

April 21, 2008

To: College Council

From: Greg Long
Chair, AHCD Personnel Committee

RE: Revised AHCD Personnel Policies

The AHCD Personnel Committee reviewed and endorsed all suggested changes by the College Council. These changes were voted upon and approved by the AHCD faculty earlier today (4/18/08) by a two-thirds majority of the faculty.

If the College Council approves the AHCD Personnel Policies and Guidelines as submitted, we request that the School be allowed to implement the policies and guidelines for merit review for calendar year 2008 which will be evaluated in Spring 2009. The policy for promotion and tenure review would be effective for individuals hired after January 1, 2007 (consistent with the 1/10/07 memo from the Dean and Chairs which was reviewed by College Council).

Thank you.

School of Allied Health and Communicative Disorders

Personnel Policies and Procedures

This document was approved by the AHCD faculty on April 18, 2008.

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School of Allied Health and Communicative Disorders Personnel Policies and Procedures

Article 1: Personnel Policies and Procedures compliance statement

The School of Allied Health and Communicative Disorders Personnel Policies and Procedures have been developed in compliance with those of the College of Health and Human Sciences and the University. The Personnel Committee will follow reporting deadlines as established by the College (see Appendix A, Personnel Calendar)

For supplemental information, see:

- 1.1 Personnel Policies and Procedure Manual, College of Health and Human Sciences
- 1.2 University Constitution and Bylaws
http://www3.niu.edu/u_council/Constitution/constitution.html
- 1.3 University Academic Policies and Procedures Manual
<http://www3.niu.edu/provost2/facpers/appm/toc.htm>

Article 2: Purpose of the Review Process

The personnel review process provides a method of annual feedback to faculty members on the effectiveness of their teaching, scholarship, and service efforts for the preceding calendar year. Further, the process provides the basis for:

- annual merit evaluations of faculty members
- annual evaluations relative to progress toward and recommendation for tenure and/or promotion
- annual evaluation of the Chair
- end-of-term evaluation of the Chair
- annual review of the Area Coordinators
- recommendations for sabbatical leave

Article 3: Confidentiality

The School of Allied Health and Communicative Disorders abides by the College of Health and Human Sciences statement regarding confidentiality in personnel actions:

Personnel deliberations in the College must be bound by the professional codes of confidentiality accepted by all conscientious professionals. Faculty members serving on School and College committees concerned with personnel matters must keep confidential those deliberations of the committee

which relate to personnel matters. Further, they must accept that a breach of confidentiality concerning such deliberations is a serious violation of professional ethics and of the personnel guidelines of the College and that it will be so viewed by the College and the University. The finding or recommendations of all such committees in the College shall be divulged to the appropriately designated individuals only by the chairs of those committees or the school chairs. This confidentiality provision applies both to oral statements and to written materials.

The personnel review process is a peer process. All school personnel documents and supporting materials shall be maintained in the faculty members' personnel file (per instructions from the Chair of the School). At the end of any personnel evaluation/decision process, all Committee members will delete or shred all documents, scantron sheets, notes/comments, and any additional materials related to the evaluation process. One set of minutes of personnel meetings will be kept in the office of the School Chair. All other copies of minutes from the Personnel Committee will be destroyed at the end of each academic year. Minutes will not include specific vote counts on personnel actions. Motions and outcomes will be reported. Access to minutes of past personnel actions is limited to individuals at the discretion of the Chair of the School.

Article 4: Structure of the Committee

The Personnel Committee shall consist of one voting member from each program within the School, two College Council representatives, and the School Chair. The College Council representatives and the School Chair are non-voting, ex-officio members of the committee.

Program representatives to the Personnel Committee must be tenured faculty members. They must also have been evaluated by the Personnel Committee through at least one full annual evaluation cycle. If these criteria cannot be met, the School Chair or representative to the College Council will ask the College for an exception to this policy. In no instance will a non-tenured faculty member of the committee participate in progress toward tenure deliberations for another non-tenured faculty member. Faculty who will be considered for promotion are not eligible to serve. In extraordinary circumstances, if there is a lack of eligible faculty members, the Chair, in collaboration with the Personnel Committee, shall identify an alternate program representative to the Personnel Committee.

