The College of Education

Criteria and Procedures Related to Personnel Decisions

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I. SCOPE AND MISSION OF THE COLLEGE OF EDUCATION

The primary responsibility and commitment of the College of Education is to prepare professionals in the field of education. In addition to the preparation of classroom teachers for public and private schools, the College prepares administrators, counselors, special educators, curriculum specialists, technology specialists, adult educators, trainers/instructional designers, educational researchers/evaluators, physical educators, sport professionals, day-care directors, school business officials, community college teachers and administrators, college and university professors, and other specialized education professionals.

The preparation of professionals in the above areas requires a sustained commitment to the highest quality of instruction in classroom, laboratory, and supervised field settings. Candidates for promotion and tenure will demonstrate a high quality of performance in instructional settings. In addition to high quality instruction, the College is committed to improving educational processes through scholarship and service activities. The nature of human growth and development, learning, the improvement of teaching techniques, and the field testing of model and experimental education programs are priority research areas for College faculty. The efficacy of professional preparation programs relies upon the interaction of College faculty with their practicing counterparts in field settings. The service program of the College is designed to foster interaction with practitioners and to share expertise that can improve the professional practice of both.

The College has a strong tradition of providing professional development training to practicing professionals and plans to continue this commitment. However, the changing nature of professional development needs requires providing instructional services through nontraditional means.

The College will sustain efforts to maintain an appropriate balance among teaching, scholarship, and service activities. There will be a continuing focus on the expansion of the knowledge bases in the programmatic disciplines and on the applications of new findings to practice. Faculty searches will emphasize the expectation of recruiting teacher-scholars who show potential for significant contributions to the profession. These efforts must be matched with an equally strong commitment to increasing the representation of minority and women faculty.

Members of the College faculty are not expected to make significant contributions toward all of the objectives cited or the research themes developed from them. Faculty are expected, however, to (a) apply educational theories and methods to the analysis of educational phenomena, (b) bring disparate lines of inquiry into focus on such phenomena, (c) contribute to or serve as a catalyst for advances in knowledge of their discipline, and (d) conduct scholarly work that ranges from basic research to applied professional contributions.
A. **Specific Objectives for the Future**

1. Achieving a more appropriate balance among teaching, scholarship, and service through the use of differentiated staffing and the employment of faculty members to help meet the goals and mission of the college.
2. Searching for creative approaches and the refinement of existing approaches to meet multicultural education needs (e.g., developing a global concept), in our education programs and field experiences.
3. Recruiting and employing more faculty from underrepresented groups and providing strong support services and development opportunities for all faculty.
5. Recruiting more minority students and providing appropriate support services to ensure their success.
6. Continuing to develop ways to provide in-service programs that meet the needs of the College's constituencies and the changing content base in various fields of education.
7. Developing and implementing appropriate educational experiences for undergraduate and graduate students who are not seeking certification and who wish to pursue educational roles in non-school settings such as religious, governmental, community, health-related and business organizations and agencies.
8. Using more fully the resources of other colleges in developing cooperative programming.

B. **Priority Teaching, Scholarship, and Service Themes**

The themes listed below are prominent components of the scope and mission of the College of Education and guide the decisions on promotion and tenure within the College. The key to these themes is the concept of disciplined inquiry. Faculty scholarship or creative activities are expected to follow a directed pattern.

1. **Exploring Instructional Strategies.** Research on instructional strategies, of necessity, involves both teaching and learning. Thus, determining the optimal means of teaching and discovering the best or different ways that individuals learn are fundamental educational concerns. The discovery of solutions to these problems, to the extent a faculty member contributes creative approaches or demonstrates significant progress in delineating best practice in these areas, qualifies a candidate for consideration for promotion and/or tenure.

2. **Improving Educational Processes.** When directed toward educational problems and phenomenon, systematic and original study can produce knowledge which assists in educational problem solving. Progress toward the solution of problems, whether in the form of basic or applied research, qualifies a candidate for consideration for promotion and/or tenure.
3. **Achieving Quality through Professional Development Training.** The College encourages faculty to develop ways to provide programs that are different from traditional course offerings as a means of enhancing the training of education professionals, whether in schools, universities, agencies, government, sport and health-related fields, business, community, religious, or other organizations. Scholarship on the formation and advancement of effective professional development training delivery systems qualifies a candidate for consideration for promotion and/or tenure.

4. **Technology in Education.** Technology in education, whether to enhance research, management, or the teaching-learning process is important. Thus, research on technology designs, tests of implementation and studies of technology impact on education personnel and procedures qualifies a candidate for consideration for promotion and/or tenure.

5. **Enhancing Human Growth and Development.** The College is committed to the growth of learners throughout their life span. The process of human growth and development incorporates the evolution of careers, attention to interpersonal skills, and the maintenance of a satisfying emotional life. Scholarly activity addressing these developmental constructs qualifies a candidate for consideration for promotion and/or tenure.

6. **Education in a Multicultural and International Context.** Many problems in education can be addressed by considering societal factors related to multicultural and international aspects of education. To the extent that such study enlarges the understanding of an educational phenomenon, research on new understandings qualifies a candidate for consideration for promotion and/or tenure.

7. **Gender Issues in Education.** Gender has become the focus of increasing attention in matters of access to education, career development, and life stage decisions. Scholarly activity reflecting critical processes and needs with respect to gender issues qualifies a candidate for consideration for promotion and/or tenure.

8. **Fostering Academic Excellence and Public Service.** The sharing of faculty expertise with practitioners in the field through active interaction can improve the professional practices of both. Research on the development of model and experimental programs and the field testing of them are priority research areas of the College. To the extent these activities are conducted, a candidate qualifies for consideration for promotion and/or tenure.
II. DUTIES AND RESPONSIBILITIES IN THE PERSONNEL PROCESS

The duties, requirements and responsibilities of Department Personnel Committees, Department Chairs, and the College Council are provided below.

A. **Department Personnel Committees** (required of each department in the College)

1. **Membership**
   a. Each department determines committee membership criteria, chair selection, size, representation, and term of office.
   b. Department Personnel Committee (DPC) members are elected by department faculty and must be full-time faculty.
   c. The Department Chair should attend all DPC meetings. He/she shall be a non-voting ex-officio member of the committee when the committee is formulating recommendations regarding merit evaluation, salary increments, promotion, tenure, or sabbatical leaves.
   d. The College Council representative or alternate should, as the liaison between the Council and the department, attend all DPC meetings and College Council personnel deliberations. The College Council representative shall have access to documentation of the DPC but is precluded from voting at the DPC level.

2. A quorum is defined as a minimum of 60% of the voting membership.

3. **Duties of the Department Personnel Committee (DPC)**
   a. Inform department faculty of dates for procedural action by the DPC, College Council, and University Council Personnel Committee (UCPC).
   b. Collect, and review Faculty Service Reports and supplementary information.
   c. Recommend individual faculty ratings, salary increments, tenure and promotion, sabbatical leave (in rank order), non-continuation decisions, and other leaves of absence using established department and college criteria. A formal vote will be taken and recorded in the minutes on each of these decisions.
   d. Forward to the Dean, at the specified time, through the Department Chair, all personnel recommendations.
   e. Provide for reconsideration processes and make a recommendation to the Department Chair of the Committee's final action.
   f. Inform the College Council, in writing, of discrepancies in recommendations which exist between the DPC and the Department Chair.
   g. Conduct an annual performance review of the Department Chair. This responsibility shall consist of developing the evaluation instrument, tabulating results, and presenting the results to the Dean. The DPC Chair and the Dean present the results to the Department Chair.
   h. Recommend changes for improving the instruments and procedures for evaluations of faculty members.
B. **Department Chair**
   1. Provide each faculty member with a copy of the College of Education Criteria and Procedures Related to Personnel Decisions and Department Personnel Procedures.
   2. Inform and interpret to each faculty member the guidelines for promotions and tenure included in the College of Education Criteria and Procedures Related to Personnel Decisions and assign a senior faculty member to assist candidates in the preparation of the candidate's promotion and/or tenure dossier.
   3. Provide information requested in the College Council and UCPC “working rules.”
   4. Inform in writing and interpret to each individual faculty member the following actions of the Personnel Committee:
      a. The individual's merit rating and a comparison of that rating to others within the department.
      b. The decisions made relative to retention, sabbatical leave requests, tenure and promotion, and other leave requests.
   5. Inform and interpret to each faculty member the rights and obligations to initiate reconsideration and/or appeal action. Requests are to be submitted in writing to the DPC within a prescribed time limit, indicating the basis for the request, and whether a personal appearance before the DPC is desired. Requests for reconsideration must be based on and supported by additional information.
   6. When the Department Chair files an opinion contrary to a DPC recommendation, the Department Chair shall notify the individual, in writing, of his/her opinion.
   7. Notify the individual faculty member of the results, in writing, of requests for reconsideration and inform them of the procedures to be followed for appeal to the College Council in case of a negative decision. Procedures for all appeals will be conducted according to Department Personnel documents.

