality teaching and advising of M.A. and Ph.D. students, in addition to undergraduate instruction and advising, is expected. Service contributions to the department may include those of Director of Graduate or Undergraduate Studies. In addition, service contributions to the college, University, and profession should be substantial and significant.

X. **Review of Tenured Faculty Performance**

**Introductory Statement**

Section X of this document, Review of Tenured Faculty Performance, is an implementation of the Regents Policy on *Faculty Tenure* (Section 7a), 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.
In accordance with Section 7a.1 of the Regents Policy on Faculty Tenure, the Department of Spanish and Portuguese Studies has established the following goals and expectations for tenured faculty.

Expectations Regarding Research and Publication

Tenured faculty in the Department of Spanish and Portuguese Studies are expected to continue to be recognized and remain visible as leading and influential scholars within their field(s) of expertise. Their research must be of the highest quality and significance, and it should be published regularly in peer-reviewed venues and presented at scholarly conferences. Ideally, it should successfully compete for funding from any existing departmental, School, University and/or outside sources.

Expectations Regarding Teaching

Tenured faculty are expected to remain effective teachers at both, undergraduate and graduate levels. This means active engagement in the communication of core knowledge as well as the newest findings and trends in their respective fields, in ways that are appropriate to courses at the undergraduate and graduate levels. In addition to being accessible to students for consultation at regularly scheduled office hours, faculty are expected to act as mentors and advisers to both undergraduate and graduate students. In the case of the latter, they are specifically expected to take an active role in advising M.A. and Ph.D. students and to direct Ph.D. dissertation research.

Expectations Regarding Service

Tenured faculty are expected to participate actively in advancing the interests of the Department, the College of Liberal Arts, the University of Minnesota, the Community, and the Profession. This involves participation in shared governance and involvement in committee work and, whenever applicable, participation in community outreach ventures. It also includes a number of other responsibilities, such as the evaluation of manuscripts submitted to scholarly journals and presses; conference planning; service in professional associations; editorial service for professional journals; evaluation of scholarship and standing of individuals for tenure and promotion at other institutions; and assessment of applications to national grant agencies.

Annual Post-Tenure Review Process

The Department of Spanish and Portuguese Studies expects that its tenured faculty will be regularly active in all three domains: research, teaching, and service. In accordance with Section 7a.2 of the Regents Policy on Faculty Tenure, if the elected merit review committee, composed of tenured faculty, and the Chair both find that the performance of a faculty member falls substantially below the goals and expectation of the department in one or more of those domains, they shall notify the faculty member in writing. Their letter must be jointly signed. It must contain a description of the respects in which performance is not satisfactory; suggestions

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3 It is understood that faculty may not always be able to present work at professional conferences due to health reasons or other limiting personal circumstances.
of steps to improve in order to meet the department’s goals and expectations in all three domains; an offer of assistance in the improvement process; and the establishment of a specified period of time, (no less than one year and no more than two years from the date of the letter), within which to show evidence of such improvement.

In accordance with Section 7a.3 of the Regents Policy on Faculty Tenure, a tenured faculty member in the Department of Spanish and Portuguese Studies who continues to be substantially below the goals and expectations of the department and who has not made sufficient improvement at the end of a period of no more than two consecutive years from the date of the letter, may undergo a special peer review pursuant to a joint request to the dean by the chair of the department and the elected peer merit review committee.

**Special Post-Tenure Review Process**

The special peer review of a tenured faculty member at the dean’s level follows the process outlined in Section 7a.3.
Appendix A – Section 5.5 of the Regents Policy on Faculty Tenure

5.5 Exception For New Parent Or Caregiver, Or for Personal Medical Reasons. The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

1. On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or

2. When the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or

3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.
Appendix B – Section 7.12 of the Regents Policy on Faculty Tenure

7.12 Departmental Statement. [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the 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.