During the first meeting of the academic year, the Personnel Committee will elect a chairperson who will then be responsible for establishing future meetings and coordinating the work of the committee.

Article 5: The Election

Personnel Committee Membership: Election of Personnel Committee members shall be conducted during the spring semester for the following academic year. Each program (i.e., Audiology, Rehabilitation Counseling, Speech Language Pathology, Physical Therapy, Clinical Laboratory Science) shall elect a representative to the Personnel Committee from their regular, full-time continuing tenure track faculty. This individual shall be made known to the School Chair no later than the final faculty meeting of each spring semester.

Personnel Committee members shall be elected for two-year terms and may succeed themselves. Terms shall be staggered so as to maintain a degree of continuity on the committee.

College Council Membership: The two College Council representatives will be elected during a regular faculty meeting in April or no later than the final faculty meeting of the spring semester. The two College Council representatives shall not be from the same program (AUD, CLS, PT, RC, SLP). The College Council representatives shall serve staggered two year terms. As such, each year one representative will be elected. To conduct the election, a ballot containing all academic faculty members eligible for election to the College Council shall be distributed to the regular, continuing tenured and tenure track academic faculty. Upon completion of the balloting, the Chair shall announce the results.

Article 6: The Function of the Committee

The Personnel Committee must act responsibly and fairly in their discussions and actions. This includes providing faculty with reasonable deadlines for documentation, adhering to those deadlines, and responding to faculty requests in a timely manner.

The Personnel Committee shall be responsible for review and recommendations regarding the following personnel actions:

- a. Sabbatical leave requests
- b. Sabbatical reports
- c. Leaves of absence
- d. Annual review of the Chair
- e. End-of-term review of the Chair
- f. Annual review of faculty for merit
- g. Requests for tenure and promotion
- h. Annual review of progress toward tenure
- i. Annual review of area coordinators

The Personnel Committee shall also be responsible for:

- a. any reconsideration request resulting from its actions
- b. periodically updating the School's Personnel Policies and Procedures

The Personnel Committee will adhere to the deadlines established by the College of Health and Human Sciences for the receipt of requests and reports of personnel action (Appendix A).

Article 7: General Operating Procedures

The first meeting of the Personnel Committee during the academic year shall be convened by the School Chair. During this meeting, the members will elect a Chair of the Personnel Committee. Thereafter, the Committee Chair will schedule future meetings of the committee. The committee shall meet as often as necessary to conduct its business.

All voting members of the committee must be present for actions to be taken unless the College Council has granted an exception to this policy.

Minutes reflecting all actions (decisions) and recommendations shall be taken and maintained by the committee chair. A copy of the approved minutes from each meeting shall be submitted to the School. Approval of minutes shall constitute formal action.

Communication of committee actions and recommendations to faculty shall be the responsibility of the committee chair and/or the School Chair.

Article 8: Role and Function of the School Chair

The Chair of the School is an ex-officio member of the Personnel Committee and may participate in all discussions of the Committee that do not directly involve him or her (e.g., annual review of the Chair). The Chair has a separate and independent vote in all merit, tenure, and promotion decisions.

In most cases, it is expected that the Chair and Personnel Committee will agree in their respective decisions. When the Chair and Personnel Committee do not agree, however, they must meet and attempt to resolve any differences. If this process does not yield agreement, the Chair and the Personnel Committee will submit separate reports to the Dean.

Each spring, the Chair, in collaboration with the Personnel Committee Chair, will draft feedback letters for each faculty member. The letter will contain the individual's merit scores, composite rating, and summary of the Committee's feedback from the merit review process. As needed, the feedback letter will also include specific suggestions and/or action plans to address areas of deficiency. In addition, the Faculty Evaluation

Form (Appendix C, CHHS Bylaws) must be sent to the College office.