C. **College Council**
   1. **Membership**
      a. The College Council will consist of one member from each department.
      b. The College Council member and an alternate are to be elected by the department faculty. The member or the alternate is required to attend all DPC meetings.
      c. The College Council will, as circumstances dictate, request an alternate from a department where a council representative is unable to serve in part or whole in deliberations concerning personnel recommendations.
      d. The Dean of the College will serve as chair but will not vote in matters concerning personnel recommendations.
      e. The Associate Dean will participate as a non-voting member.
      f. A faculty co-chair will be elected annually from the faculty membership and have voting powers.
      g. Alternates may vote upon personnel recommendations being considered.
   2. A quorum is defined as two-thirds of the voting membership.
   3. **Duties of the College Council Members**
      a. Elect one member of the College Council to the University Council Personnel Committee (UCPC). This person may not be a member of a department already represented on the Personnel Committee of the University Council.
      b. Present the cases for Promotion and Tenure and Sabbatical Leaves from his/her
department to the College Council.

c. Examine DPC recommendations and make personnel recommendations to the Dean of the College regarding: (a) individual faculty ratings, (b) individual faculty salary increments, (c) non-continuation, (d) sabbatical leaves, in rank order, (e) tenure, and (f) promotion.

d. Review all department personnel recommendations to insure (a) that appropriate professional standards of evaluation have been applied, and (b) that the manual of the College of Education Criteria and Procedures Related to Personnel Decisions (C&P) and department handbook guidelines and policies have been adhered to and appropriate procedures followed. If, on the basis of the evidence submitted by a department, the College Council is not persuaded that an individual recommendation should be approved, the College Council shall return the recommendation to the department for reassessment, with a written statement of the reasons. A copy of the statement shall be made available to the individual involved. In consultation with the individual, the department may respond to the College Council statement and resubmit its recommendation if it wishes to do so. Where a decision involves the professional competence or achievements of an individual faculty member, the department's judgment shall be overridden only on the basis of substantial evidence that the department applied inadequate professional standards of evaluation. The College Council shall determine how such evidence is to be obtained and evaluated. (See Appendix D)

e. Provide for appeals as prescribed by Northern Illinois University Appeal Procedures (Article 7, section 7.1, Appeals at the College Level, NIU Constitution and Bylaws) and make a recommendation to the Dean of the College Council's final actions. The Dean, in turn, notifies individual faculty, in writing, the results of the appeal and informs them of the procedure to be followed for appeal to the University Council Personnel Committee in the case of a negative decision.

f. Report pertinent and appropriate information to Department Chair, DPC, and Department Faculty through its respective College Council representative.

g. Conduct an annual evaluation of the Dean, and report the results to the Provost and the Dean. The Provost initiates end-of-term evaluations.

h. Conduct an annual evaluation of the Associate Dean and report the results to the Dean.

i. Review each department's personnel document, note policy and procedure changes, and return the document to the Department Chair before the end of each academic year.

j. Conduct an agenda-planning meeting at least once per semester for the purpose of discussing college-wide concerns as expressed through the departmental representatives. The meeting, led by the Faculty Co-Chair, shall be used to help shape the business agenda of the College Council.

k. The College Council shall operate in accordance with Roberts Rules of Order, Revised, unless otherwise stipulated.
D. Departmental Criteria and Procedures

Each department will be responsible for providing a copy of departmental rubric and criteria related to (a) retention, (b) tenure, (c) salary, (d) promotion, and (e) sabbatical leaves to each faculty member. Following the lists of criteria used in formulating recommendations, the department will include a section on procedures and will specify the conditions which shall prevail to accommodate requests for a review of its recommendations. Procedures that must be covered in the Departmental Personnel Documents include:

1. methods of selecting the department personnel committee, including alternate members
2. size of the committee
3. role of the department chair
4. nature of any operating subcommittees
5. nature and power of any review committees
6. definition of a quorum
7. term of office of all members and considerations of continuity
8. role of the College Council representative and alternate
9. roles of committees, the department chair, and department colleagues in bringing relevant information to bear on each kind of recommendation.

E. Sequence of Actions in the Personnel Process

All personnel recommendations are prepared within the framework of the College, University and Board of Trustees' criteria and procedures. Throughout the process of decision making, the faculty member is afforded the opportunity to know the recommendations being forwarded by each level of academic governance, and to pursue review mechanisms that are available.

1. The College Council receives the Personnel Recommendations from departments after the departments have notified faculty of the recommendations and after the department has provided each faculty member the opportunity for a reassessment of those recommendations and informed them of the procedure for requesting a formal appeal of a DPC or chair recommendation.

2. The Council weighs each department recommendation according to college-wide criteria and works to secure a consistency among the recommendations received from the various departments prior to making its own recommendation.

3. The Dean notifies each faculty member, department chair, and DPC chair of initial recommendations that the Dean and the College Council have prepared, and where appropriate, the Dean makes reassessment and formal appeal procedures explicit.

4. The Dean receives, in writing, requests for formal appeals of Department recommendations that specify the nature of the formal appeal requested and the basis for requesting the formal appeal.

5. When the request for a formal appeal presents sufficient evidence of bias or when established procedures have been violated, the College Council shall hear the formal appeal. The College Council shall hear formal appeals of individual faculty members on the basis of evidence indicating unfair treatment, inadequate evaluation, or violation of established procedures, standards, or policies.

6. After all formal appeals have been heard, the Dean receives final recommendations from the College Council.
7. Faculty members involved in formal appeals are notified of the final recommendations and are informed of the procedure for appealing to the University Council Personnel Committee in case of a negative decision.

8. The Dean forwards the recommendations to the University Council Personnel Committee through the Provost. The recommendations are accompanied by statements of concurrence or non-concurrence.

NORTHERN ILLINOIS UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION INSTITUTION. THE COLLEGE OF EDUCATION DOES NOT DISCRIMINATE AGAINST EMPLOYEES ON THE BASIS OF RACE, SEX, NATIONAL ORIGIN, COLOR, AGE, RELIGION, DISABILITY, STATUS AS A VIETNAM-ERA OR DISABLED VETERAN, MARITAL STATUS, SEXUAL OR AFFECTIONAL PREFERENCE, OR ANY OTHER FACTOR UNRELATED TO PROFESSIONAL QUALIFICATIONS.
III. FACTORS IN PERSONNEL DECISIONS

Each department is charged with developing the strongest possible faculty within its power. To this end, the department recruits, employs, and supports the most promising faculty members. Decisions regarding retention, tenure, salary, and promotion originate in the department in which a faculty member holds academic rank. The origination of each recommendation requires that the Department Personnel Committee justify its decision through documentation which carefully assesses the quality of each faculty member's performance as a teacher, both on and off-campus, achievements as a scholar, and service contributions to the campus community and the profession. Faculty are recognized and rewarded for contributions in all these areas.

A. Factors Related to Assessing the Quality of Teaching, Scholarship, and Service

This section refers to the assessed quality of performance in the areas of teaching effectiveness; scholarly and research/creative activities and department, college, university, and professional service. The College expects that faculty members will perform satisfactorily as teachers, maintain an ongoing program of scholarly and research/or creative activity, and regularly participate in service activities. The components used to assess teaching, scholarly and research/creative activities, and service include the following:

1. The Competent Teacher:
   a. fully commands the subject including its historical antecedents, current research and literature, and future directions;
   b. presents material in ways that stimulate analysis and critical comparisons;
   c. creates opportunities for divergent points of view to be explored;
   d. stimulates independent inquiry by students, and is receptive to results of that inquiry;
   e. identifies objectives to be pursued, methods of pursuit to be utilized, and the manner of evaluation to be employed;
   f. shows fairness and skill in evaluating student performance;
   g. provides academic assistance to students;
   h. encourages intellectual dialogue and is respectfully sensitive to student responses;
   i. remains enthusiastic about teaching and stimulates enthusiasm among students;
   j. uses current and effective pedagogical approaches to instruction and varies those approaches where appropriate;
   k. encourages and facilitates student creativity;
   l. accepts responsibility for assessing and improving their effectiveness as a teacher.

2. The Competent Scholar:
   a. contributes to knowledge in the field by conducting research and/or engaging in creative activities;
   b. shares results of scholarship with colleagues through publications, presentations, performances, exhibits, and/or speeches;
   c. pursues knowledge by continuing one's study in the field, participates in professional meetings, and colloquia;
   d. uses knowledge gained through scholarship to improve the quality of their teaching and service.
3. The Competent Professor Serves through:
   a. maintaining membership in department, college, and university committees as appropriate;
   b. participating and providing leadership in professional organizations;
   c. supporting the efforts of colleagues and the department in achieving one’s objectives;
   d. consulting with professionals in schools and other settings;
   e. promoting causes which advance the level of the profession and society;
   f. engaging in professionally oriented public service activities;
   g. developing programs for the preparation of professionals.

B. Factors Related to Retention

The College has a strong commitment to effective teaching. Therefore, members of the department will critically observe and provide written constructive feedback regarding the teaching performance of each faculty member at least once a year throughout their regular probationary employment period.

When concerns arise about a professor’s teaching skills, it is incumbent upon the Department Personnel Committee, the Department Chair, and the individual professor to address the issue as soon as possible. The Department Personnel Committee, in consultation with the Department Chair, shall initiate a meeting with the individual to express the concerns. The individual shall be responsible for creating an action plan to address those concerns. The action plan shall be subject to approval by the Department Chair.

1. Throughout every year of employment prior to granting tenure, the Department Personnel Committee must make a judgment concerning the desirability of retaining a faculty member for employment for the succeeding contract year.

2. Regular (probationary) appointments shall be for a specified term, renewable for a total of not more than seven years. Exceptions to this time frame must be made in advance and are granted under extraordinary conditions and in accordance with Human Resource Guidelines. Credit toward the probationary period may be granted at the time of initial appointment to faculty members with one or more years of full-time experience at the rank of instructor or above at one or more institutions of higher education. The probationary period may be reduced one year for each year of full-time teaching experience, to a maximum of three years. The minimum probationary period is four years, unless tenure is granted earlier per university guidelines (Section III, Faculty and Administrative Employees Appointments). The tenure decision is made in the year prior to the final year of the probationary period. For example, if the probationary period is seven years, the tenure decision is made during the sixth year. The year agreed upon for the tenure decision must be stated in the offering letter and is not subject to renegotiations once the faculty member has accepted the offer. Faculty on regular (probationary) appointments shall be guaranteed the following dates of notification concerning the university’s decision not to renew the appointment:
   a. Not later than March 1 of the first academic year of service, if the appointment expires at the end of the year; or if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
b. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminated during an academic year, at least six months in advance of its termination.

c. At least twelve months before the expiration of an appointment after two or more years in the institution. A faculty appointment expires on the last day of the calendar month in which the faculty contract ends. The period during which a faculty member is on regular appointment shall be regarded as probationary; at any time during this period, the university may offer tenure. Every appointment for a specific term must be accepted by the faculty member with the understanding that such an appointment entails no assurance or implication, except for the provisions for notification set forth above, that it will be renewed or that tenure will be granted.

d. In the event there are insufficient appropriated funds to continue the appointment, notice must be given to the faculty member as soon as possible. Upon bona fide reduction or elimination of a department or program, the university, as soon as possible after the decision is made to reduce or eliminate the department or program, shall give notice to the faculty member being displaced.

3. Temporary appointments shall be for a specific purpose and for a term appropriate to that purpose. No notice of a decision not to reappoint is necessary for a faculty member on temporary appointment; the university, on the other hand, during any temporary appointment, may offer some other future appointment. Time served on temporary appointment shall not be countable toward completion of tenure probationary requirements unless the employee is moved from temporary to tenure-track status and the previous temporary service was full-time, consecutive, and at the rank of instructor or above. In such a case, the probationary period may be shortened, but any such reduction must be agreed to by the employee and the University in the initial tenure-track contract. However, under no circumstances shall the tenure probationary period be less than three years in length.

4. For retention recommendations, the DPC will assess the faculty member’s contributions in teaching and professional assignment, scholarship and research/creative activities, and service from the time of appointment.

C. Factors Related to Tenure

A recommendation for tenure is the most critical personnel decision made by an academic department and college. Accordingly, a department recommendation that tenure be awarded is justified when faculty members under consideration have demonstrated that they are fully qualified to serve the department, college, and university on a long-term basis as teachers and scholars. In the tenure decision process, the department will conduct a careful evaluation of the faculty member’s (1) effectiveness in teaching and professional assignment, (2) scholarly contribution, including research or artistry, grants, creative activities and other external peer evaluation of scholarship, and (3) service to the university community and the profession. The faculty member must provide a sufficient number of nominations for external evaluators (along with their title, mailing address, and a brief biography) to the Department Chair to assure that a minimum of five reference letters are
included in the tenure and promotion portfolio. Department chairs will be responsible for soliciting external letters and accounting for receipt of these letters. Only in unusual circumstances should tenure be recommended for assistant professors without the concurrent recommendation for promotion to associate professor.

1. The University permits tenure recommendations for assistant professors (without concurrent recommendation for promotion) in "unusual circumstances." The College may consider only tenure recommendations for assistant professors in these circumstances:
   a. in which no doctoral degree is available in the instructional specialty represented by the candidate; or
   b. in which an assistant professor with a newly conferred doctorate has been employed as an instructor for a number of years and for whom the tenure decision would have to be made at a point in time sooner than would be required for those initially employed as an assistant professor without prior experience.

2. As stated in the Regulations of the Board of Trustees of Northern Illinois University, Section III, Faculty and Administrative Employees Appointments 12. e. "Newly appointed faculty members ordinarily shall not be offered immediate tenure, and in no case without the concurrence of the provost and president and approval by the Board of Trustees. Such authorization must be requested prior to formal consideration of contract terms between the university and the prospective faculty member."

3. Individuals should review the Faculty and Administrative Employees Section III of the Regulations of the Board of Trustees for additional specifics regarding the following information:
   a. Faculty and Administrative Employees
      Coverage
      Regular appointments
   b. Tenure
      General provisions
      Eligibility for administrative employees
      Required board action
      Locus of tenure
      Probationary service expectations
      Evaluative criteria and procedures
      Probationary service and leaves of absence
      Review of dismissals for cause – tenured faculty
      Effective date of dismissal for cause
   c. Reduction in or Elimination of a Department or Similar Academic Unit

4. For tenure recommendations, the DPC will assess the faculty member's contributions in the three areas of teaching and professional assignment, scholarly and research/creative activities and service from the time of appointment.
D. Factors Related to Annual and Third-Year Review of Probationary Faculty

The Department Personnel Committee (DPC) and the Department Chair shall conduct an annual written evaluation of progress toward tenure of all probationary faculty members. The annual review and third-year review shall take place in the spring term of each year following the date of appointment. The criteria used for the evaluation shall be the published Department, College, and University guidelines for achieving tenure and shall minimally include strengths and weaknesses in the categories of teaching and professional assignment, scholarly and research/creative activities, and service to the university, community, and profession.

1. The annual progress toward tenure letters must be definitive and must be submitted by the faculty member as part of the dossier. The College Council reviews the letters and can provide feedback regarding these letters to department chairs. DPCs must include a statement at the end of each annual letter indicating whether faculty members are or are not making adequate progress toward tenure in each category.

2. A probationary faculty member who feels that his/her annual evaluation is unfair, inadequate, or otherwise inconsistent with the relevant published guidelines for achieving tenure may place a written response to the evaluation in his/her department file and with the Dean. However, the annual evaluation of progress toward tenure of a probationary faculty member shall not itself be subject to the personnel appeal process.

3. The DPC and the Department Chair shall conduct a particularly thorough and formal evaluation of the progress toward tenure of those faculty members on a seven-year probationary tenure track during the spring of the faculty member's third year. This evaluation shall be distinct and separate from the merit rating process. The Department Chair shall include in this evaluation the Department's anticipated long-term need for the position held by the probationary faculty member. This evaluation shall be shared with the probationary faculty member and the Dean.

4. For faculty members on a four-year probationary track, it is expected that at the time of recruitment their previous professional performance shall be subject to an evaluation using the same criteria and expected level of performance as applied to those in the third year of a seven-year probationary track.

E. Factors Related to Promotion in Rank

DPCs should recognize that an individual cannot excel in all areas associated with promotion. However, individuals must demonstrate effectiveness in teaching and professional assignment, plus provide clear evidence of continued professional growth and scholarly or creative activity. DPCs and College Council expect that the individual will display excellence in teaching and professional assignment or scholarly and creative activity at a level commensurate with the rank for which promotion is recommended. They expect reasonable competency in the other categories. For consideration of department recommendations for promotion in rank, the College Council recognizes the following criteria:
1. Criteria Associated with Teaching
   a. Effective performance in teaching applies to all ranks. Candidates for promotion to any rank must have demonstrated successful teaching and show continuing concern for critical assessment and improvement of their teaching.
   b. Evidence of teaching effectiveness should include feedback from (a) students, (b) self-evaluations, and (c) colleagues and/or the Department Chair.

2. Criteria Associated with Scholarly and Creative Achievement
   a. For promotion to the rank of assistant professor. Promise, as demonstrated by an earned doctorate or equivalent* educational or professional accomplishment, or an ability for leadership in his/her scholarly or creative field. Promise of scholarly leadership is evidenced by publications or significant work in progress, manuscripts submitted for possible publication, papers given at professional meetings, grants submitted or received, and other forms of scholarly, professional, or creative activity.
   b. For promotion to the rank of associate professor. Candidates for promotion to associate professor shall have an earned doctorate, or equivalent*. The individual should provide evidence that he/she is in the process of achieving professional recognition among leaders in his/her discipline through: (a) scholarly publications, (b) papers presented at professional meetings, (c) grants, and/or (d) other forms of scholarly, creative, and professional activity.
   c. For promotion to the rank of professor. Candidates for promotion to professor shall have an earned doctorate or its equivalent*. The individual should provide evidence that he or she has achieved wide and significant professional recognition among other leaders in his/her discipline through: (a) scholarly publications, (b) papers presented at professional meetings, (c) grants, and/or (d) other forms of scholarly, creative, and professional activity.

*Equivalent shall be interpreted to mean the acquisition of competencies, skills, or knowledge at a level achieved by those with the earned doctorate or appropriate terminal degree.

3. Criteria Associated with College and University Service and Professionally-Oriented Public Service
   a. Candidates for promotion must have provided evidence of an ability and willingness to work cooperatively with colleagues in efforts to improve the programs, personnel, facilities, and conditions supporting the activities and mission of the department, college and/or the university.
   b. Likewise, candidates must have provided evidence of professionally-oriented public service or external programming activities that expand the experiences, knowledge, and professional competence of faculty and/or professionals in the field. The quality and extent of such involvement in service are relevant criteria for academic promotion at any level.

4. Criteria for Extraordinary Circumstance
   When a department seeks to promote or to tenure an individual earlier than suggested by university guidelines, that department must document that the individual has:
   a. achieved the same level of teaching competency,
   b. achieved the same level of scholarly or creative productivity,
c. achieved the same level of service, and
d. achieved the level of promise and prominence as those recommended for promotion and tenure at the suggested time.

5. For promotion recommendations, the DPC will assess the faculty member’s contributions in teaching and professional assignment, scholarly and research/creative activities, and service over the time period from the time of appointment or the time from the last promotion, whichever came last.