The Chair of the School has two additional responsibilities in the personnel process. First, the Chair must resolve any issues in a program regarding Personnel Committee representation. Second, if a program has no tenured faculty, the Chair shall identify the program representative to the Personnel Committee in consultation with the program and Personnel Committee.

Article 9: Merit evaluations

9.1 Time and Period of Merit Review

Annual merit review of tenure-track and tenured faculty shall be conducted by the Personnel Committee during the spring term and according to the calendar determined by the College (see Appendix A). The period of review shall be the previous calendar year. An independent merit review of tenure-track and tenured faculty shall be conducted by the School Chair.

Faculty members are required to submit their annual faculty service report and a current vita (both electronically and as a hard copy) no later than the third week of spring semester.

If a faculty member does not submit an FSR, a rating of “0” will be assigned in all categories unless extenuating circumstances prevent this.

9.2 Philosophy of Merit Review

It is the philosophy of the School of AHCD that adequate and responsible merit review should take place in the context of School, program, and individual faculty goals with due consideration of the resources available to meet those goals. The merit review process is based largely upon a comprehensive faculty evaluation system advocated by Arreola (2000).

9.3 Performance areas:

9.3.1 Teaching: Evaluations of teaching and learning will involve the assessment of the faculty member’s ability to engage students in learning, inquiry, and critical thought. Specific attention will be paid to the faculty member’s content expertise, instructional delivery skills, instructional design skills, course management, and assessment of student learning objectives.

9.3.2 Scholarship: Evaluations of scholarly activities will involve the assessment of the faculty member’s ability to engage in the scholarship of

discovery, integration, application, and teaching.

9.3.3 Service: Evaluations of activity in service and professional application will involve the assessment of the faculty members' ability to use their professional preparation to serve the public and to provide service to the school, college, university, and profession.

9.4 Ranking

The faculty will be rated (within rank) on a four-point scale in the areas of teaching, scholarship, and service. The following categories are descriptors for the annual ratings of the faculty and the chair:

Categories	Performance Scores
Unsatisfactory	1
Needs improvement	2
Professional performance	3
Exemplary performance	4

NOTE: A description of performance standards for teaching, scholarship and service is included in **Appendix B**.

9.5 Data used for merit deliberations

9.5.1 Performance contracts (See Appendix C)

Each faculty member will be expected to develop a performance contract in conjunction with the Chair. These contracts allow faculty members to negotiate and specify the relative weights for subsequent performance evaluations in teaching, scholarship, and service. Performance contracts will be valid for a period of one calendar year. They will be negotiated and/or reviewed each fall for the following year. Contracts shall be established no later than December 15th. If a faculty member chooses not to participate in this process, the Chair will establish the contract and forward a copy to the individual. Performance contracts may be modified with the consent of the Chair if "unexpected events" arise (e.g., grant awards, workload reassignment, health status). A request to modify a faculty member's performance contract should be submitted to the Chair as soon as possible after the unexpected event.

Faculty members are expected to engage in all three areas of evaluation (i.e., teaching, service, and scholarship). As such, minimum and maximum

performance evaluation weights for each area were established. For regular, continuing tenured faculty members, the minimum and maximum weights are as follows:

Performance Weights—Tenured, regular faculty	
Teaching	25% - 75%
Scholarship	10% - 50%
Service	10%-50%

By way of example, faculty members who expect to have several scholarly publications during a particular year would likely request that 40 – 50% of their merit evaluation be based on scholarship. In contrast, faculty members who are exceptional teachers may decide to have 60 – 75% of their merit evaluation based on teaching.