F. **Factors Related to Salary**

Salary recommendations are based upon the DPC’s assessment of the faculty member’s teaching effectiveness or effectiveness in professional assignment; scholarly and research/creative activities; and department, college, university, and professionally oriented service, or external programming activities.

1. Responsibility for determining and reporting all factors involved in its system of weighing teaching, scholarship, and service for merit purposes shall be vested in each department, subject to review and approval of the College Council. All departments will adopt a common scale with zero given for lack of performance and five the highest.

2. Faculty assignments may be adjusted to benefit the individual faculty member in order to support the College and Department mission. Such assignments (differentiated assignments) are intended to use available skills and talents and reflect individuals’ interests and needs without jeopardizing their potential for earning high merit ratings and achieving tenure and/or promotion. Departments shall address this issue in their respective personnel handbook. Departments should specifically address differentiated staffing and how those with differentiated staffing assignments will be evaluated for merit ratings. Faculty members and the Department Chair must decide as early as possible regarding the nature and weighing of a differentiated professional assignment.

3. DPCs evaluate faculty members on the basis of evidence from the current Faculty Service Report and other submitted data. Faculty members shall use the Faculty Service Report form provided in the Appendices of this document to standardize input on which decisions of tenure, promotion, and salary increment are based and to provide for more comparable data across departments.

4. The Department Personnel Committee shall complete and submit Faculty Service Report scores to the College Council through the Dean.

5. For salary recommendations, professional contributions shall be assessed from the beginning of the preceding year (January to December).

6. Individuals who believe that the Faculty Service Report does not adequately reflect their responsibilities are encouraged to supplement the report with additional appropriate information.

G. **Factors Related to Sabbatical Leaves**

The College shall recommend sabbatical leaves for the purpose of supporting and encouraging scholarly activity on the part of the faculty, thus, on a long-term basis,
strengthening the educational programs of the college.

1. Sabbatical Leave Procedures

   a. Each applicant for sabbatical leave shall propose a program of scholarship (defined to include artistry) which is capable of being substantially advanced by means of the leave. The applicant shall indicate the nature of the program, its present state of development, and, in some detail (including appropriate format), plans for advancing the program during the leave. Documentation may be submitted in support of the application.

   b. Each academic department is responsible for assisting applicants for sabbatical leaves with conceptualizing, formatting, and drafting proposals. Each application shall be submitted through the applicant’s department chair for review by the Department Personnel Committee. In consultation with the Department Chair, the DPC shall (1) evaluate the merit of each sabbatical leave application in the department; (2) recommend the approval or disapproval of each application; (3) if there is more than one application, rank them in order of merit; and (4) forward request(s) through the Dean to the College Council. The Department Chair shall prepare a cover letter to accompany the committee's rankings which explains how the DPC developed rankings and applied criteria.

   c. Differences of opinion between a majority of the DPC and the Department Chair shall be resolved at the department level whenever possible. Otherwise, they shall be reported in detail to the College Council.

   d. The Department Chair shall notify each sabbatical applicant, in writing, concerning the committee's recommendation, including the ranking. The applicant may request a reconsideration of the committee's recommendation which must be filed within 14 days of the date of the notification from the Department Chair. The DPC shall hear reconsideration requests in accordance with department policies, prior to the start of the deliberations of the College Council.

   e. The College Council, in consultation with the Dean, shall evaluate the applications from all departments in the College, considering department recommendations, and approve or disapprove each application. The Council shall review any differences of opinion by departments and act in accordance with its own best judgment on the dispute.

   f. On a college-wide basis, the Council shall rank applications recommended for approval by the Department Personnel Committees and the College Council. The ranking shall respect, insofar as possible, the rankings provided by the departments and shall be based upon the Council's judgment of the relative scholarly merit of each project.

   g. The Dean shall notify each applicant, in writing, concerning the College Council's recommendation, including the ranking. The applicant may file an appeal of the College Council's recommendation within 14 days of the Dean's notification. The College Council will hear appeals in accordance with the policies of the College, prior to the deliberations of the university-level personnel committee. The College Council, through the Dean, shall forward its recommendations to the Provost. The Dean shall prepare a cover letter accompanying the college recommendations, explaining how rankings were developed and criteria were applied. Unresolved differences between a majority
of the College Council and the Dean shall be reported in detail to the University Council Personnel Committee.

h. Individuals with rank in an academic department, but who are assigned to more than half-time administrative duties outside the college or department, as well as faculty no-rank persons shall submit requests for sabbatical leaves to the personnel committee of the administrative unit involved, or where no personnel committee exists, to their immediate supervisor. Those leaves which are approved shall then be forwarded with accompanying justification to the University Council Personnel Committee.

i. Academic administrators (deans, associate or assistant deans, vice-presidents, associate or assistant vice-presidents, or provosts) holding rank in an academic department who wish to apply for a sabbatical leave may use either of two tracks. They may submit a sabbatical proposal for scholarship on an administrative topic, in which case the proposal shall be reviewed, and ranked where appropriate, by the applicant's administrative superior. That official shall forward the proposal with comments to the appropriate administrative officers for further review, comment, and ranking. Alternately, they may submit a sabbatical proposal dealing with their area of scholarly expertise, in which case the proposal shall be submitted to the academic department in which they hold rank. The Department shall rate the proposal on its scholarly merit and forward that evaluation to the applicant's administrative superior. That official shall review the proposal and forward it with comments to the appropriate administrative officers for further review comment and ranking.

2. Sabbatical Leave Policies

a. Sabbatical leaves shall ordinarily be limited to tenured faculty members and shall be granted only in connection with proposed or ongoing programs that promise to enhance the professional competence and improve the professional standing of the faculty member.

b. Sabbatical leaves ordinarily shall not be granted to a faculty member in order to: (a) revise books designed primarily for use as texts; (b) retrain or develop competencies primarily for a different professional position; (c) visit various locations of general, professional, or academic interest; (d) perform full-time duties at another institution similar to the duties presently performed at NIU; (e) complete a doctoral or other terminal degree; or (f) carry out formal study at NIU.

c. Sabbatical leaves for a semester at full pay shall not be granted to a faculty member if, during the leave, the faculty member is to undertake full- or part-time employment that is not an integral part of the scholarly purpose of the leave.

d. Within 60 days following resumption of regular duties at the university, the faculty member shall submit a written report to the department or division chair, dean or director, and vice-president and provost, describing the personal scholarly activities during the sabbatical leave. The report shall become a part of the faculty member's service record for the purpose of merit evaluation as described in the following paragraph and as a basis for evaluating subsequent leave requests. An individual granted a sabbatical leave assumes a professional obligation to return to NIU for a period of at least one-year subsequent to the leave.

e. Each report must include a brief statement of the scholarly purpose for which the
leave was granted. If this report reflects significant professional activity, the DPC will award a merit rating which will be at least an average of that person's merit rating for the previous three years. If the report reflects inadequate professional activity, the merit rating may be lower.

f. Sabbatical leaves shall be for one semester at full pay or one academic year at half pay. Persons on 12-month appointments are also eligible for two consecutive summer sessions at full pay.

g. Each sabbatical leave application and project shall be considered anew each year.

h. A first sabbatical leave shall be granted only to a faculty member who will have completed five years of full-time service by the time the leave begins. Full-time service on a temporary appointment shall count toward a sabbatical leave. Periods of time on leaves of absence without pay shall count toward a sabbatical leave provided the University Council Personnel Committee judges the activity associated with that leave without pay to be comparable in professional significance to service as a member of the faculty.

i. To be eligible for a subsequent sabbatical leave, a faculty member must complete six years of approved service since the most recent sabbatical leave.

j. Recipients of Presidential Teaching and Presidential Research Awards are granted a semester of release teaching which does not count as sabbatical leave.

H. Factors Related to Educational and Work-Related Leaves of Absence Without Pay

1. According to the Regulations of the Board of Trustees: Faculty and administrative employees are not entitled to leaves of absence as a matter of right. The President or designee should weigh carefully the benefits and disadvantages of each individual request for a leave of absence without salary for personal cause and shall authorize only those requests that meet the following conditions:
   a. There is assurance that the University can either absorb the vacated position or secure a suitable replacement.
   b. The University will benefit by the experience gained by the person on leave.

2. Because granting a leave of absence depends on the ability of a department to maintain program integrity, teaching schedules, student advising, and service obligations, the College's procedures involve consideration of all proposals by the program faculty, the Department Chair, and by the Dean.

   a. The faculty proposal is submitted concurrently to the Department Chair and program faculty.
   b. The Department Chair is responsible for writing a letter which describes the review process used, and the degree of faculty support for the leave of absence.
   c. The Department Chair submits departmentally approved proposals to the Dean. A letter of recommendation from the Department Chair should be included with each proposal.
   d. Applications approved by the Dean are submitted to the Provost's Office for approval and recommendation to the President.
3. The application for the leave of absence should include the specific period of time and reasons for the request. Leaves of absence should augment the scholarly and professional standing of the individual as well as increase program strengths upon the individual's return. The application should include a workload statement showing how the faculty member's work will be handled during the individual's absence. This statement should detail-provisions for covering course offerings, advising, guiding thesis/dissertation committees, and the faculty member's committee work. Leaves of absence should not disrupt important program development activity.
IV. GUIDELINES FOR PROMOTION AND/OR TENURE DECISIONS

This section attempts to define and amplify the significance and role of teaching, areas of scholarship that are appropriate to the College’s mission, and the character of service that will enhance opportunities for promotion and tenure in the College of Education at Northern Illinois University. It is also a guide to the development of the Promotion and Tenure dossier that each faculty member must prepare in order to be considered for promotion and tenure. This section attempts to define and identify the criteria that qualify a candidate for promotion and/or tenure. It clearly indicates there must be a balance among teaching, scholarship, and service and provides parameters for the roles of those areas.

The section contains information from the May 1987, University Council Personnel Committee’s (UCPC) “Documentation of Recommendations for Promotion and Tenure” guidelines based on principles and criteria derived from Article 5 of the University Constitution and Bylaws, which serve as the overall university criteria for promotion and tenure. These guidelines, along with the Constitution and Bylaws and The College of Education’s Criteria and Procedures Related to Personnel Decisions, serve as the basis for tenure and promotion. Appendices also contain the instructions and format for the preparation of the dossier for promotion and/or tenure.

Faculty, especially Department Chairpersons and the senior faculty are expected to provide guidance to untenured faculty in the areas of professional assignment, scholarly and research/creative activities, and service. Mentoring untenured faculty is important and expected to be on-going.

Education occurs in many milieus and the term education should not be interpreted to mean only school-based settings. The evidence listed in subsequent sections is not meant, nor should it be construed, to be limiting or exhaustive. Departments are encouraged to develop additional evidence appropriate to their faculty(ies) and program(s).

A. Teaching and Professional Assignment

The quality of teaching, the improvement of teaching, and the quality of the learning environment are of great importance to the College of Education, particularly given the historical roots of the College in the normal school from which Northern Illinois University grew. While the College has evolved to include school based and non-school based programs, the quality of teaching and the learning environment continues to be vitally important.

1. Effective teaching is the culmination of a series of preparatory activities. Knowledge of students, a thorough knowledge of the subject field, and pedagogy are necessary prerequisites to instructional excellence. Teaching in the education profession encompasses a specialized body of theoretical and complex knowledge and is highly individualized.

   College faculty members are expected to foster student progress in acquiring a knowledge base of their discipline, teaching methodology, oral and written communication skills, and other knowledge and skills appropriate to the education profession (e.g., use of technology).

2. Quality teaching generally revolves around the following factors: (a) thorough knowledge of the subject matter, (b) well planned and organized teaching, (c) clear presentation of subject
matter, (d) stimulation of ideas and thinking, (e) application of course material to related areas of knowledge, and (f) a positive attitude toward students.

3. Effective teaching can vary substantially across student populations and programs; therefore, judgments of teaching quality must be context-dependent. Candidates for promotion and/or tenure can choose to highlight the areas where they judge their best performance is obtained. Candidates must build their case for excellence with references to process and product data (e.g., courses, number of students, level of course, course syllabi, dissertation work).

4. Teaching effectiveness, critical assessment by self and others, and the improvement of teaching are essential ingredients in the consideration for promotion and tenure.

B. Scholarly and Research/Creative Activities

Faculty are expected to engage in scholarly and research/creative activities. These may include basic research, applied research, professional application work, internally and externally funded projects, or creative works.

1. The variety of scholarly and creative work in education is immense as are the kinds of evidence to be examined in evaluating the quality of such work. Sheer numbers of scholarly or research articles or creative works are not sufficient evidence for distinction in this area.

2. The items listed in the Appendices are the types of acceptable evidence that should be included in a candidate's promotion and/or tenure document (called dossier). Judgments of quality may be difficult to ascertain; thus, the candidate has the responsibility for specifying the standards that the work has met, such as an analogue of evaluation, (e.g., critical peer review, evidence from recognized experts that a product embodies current standards), and some form of evidence of the nature of a product's impact, (e.g., frequencies of citations by others in published citation indexes). In short, the dossier must include the case for excellence in contributions to an area of endeavor. A candidate should include, for example, where an article or textbook has been published, and documentation that substantive depth is evident in the work. Arguments to this point might include mention of the prestige of the journal or publisher, the national status of a peer evaluator, or the recognized expertise of an educational professional.

3. Different criteria will be applied to promotion in rank, differentiating promotion from assistant professor to associate and from associate professor to full professor. Discretion remains with the Department, but the Department should give some consideration to whether a candidate for promotion is senior or junior author of published works. As the College faculty become more involved in interdisciplinary research, co-published works are acceptable. The candidate for promotion and tenure should, however, delineate in the dossier how much he/she contributed to the scholarly work.

C. Service to the College and University and Public Service

Faculty members in the College are expected to serve their program, department, college, university, and profession. Such service will receive due recognition. Similarly, service beyond the university to the local community, state, nation, and other countries will also be recognized.

1. Service is provided when a faculty member engages in activities outside his/her area of specific professional expertise; however, such activities are not considered to be
professional activity.
2. Sheer numbers of service activities are not sufficient evidence for distinction in this area.
3. Although service activities are important and expected, they cannot replace distinguished achievement in professional assignment and scholarly and research/creative activities.

D. Other Professionally Significant Achievements (Service to the Profession)

Other indicators may establish the competence of a faculty member and are considered for promotion and/or tenure.

1. Other indicators include external programming activities, membership on the editorial boards of scholarly or professional journals, holding office in scholarly or professional organizations, honors conferred by or invitations to address meetings of such groups, invited participation in conferences on specialized topics in the field, membership in selective and honorific societies (e.g., the National Academy of Education), and service to professional organizations on committees or in program organization.

2. Additional indicators are relevant as well. These include consultancies and contracts for service to local, state, and federal education agencies, legislators, other policy-makers, and professional associations. Promotional materials, marketing, or workshops designed to assist stakeholders to improve their skills or implement policy options and mandates are also acceptable indicators. Working relationships with those in other education professions can also be valuable to faculty in the College.

3. Although valued, professional activities do not substitute for achieving quality in professional assignment and scholarly and research/creative activities. Candidates are encouraged to explain in the dossier why such activity is important (e.g., the select nature of an invitation) and/or provide letters of support from colleagues or collaborators.

E. Recommendations for Promotion and Tenure (UCPC Guidelines, 1987)

In order to facilitate the review of recommendations for promotion and tenure at the university and college level, the University Council Personnel Committee has adopted the guidelines presented below as part of its "Working Rules". The UCPC also wants to remind departments and colleges of the importance of annual reviews of progress toward tenure and to encourage units to carefully and thoroughly communicate to probationary faculty the strengths and weaknesses of their performance in teaching, research and service.

1. The supporting documentation and the completed vita which indicates academic and professional activities of the candidate must be current.

2. The justification for promotion or tenure -- Part II A. of the "Recommendation for Promotion and Tenure," completed at the departmental level -- must identify the criteria used in measuring teaching effectiveness and the evidence which supports the assessment of the individual's overall performance must, likewise, identify the professional accomplishments of the individual and their significance, and include an assessment of how these accomplishments meet the criteria for promotion and/or tenure.

3. If supporting letters are included in the material as part of the department and college process, they must be current. In addition, a statement describing how these letters were solicited and a brief biographical sketch about each reviewer should be included.
4. In cases of early promotion or early tenure, besides completing Part II, separate letters are needed from the Chair and the Dean explaining the extraordinary nature of the faculty member's performance. These letters should point out the criteria being used at the college or departmental level and how the recommended faculty member meets these criteria.

5. Where there is a disagreement at either the college or departmental level or between the college and department a statement describing the nature of the disagreement must accompany the documentation to the next level.

6. If, at the college level, there are reasons for support which differ from the department's reasons for support, these additional reasons must be made known when forwarding the recommendation to the university level. If the college disagrees with the recommendation of the department, a statement indicating the reasons for the disagreement must be forwarded to the UCPC.

7. In listing scholarly activity, the department must identify those publications which appear in refereed journals and those artistic exhibitions which are juried.
V. APPENDICES

In an attempt to improve the quality of decisions made about tenure, promotion, and salary increments, faculty members should use the general format that follows in these appendices to provide evidence of their professional performance to Department Personnel Committees. Relevant reports of professional performance should be submitted to the Department Chair on the date(s) designated by the Chair and College Council approved guidelines.

The following Appendices contain cover page formats for the Faculty Service Report (Appendix A) and the Promotions and Tenure Dossier (Appendix B) as well as a list of appropriate items to include in the specified sections of these two documents (Appendix C). Appendix C is not intended to be exhaustive or all inclusive. Faculty members are encouraged to report other evidence that may not be specifically referenced in the Appendix. Some items listed in Appendix C should be in Tenure and Promotion dossiers, but not included in annual Faculty Service Reports, for example, copies of letters from students and colleagues.

Partnership work is important to the College and different aspects of this work may be reported in various areas described in Appendix C. For example, publications resulting from partnership work would be reported in the section on scholarship, courses taught on-site at partnership schools would be reported in the teaching and professional assignment section, as would faculty-liaison assignments. Service on local school committees or delivery of non-credit professional development activities may be reported in the service section.

PLEASE NOTE: The following personnel documentation is to be provided by the department

To be documented by the Department Chair in consultation with the Department Personnel Committee.

A. Assessment of teaching effectiveness and of efforts at improvement the faculty member has reported.

B. Summary evaluation of overall effectiveness as teacher, scholar, and professional

Department Personnel Committees and Department Chairs should send separate letters assessing teaching effectiveness, scholarly productivity, service activities and collegial responsiveness.
Faculty Member Name ________________________________

Rank ____________________________________________

Department _______________________________________

This Faculty Service Report documents activities from
January 1, 20___ through December 31, 20___
APPENDIX B

FORMAT FOR THE PREPARATION OF
THE DOSSIER FOR PROMOTION AND/OR TENURE RECOMMENDATIONS

Date __________________________

Name _________________________________

Department ________________________________________

Present Rank _________________________________

Number of years full-time college level teaching prior to NIU ________________

Number of years at NIU ________________

Number of years in present rank at NIU ________________

Recommended for: Tenure _____________ Effective Date_____________

Recommended for: Promotion ___________ Effective Date_____________

Educational Background: Give institutions of higher education attended, dates of attendance, and degrees earned in reverse chronological order.