Non-tenured faculty members who are working toward tenure must actively engage in research and produce scholarly products. To encourage scholarship, non-tenured faculty have the following minimum and maximum performance weights:

Performance Weights—Non-tenured, tenure track faculty	
Teaching	25% - 55%
Scholarship	30% - 50%
Service	15% - 20%

9.5.2 Faculty Service Report (FSR, see Appendix D)

Faculty Service Reports are to be completed and returned to the Chair of the Personnel Committee no later than the end of the third week of spring term. Copies of all scholarly products identified on the FSR must accompany the submission. A letter requesting FSR's will be sent to faculty by the chair of the Personnel Committee at least three weeks in advance of this deadline.

9.5.25 Teaching Portfolio (Appendix E)

All untenured faculty members must submit a teaching portfolio with their

FSR. This requirement also applies to tenured faculty members who received an unsatisfactory merit score for teaching the previous year. Tenured faculty may submit teaching portfolios if desired. Guidelines for compiling a teaching portfolio are included in Appendix E.

9.5.3 Self ratings

Self ratings shall be included by each faculty member in conjunction with the annual faculty service report. Using the aforementioned four-point scale, faculty should assign a self rating for each of the three areas being assessed (i.e., teaching, service, and scholarship) as well as an overall rating.

9.5.4 Optional reporting of annual accomplishments

A faculty member may submit a written narrative if so desired. Narratives should accompany the Faculty Service Report and elaborate information summarized in the report. The narrative may also include a description of the faculty member's goals for the upcoming year. The narrative should be double-spaced not exceed five pages using 12-point font.

9.5.5 Class evaluations for the appropriate time period (See Appendix F)

Course evaluations shall be conducted according to the Board of Trustees' mandate and after procedures established by the University Council. The School places great importance in students' evaluation of teaching. As such, only assessment instruments with demonstrated psychometric strengths (i.e., reliability and validity) shall be used. Course evaluation materials will be distributed to faculty three weeks before the end of the semester. Course evaluations should be returned to the School office prior to the start of final exams.

Note: All summer and extension courses offered by the School shall be evaluated and the results made available to the Personnel Committee.

9.6 Procedures for merit evaluation

The Personnel Committee uses the following data for merit evaluation deliberations:

- Faculty service report (see 9.5.2)
- Teaching portfolio (see 9.5.25)
- Class evaluations (see 9.5.3)
- Self ratings (see 9.5.4)
- Written summary of annual accomplishments (optional; see 9.5.5)

These data are reviewed to arrive at a numerical performance score for teaching, scholarship, and service. These scores are submitted to the Chair of the School. The Chair will determine the Overall Composite Rating (see 9.7.1), record this on the CHHS Faculty Evaluation Form (Appendix C, CHHS Bylaws) and return this information to the Personnel Committee.

9.7 Assignment of annual merit increases

The Chair shall assign merit increments in a manner directly proportionate to the Overall Composite Rating (OCR) of each faculty member as determined by the Personnel Committee. Merit increments will not be awarded to faculty members whose OCRs are less than 3.0.

9.7.1 Determining the Overall Composite Rating (OCR)

A faculty member's OCR will be determined by: (a) multiplying performance contract weights with their respective performance scores in teaching, scholarship, and service; and (b) summing the results.

The following examples demonstrate how OCRs are computed.

Example one: Performance contract with an emphasis on teaching

Role	Performance contract weight	Performance score	Total
Teaching	60%	4	2.40
Scholarship	20%	3	0.60
Service	20%	3	0.60
OCR			3.60

Example two: Performance contract balancing teaching and scholarship

Role	Performance contract weight	Performance score	Total
Teaching	40%	4	1.60
Scholarship	40%	3	1.20
Service	20%	3	0.60
OCR			3.40

Example three: Performance contract with an emphasis on scholarship

Role	Performance contract weight	Performance score	Total
Teaching	30%	3	0.90
Scholarship	50%	4	2.00
Service	20%	3	0.60
OCR			3.50

Example four: Performance contract with an emphasis on teaching and service

Role	Performance contract weight	Performance score	Total
Teaching	60%	3	1.80
Scholarship	10%	3	.30
Service	30%	4	1.20
OCR			3.30

9.7.2 Using the OCR to determine merit-based pay raises

Merit increments will be awarded on a percentage basis, with faculty receiving the highest OCRs receiving the largest percent increases.