Professional Experience: In reverse chronological order, list institutions, rank or title, and dates of appointment concerning all professional positions.

Justification for Promotion and/or Tenure:

This information is to be supplied by the candidate. Respond to each of the categories noted in Appendix C. Examples of evidence you may want to use are cited; these are only examples, you may choose to supply other types of evidence.

NOTE: Candidates for Promotion and/or Tenure shall provide to the Department Chair the names of individuals from whom at least five (5) letters of support may be solicited. A brief biographical sketch, including information on their expertise in the field, should be included with the list. Department chairs will be responsible for soliciting the external letters and are to account for receipt of these letters.
APPENDIX C

Areas to be Covered in Evidence Provided for Faculty Service Reports
and Tenure and Promotion Dossiers

TEACHING AND PROFESSIONAL ASSIGNMENT

Evidence of teaching effectiveness
The Department will provide University student evaluation results. In addition, the faculty
member may provide information on:
• the courses taught (course designator and number/level, course title, semester taught,
  number of students);
• written feedback from students;
• colleagues and/or the department chair written evaluations of teaching;
• a self-evaluation; and
• sample course materials.

Evidence of advising, membership on graduate student committees and exam guidance
The department will provide a list of advisees. The faculty member may include information
about:
• advisee status (progress toward degree completion) with an explanation of the faculty
  member’s role in advising;
• membership on and directorship of all graduate student committees assigned (theses and
dissertations) and the faculty member’s role on these committees as well as student
  progress (e.g. specify the name of the student, the level of the student, and his/her stage in
  the program);
• letters from current and former advisees or students working on theses/dissertations;
• colleague comments/observations about faculty interactions with students;
• examination guidance provided to students (students advanced to candidacy or
  completing comprehensive examinations);
• opinions of advisees; and
• describe membership on graduate student committees outside of the department.

Evidence of research guidance and support
The faculty member may provide evidence of:
• external quality ratings for dissertations directed (e.g. Graduate School reviewer
  comments);
• publication of students' theses or dissertations or articles based on their thesis/dissertation
  research;
• thesis or dissertation awards received;
• number of students supported on research or training projects;
• opinions of current and former students; and
• employment settings of students.
Evidence of professional improvement and innovation
The faculty member may provide evidence related to such things as:
- course or instructional materials developed;
- NIU’s Instructional Improvement grants received or proposed;
- student opinions;
- collaborator/colleague observations;
- conferences or workshop attendance to improve teaching;
- incorporation of technology in instruction; and
- self-reports on the development and delivery of professional training activities.

Evidence of effectiveness related to non-teaching professional assignments.
The faculty member should describe the nature of the non-teaching professional assignment (typically administrative, grant, or partnership work). Other information that may be included:
- documentation of feedback from those persons affected by the quality of professional performance in this assignment;
- feedback from the person supervising the non-teaching assignment (particularly in administrative roles);
- that portion of professional assignment time supported by grant activity and the effectiveness in carrying out the responsibilities of the grant; and
- description of partnership work, including feedback from school or field personnel affected by partnership work.

SCHOLARLY AND RESEARCH/CREATIVE ACTIVITIES

Evidence of publications and/or creative works
The list below indicates items the faculty member may describe in this section. Give full bibliographic reference for books, articles, and monographs. Identify them as new, reprints, readings, reviews, etc. Also note whether they are research based. Note all authors. For all articles, indicate whether they are refereed or non-refereed. Faculty members may describe the following:
- articles (indicate refereed or non-refereed);
- articles co-authored with students (indicate refereed or non-refereed);
- chapters published by invitation in edited books or periodical volumes;
- published books or monographs;
- published critical reviews of books and monographs;
- textbooks for the education of professional educators;
- reports printed by sponsoring agencies, including professional organizations, legislative bodies, governmental agencies, foundations, or private firms;
• citations by others;
• book reviews;
• exhibits;
• performances;
• published or printed curricular/instructional materials and manuals;
• computer-based publications and programs; and
• media, including films, videos, and computer-based instructional materials.

Evidence of presentations
Faculty members should note whether the presentations were refereed conference presentations, non-refereed presentations, or invited addresses. Also note whether presentations were for international, national, regional, state or local audiences. Sample items that may be listed here include:
• presentations at professional conferences;
• presentations co-authored with students;
• invited addresses, presentations or testimonies;
• serving as a moderator for a conference presentation or panel;
• local/state workshops and presentations; and
• visiting professorships (list university, lectures offered, and dates).

Evidence of grant writing
Indicate grants written and their funding status. For those funded, indicate the purpose, nature, amount, and period for which grant was awarded. Also provide any evidence of effectiveness in carrying out the grant responsibilities. Items to list here include:
• grants or contract applications approved by external agencies through peer review;
• grants or contract applications approved by external agencies without peer review;
• grants approved by internal NIU bodies; and
• unfunded grants or contracts applied for either external or internal to NIU.

Evidence of scholarly activities in progress
The faculty member may describe the following:
• all writing and research submitted for review but not yet published;
• ongoing research or scholarship in progress indicating the stage of the work; and
• scholarly and professional development activities in progress.
SERVICE TO THE UNIVERSITY, THE PROFESSION, AND THE PUBLIC

Evidence of service to the university, college, and department
Faculty members should include service on relevant committees (department, college, and university level) and other work that serves the greater university community. Include a statement from the committee chair indicating some evidence of productivity and involvement.
- list committee names, membership status, length of service, frequency of committee meetings, amount of other time required, etc. for each committee;
- report service as a Dean’s designee at dissertation defenses in other program areas;
- describe or document involvement in working with colleagues in mentoring activities;
- informal service rendered in support of department or interdepartmental goals;
- writing department/college proposals or reports;
- directing or presenting campus workshops; and
- sponsoring student organizations.

Evidence of involvement in the development of the academic program
The faculty member should describe and document:
- involvement in the development of courses and/or academic programs for the preparation of professionals; and
- participation in professional development activities to acquire/develop new skills or knowledge that will benefit the academic program.

Evidence of membership and involvement in professional associations
Faculty members should describe their involvement in professional activities including:
- memberships in professional associations, organizations, associations, or societies (describe the amount and type of your involvement in these professional activities);
- leadership positions held in professional organizations, associations or societies;
- service as an editor, member of an editorial advisory board, etc.;
- honors conferred by professional groups;
- invitations to address meetings of scholarly or professional organizations (identify whether state, regional, national, or international);
- invited participation in conferences on specialized topics in the fields;
- membership in selective and honorific societies;
- off-campus and on-campus professional conferences attended (describe the amount and type of your involvement); and
- membership on professional boards.
Evidence of professionally-oriented public service
Faculty members should describe the amount and type of involvement in public service activities. Public service includes, but is not limited to:

- public speeches;
- workshops;
- concerts or productions;
- consultantships and contracts for services to local/state/federal agencies, legislators, professional associations, and other policy makers;
- radio and television appearances;
- editorial work that are not part of a professional organization;
- service related to community agencies or groups;
- partnership activities in schools or other field-settings;
- informational circulars, pamphlets, or workshops to assist school or field personnel to improve their skills or to implement policy options and mandates;
- participation on local school committees; and
- service to state boards or committees or serving on ISBE related committees.

While not required, faculty members may choose to include a short self-reflection at the end of each section (teaching, scholarship, service) or at the conclusion of the Faculty Service Report or Tenure and Promotion Dossier.

Note: Items/activities may be listed in only one of the three areas of evidence.
APPENDIX D

COLLEGE COUNCIL'S CHECKLIST FOR EVALUATING TENURE APPLICATIONS

The role of the College Council is to review all department personnel recommendations to insure that (a) appropriate professional standards of evaluation have been applied and (b) college guidelines and policies have been adhered to and appropriate procedures followed. When a decision involves the professional competence or achievements of an individual faculty member, the department's judgment shall be overridden by the College Council only on the basis of substantial evidence that the department applied inadequate professional standards of evaluation. Although a faculty member's professional competence and achievements can best be judged at the department level, the College Council has expectations that the individual faculty member will perform satisfactorily in the classroom, maintain an ongoing program of scholarly activity, and regularly participate in service activities as outlined in the College of Education Criteria and Procedures Related to Personnel Decisions (Blue Book). Minimal expectations for the areas of professional assignment, scholarship, and service would ordinarily be demonstrated by the achievements listed below. Although the College Council has set forth these minimal expectations, department personnel committees may enforce higher standards of performance that must be met by individual faculty members to achieve tenure.

Ordinarily, to be considered for tenure the following minimal expectations must be met in the area of teaching and professional assignment:

1. Average of the student ratings for the probationary period must be at or above the scale's mid-point for "overall teaching effectiveness of faculty member" question on the student evaluation form
2. Evidence from peer observations and/or self-reflection on teaching indicates professional growth in the areas of innovative teaching, integration of technology, development of class materials, and student engagement
3. Evidence of engagement in professional development for the improvement of teaching (e.g., FDIC workshops, attending conference sessions, other workshops or programs)

In addition, one or more of the following activities:
1. Evidence of satisfactory performance in officially assigned non-teaching professional assignment
2. Engagement in student advising with evidence of effectiveness
3. Effective engagement in guiding theses, dissertations, honors projects, or other student research guidance by providing timely constructive feedback, with candidates making progress toward completion
4. Submission and funding status of grant applications focused on instructional improvement (e.g., CIUE grants, Dean's Instructional Grants etc)
5. Evidence of contributions to the scholarship of teaching and/or connection between scholarship and teaching (e.g., infusing research findings into teaching)

Ordinarily, to be considered for tenure the following minimal expectations must be met in the area of scholarship and creative works and performances.
Scholarship is the production and dissemination of knowledge and the creation and performance of creative works. Evidence of scholarship is varied and includes for example, articles, presentations, books, book chapters, grants, performances, artistic works, products, invited addresses, book reviews, columns, and so on. The specific nature and character of the evidence is critical in judging its value and importance in the tenure process. The collection of evidence suggested below is intended to be representative of minimal expectations but not definitive as we cannot describe every possible scenario. Ordinarily, the following minimal expectations in the area of scholarship would be met to achieve tenure:

**Part I** At least six points, with a minimum of three points coming from Part I A

<table>
<thead>
<tr>
<th>Points</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>½</td>
<td>An article in a regional, state, or local refereed journal</td>
</tr>
<tr>
<td>1</td>
<td>An article in a national or international refereed journal</td>
</tr>
<tr>
<td>1</td>
<td>A chapter in an edited book</td>
</tr>
<tr>
<td>1</td>
<td>An authored or developed software product</td>
</tr>
<tr>
<td>1</td>
<td>An adjudicated artistic work or performance</td>
</tr>
<tr>
<td>1</td>
<td>Edited book</td>
</tr>
<tr>
<td>2</td>
<td>An authored book that has gained recognition among scholars in the field, such as appearing in World Catalog as being in the collection of at least 5 academic libraries</td>
</tr>
</tbody>
</table>

**Part I B**

<table>
<thead>
<tr>
<th>Points</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>¼</td>
<td>Internal grant funded &lt; $1500</td>
</tr>
<tr>
<td>¼</td>
<td>Internal grant application &gt; $1500 unfunded</td>
</tr>
<tr>
<td>½</td>
<td>Internal grant funded &gt; $1500</td>
</tr>
<tr>
<td>¼</td>
<td>External grant application &lt; $10,000 unfunded</td>
</tr>
<tr>
<td>¼</td>
<td>External grant funded &lt; $10,000</td>
</tr>
<tr>
<td>¾</td>
<td>External grant application &gt; $10,000 to &lt; $50,000 unfunded</td>
</tr>
<tr>
<td>1</td>
<td>External grant funded &gt; $10,000 to &lt; $50,000</td>
</tr>
<tr>
<td>1</td>
<td>External grant application &gt; $50,000 unfunded</td>
</tr>
<tr>
<td>2</td>
<td>External grant funded &gt; $50,000</td>
</tr>
<tr>
<td>¼</td>
<td>Column in a journal or professional newsletter</td>
</tr>
<tr>
<td>½</td>
<td>Book review in a journal</td>
</tr>
<tr>
<td>½</td>
<td>Non-reviewed monograph</td>
</tr>
<tr>
<td>½</td>
<td>Non-adjudicated but reviewed creative work or performance</td>
</tr>
</tbody>
</table>

**Part II** – At least three points from the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>¼</td>
<td>A non-peer-reviewed national, regional, state, or local presentation or workshop</td>
</tr>
<tr>
<td>½</td>
<td>A state or regional peer-reviewed conference presentation</td>
</tr>
<tr>
<td>1</td>
<td>A national or international peer-reviewed conference presentation</td>
</tr>
<tr>
<td>1</td>
<td>An invited address to a plenary session (not break-out session) of a state or regional conference</td>
</tr>
<tr>
<td>2</td>
<td>An invited address to a plenary session (not break-out session) of a national or international conference</td>
</tr>
</tbody>
</table>
Ordinarily, the following minimal expectations in the area of service must be met to achieve tenure:

At the PROGRAM/DEPARTMENT LEVEL:
1. Serves with noticeable input and involvement (i.e., attends and participates) on program and/or department committees
2. Completes tasks and fulfills responsibilities in a timely and professional manner that contribute to the overall functioning of the department (i.e., completing and submitting course syllabi, updating course outlines, providing requested assessment data, supporting adjunct, mentoring junior faculty)

Regarding PROFESSIONAL SERVICE:
1. Maintains active membership in professional organizations
2. Serves on local, state, national, or international professional committees/task forces or serves as a reviewer for a journal or professional organization
3. Provides evidence of public service work as noted in the College of Education Criteria and Procedures Related to Personnel Decisions document (Blue Book) under the category of professionally-oriented public service

At the COLLEGE/UNIVERSITY LEVEL:

Serves on College and/or University committees as needed or requested or eligible for department representation

With respect to COLLEGIALITY:

Demonstrates collegiality in all of the above service-related activities in accordance with the Department’s collegiality statement
## Rubric for Sabbatical Proposals

<table>
<thead>
<tr>
<th>Weight</th>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Communicates scope, purpose and objectives in approved format.</td>
<td>All components (i.e., scope, purpose, and objectives) are clearly and concisely detailed. Grammatically correct.</td>
<td>Scope, purpose, and objectives are mostly clear and/or concisely detailed. May contain minor grammatical errors.</td>
<td>Gaps evident in scope, or purpose, or objectives. Could benefit from greater detail and connectedness. May contain minor grammatical errors.</td>
<td>Gaps in two of the three components (i.e., scope, purpose, objectives.) Lacks detail and connectedness. May contain minor to major grammatical errors.</td>
<td>Scope, purpose, and objectives are disconnected and unclear. Numerous grammatical errors may be evident.</td>
</tr>
<tr>
<td>3</td>
<td>Methodology or creative techniques, data sources and analysis, time frame, role of faculty.</td>
<td>Clear and appropriate methodology, (e.g., procedure, data sources, analysis); fits in time frame; clear role of faculty.</td>
<td>Mostly clear and appropriate methodology; however, either procedure or data sources or analysis could benefit from greater detail. Time frame is appropriate. Role of faculty may or may not be clear. <strong>OR</strong> Clear and appropriate methodology; however, time frame for completion is questionable given the proposal. Role of faculty may or may not be clear.</td>
<td>Procedure or data sources or analysis is either unclear or inappropriate. <strong>and</strong> Time frame for completion may or may not be appropriate given the proposal. Role of faculty may or may not be clear.</td>
<td>Two of three (i.e., procedure, data sources, analysis) are either unclear or inappropriate. Time frame for completion may be appropriate. Role of faculty may or may not be clear.</td>
<td>Methodology is unclear and/or inappropriate. Uncertain what data will be collected or analyzed, what faculty member will be doing, and proposal does not fit requested time frame.</td>
</tr>
<tr>
<td>Weight</td>
<td>Category</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
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<td>-----------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Logistical backup plans.</td>
<td>Logistical backup plans are clear and feasible.</td>
<td>Logistical backup plans could benefit from greater detail or feasibility may be questionable.</td>
<td>Logistical backup plans are mostly unclear and feasibility is questionable.</td>
<td>No logistical backup plans specified.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Contribution of proposed sabbatical on literature and/or professional practice.</td>
<td>Contribution of results is clearly detailed; high impact very likely.</td>
<td>Contribution of results could benefit from greater specificity, although will likely have an impact.</td>
<td>Contribution is unclear or minimal impact.</td>
<td>Contribution is not specified.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Connection to previous professional work.</td>
<td>Strong and clear connection to previous work. OR New initiative relevant to current work.</td>
<td>Some connection to line of work.</td>
<td>Primarily duplicating previous or current work.</td>
<td>No clear case of connection to previous or current line of work.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Outlets for publication, presentation and, future grant proposals.</td>
<td>Clear plan for dissemination with specific outlet(s) named and likely.</td>
<td>Clear plan for dissemination, although specific outlet(s) are either not named or not likely.</td>
<td>Plan for dissemination is mostly unclear.</td>
<td>Plans for dissemination not specified.</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>Category</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Benefits to applicant, department, college and/or University mission and/or strategic plans.</td>
<td>Strong case for benefits to constituents (i.e., applicant, department, college, University mission and/or strategic plans).</td>
<td>Good case for benefits to 3 out of 4 constituents.</td>
<td>Good case for benefits to 2 out of 4 constituents.</td>
<td>Only benefits applicant.</td>
<td></td>
</tr>
</tbody>
</table>

**Total 35**

Minimally acceptable proposals require a score of 3 or 4 points for each of the first two categories (i.e., Communicates scope, purpose and objectives in approved format; Methodology or creative techniques, data sources and analysis, time frame, role of faculty) and at least a score of 2 points for each of the remaining five categories.

Adopted: February 7, 2014
COLLEGE COUNCIL WORKING RULES
COLLEGE OF EDUCATION
FOR SABBATICALS, TENURE AND PROMOTION

Role of the College Dean/Faculty Chair in
College Council Personnel Decisions

In keeping with the dual track system established at NIU, the College Council makes its personnel decisions prior to the College Dean. During the Council's considerations of merit ratings, sabbaticals, promotion, tenure, and reassessment or appeals of decisions concerning these matters, the Faculty Chair of the College Council will chair the meetings.

The Faculty Chair of the College Council, and/or the Dean will notify the Department Personnel Committee Chairs, the Department Chairs, and the Provost of the Council's decisions.

The Dean will notify the individual being ranked and the Provost's Office of the Dean's decisions. If there is agreement between the College Council and the Dean, the Faculty Chair and the Dean may co-sign the letter.

1.0 Sabbaticals

The College of Education generally receives an allocation of one sabbatical for every twenty-five (25) faculty, provided they are approved at all levels. If any other college does not use its allotment, then another college may be assigned additional slots even though the college has used its full allotment. Please refer to the University Policy on Sabbatical Leaves when developing a sabbatical proposal.

1.1 Initial Procedures

1.11 The College Council recommends that each Department Personnel Committee send at least one department representative to the Sabbatical Workshop each year.

1.12 It is the responsibility of the individual faculty member applying for a sabbatical to make modifications which may be suggested at the department level and arrange for sufficient copies to be provided to the College Council.

1.13 Sabbatical requests shall be in the hands of the College Council members 72 hours prior to a meeting date.

1.14 The Dean and Faculty Chair review the process of approving sabbatical requests with College Council prior to beginning the review process.

1.15 Each College Council member receives a copy of the sabbatical request prepared by the faculty members. College Council members from each department present the rationale for the study to be undertaken by each respective department applicant, summarize the Department Personnel Committee's discussion, and answer questions concerning the proposal. After consideration of each request, the College Council votes (voice vote) to approve or disapprove the request.

1.16 After each College Council member ranks the request (by secret ballot),
the ranks are summed. The lowest total score is ranked number one by College Council, second lowest total, two, etc. The rankings, insofar as possible, should represent the department ranking (e.g., department rank could be number one, the College Council’s rank three, and still be ranked in the same order as the department).

1.17 After the College Council’s decision, the Dean will indicate concurrence or non-concurrence.

1.18 The Dean and Faculty Chair shall notify each applicant in writing concerning the Council’s and Dean’s recommendation.

1.2 Reconsideration and Appeal Procedures

1.21 Each applicant shall have the opportunity to petition for an appeal of the decision of the department. The majority of the College Council must vote to hear the appeal which should be based on new information that was not available when the original decision was made. Appeals of the Council’s recommendation shall be filed within 14 days of notification; the appeal shall be heard in accordance with the policies of the College prior to the deliberations of the University Council Personnel Committee.

1.22 If the appeal is approved, then the College Council members will reconsider the ranks of all sabbaticals submitted. The procedure outlined in 1.16 will be followed.

1.23 After the College Council’s consideration of the sabbatical appeal, the Dean will indicate concurrence or non-concurrence.

1.24 The Dean and Faculty Chair will notify each appellant in writing concerning the Council’s and Dean’s recommendation.

2.0 Tenure and Promotion to Associate Professor, Tenure Only, Promotion to Associate Professor Only, and Promotion to Full Professor

2.1 External Evaluations

2.11 A sufficient number of nominations of external evaluators (along with each evaluator’s title, mailing address, and a brief biography) must be provided to the Department Chair as stipulated in The Criteria and Procedures Related to Personnel Decisions Within the College of Education to assure that a minimum of five reference letters are solicited, obtained, and the included in the tenure and promotion dossier.

2.12 The reviewers nominated and selected to write reference letters should be individuals whose professional and personal distance/detachment from the candidate is clear. (For example: friends, co-authors, students, dissertation advisors, and graduate school colleagues should not be asked to serve as evaluators.) (UCPC Working Rule, 7.12)

2.2 Initial Procedures

2.21 Promotion and tenure requests must be delivered to the College Council members 72 hours prior to the meeting date when requests are to be
2.22 The Dean and Faculty Chair review the process of conducting the tenure and promotion review with the College Council prior to beginning of any deliberation.

2.23 Each College Council member receives a copy of the dossier prepared by the faculty member. College Council members have the opportunity to review all supporting materials such as copies of articles, books, and teaching materials which are delivered to the Dean's Office by the respective department. It is expected that the Council member from the faculty member's department will present the individual's case, summarize the Department Personnel Committee's discussion, and answer questions that may arise from members of the College Council.

2.24 The College Council will consider tenure and/or promotion requests in the following order: tenure only, tenure and promotion to associate professor, promotion only to associate professor, and promotion to full professor.

2.25 It is not the role of the College Council to rewrite tenure and promotion applications; however, the College Council may suggest modifications. If modifications are recommended, those recommendations are taken back to the applicant via the department's College Council representative. If the applicant so desires, it is his or her responsibility to make the change(s) and return the corrected application with an appropriate number of copies to the College of Education Dean's Office.

2.26 After consideration of each case, a separate vote by secret ballot is taken for tenure and/or promotion by the College Council. The final numerical vote is not reported; however, the Dean will announce whether the decision was positive or negative.

2.27 After the College Council's decision, the Dean will indicate concurrence or non-concurrence.

2.28 The Dean and the Faculty Chair will notify each applicant in writing concerning the Council's and Dean's recommendations.

2.29 The Dean notifies each Department Chair and Department Personnel Committee Chair of initial recommendations which the Dean and the College Council have prepared, and, when appropriate, the Dean makes reassessment and formal appeal procedures explicit.

2.30 Reconsideration Procedures

2.31 The faculty member has the opportunity to appeal negative decisions in accordance with College and University policy. (Article 7, section 7.1, Appeals at the College Level, NIU Constitution and Bylaws). Appeals of the recommendations(s) of the College Council and/or the Dean shall be filed within 14 days of notification.

2.32 The Dean receives, in writing, requests for formal appeals of department recommendations that specify the nature of the formal appeal requested, and the basis for requesting the formal appeal. The Dean delivers the appeal to the College Council.

2.33 When the College Council determines by vote that the request for a formal appeal presents sufficient evidence of bias or when established procedures have been violated, the College Council shall hear the formal appeal.
College Council shall hear formal appeals of individual faculty members based on evidence indicating unfair treatment, inadequate evaluation, or violation of established procedures, standards, or policies.

2.34 After a formal appeal has been heard, the Dean receives the final recommendations from the College Council.

2.35 A faculty member involved in a formal appeal to the College Council is notified of the final recommendations and the individual is informed of the procedure for appealing to the University Council Personnel Committee through the Provost. The recommendations are accompanied by statements of concurrence or non-concurrence.

2.36 The Dean forwards the recommendations for each candidate to the University Council Personnel Committee through the Provost. The recommendations are accompanied by statements of concurrence or non-concurrence.

Approved by the College Council: February 16, 1996
Revised by the College Council: September 21, 2001
Revised by the College Council: October 4, 2002
Revised by the College Council: March, 2012
Personnel Procedures

On matters such as tenure, promotion and sabbaticals, all parties (Department Personnel Committee, Chair, College Council and Dean) are considered to be in agreement if:

A. All four vote in the same way, or
B. College Council, Dean and either the Department Personnel Committee or Chair vote the same way. (6.341)

1. When the Department Personnel Committee and Chair agree to support, it is sent to the College Council for review. (6.242)

2. When the Department splits the decision (Chair vs. Department Personnel Committee), it is sent to the College Council for review (6.243)
   a. College Council may ask the department to reconsider. Reconsideration shall be done by both the Department Personnel Committee and the Chair. (College Council may need to review these cases first, so there is time to send back to dept.) (Article 7 introduction)
   b. Candidate may request reassessment by Department. Reassessment shall be done by both the Department Personnel Committee and Department Chair. (Article 7 introduction)
   c. As a last resort, candidate may appeal to College Council (see reasons for appeal below). No case should go forward to the College Council for appeal unless it can not be resolved through the reconsideration or reassessment process. (7.1)

3. When the Department Personnel Committee and Chair agree to deny, the candidate may appeal to the College Council. (6.241)

4. When the College Council and Dean agree to support a decision made by Department Personnel Committee and Chair, the case is forwarded to the Provost for information only. No UCPC action needed. (6.341)
   a. When College Council splits (Dean vs. College Council) a decision where the Department Personnel Committee and Chair agree, it is sent to the UCPC for review. (6.343)
   b. Candidate may ask for reassessment by the College. Reassessment shall be done by both the Dean and the College Council. (Article 7 introduction)
   c. As a last resort, candidate may appeal to UCPC (see reasons for appeal below) (6.344)

5. When the College Council and Dean both disagree with the Department Personnel Committee and Chair, it is sent to the department for reassessment. (6.32)
   a. Candidate may ask College Council for reassessment. (Article 7 introduction)
   b. As a last resort, candidate may appeal to UCPC (see reasons for appeal below) (7.2)

6. Decisions to deny which are in agreement are forwarded to the UCPC for information only. (6.341)
Reconsideration and reassessments must be filed:
  • in writing
  • stating the specific grounds for the reconsideration or reassessment
  • including all pertinent evidence to support the reconsideration or reassessment
  • within seven working days of notification of the appellant

Appeals must be filed:
  • in writing
  • stating the specific grounds for appeal
  • including all pertinent evidence to support the appeal
  • within ten working days of notification of the appellant

Grounds for appeal at the college level:
  • inappropriate procedures were followed by the dept.
  • insufficient or inappropriate criteria or evidence was used in arriving at the department decision
  • other circumstances exist that the college considers legitimate, except those under article 7.213 (discrimination based on -isms, in which case the appeal is addressed directly to UCPC)

Grounds for appeal at the university level:
  • the procedures, standards or policies of the college are unfair or inappropriate (appealed by individual or dept)
  • college did not protect faculty member from departmental failure to adhere to specific procedural requirements set forth in constitution, by-laws or college/department guidelines.
  • agency or individual within the university discriminated against a faculty member on the basis of sex, race, national origin, marital status, age, color, political views or affiliations, sexual orientation, handicapped status or other factor unrelated to professional performance. (Appeal goes to special hearing board, not UCPC).
  • agency or individual within the university has infringed upon the faculty member’s academic freedom