Note: First-year faculty members may choose between two options for determining their OCR. They may submit a Faculty Service Report and be evaluated based on accomplishments since hire. Alternatively, a first-year faculty member may take the average OCR of his or her colleagues at the same rank.

The percent increase associated with each OCR is determined by dividing the pool of available funds by the sum of OCRs awarded to eligible faculty (Arreola, 2000, p. 65).

$$\text{Merit Unit Amount} = \frac{\text{Total funds available in merit raise pool}}{\text{Grand total of OCRs of eligible faculty}}$$

Example—The following example is simplified for the sake of clarity. It assumes a merit pool of \$5,000 and 5 faculty members.

Faculty earned the following OCRs:

Smith: 3.4 ~~Jones: 2.8~~ Green: 3.0
 Davis: 3.6 Ford: 3.2

Note: Professor Jones is not eligible for a merit increase (minimum OCR of 3.0 required).

Sum of OCRs for Smith, Green, and Ford = 13.2

Merit Unit Amount (MUA) = \$5,000/13.2 = \$378.78

<i>Name</i>	<i>OCR</i>		<i>MUA</i>		<i>Merit Raise</i>
Smith	3.4	x	\$378.78	=	\$1,287.89
Green	3.0	x	\$378.78	=	\$1,136.36
Davis	3.6	x	\$378.78	=	\$1,363.64
Ford	3.2	x	\$378.78	=	\$1,212.11

Article 10: Feedback

Merit evaluation scores and feedback will be provided to faculty members through a letter written by the Chair of the school and the Personnel Committee Chair. Academic faculty members may also request an individual meeting with the Chair of the school to discuss their performance and subsequent evaluation.

Untenured faculty members are required to attend yearly feedback sessions. Similarly, faculty members who received an unsatisfactory rating in any of the three performance areas (teaching, service, scholarship) during the previous year shall participate in a feedback session. These sessions will typically occur the last two weeks of March and first week of April. Faculty will meet with the Chair of the School. The primary purpose of the feedback sessions is to share feedback regarding the faculty member’s performance and self ratings. During feedback sessions, only decisions relating to the faculty member shall be shared with that faculty member. All documents shall be considered as confidential and treated accordingly.

Article 11: Reconsideration Process

11.1 Procedures for reconsideration

Any faculty member who feels that the materials presented in the Faculty Service

Report or in the Recommendation for Promotion or Tenure form (Appendix G) have not been interpreted in a proper light by the Personnel Committee has the right to request reconsideration of the materials by the committee prior to the recommendation being forwarded to the College. That faculty member may be present during a portion of the reconsideration to point out the meaning or value of those materials deemed inappropriately judged during the original process. After this portion of the reconsideration, the invited faculty member will be asked to leave to allow the Committee to make its decision.

11.2 Filing deadlines

A notice of reconsideration request, in writing, must be filed with the Chair of the Personnel Committee no later than ten working days after the day that the faculty member was notified of the decision of the Personnel Committee.

Reconsideration requests are typically based on the argument that inappropriate procedures were followed by the school or that insufficient or inappropriate criteria or evidence were used in arriving at a recommendation

This request must identify specific reasons for the reconsideration.

Any supporting documents (reprints, letters of support, etc.) that may assist the Committee in its reconsideration must be presented to the Chair of the Personnel Committee no later than 20 working days after the day that the notice of intent is filed. The reconsideration shall be filed with the School Chair.

11.3 Reporting

The School Chair shall inform the faculty member in writing of the results of the reconsideration prior to the time the recommendations are forwarded to the Dean of the College.

Article 12: PROMOTION RECOMMENDATIONS

12.1 Requests for Promotion

Requests for promotion shall be considered by the Personnel Committee in the fall semester according to the schedule provided by the College (see Appendix A).

12.2 Criteria for Promotion

The School subscribes to the general criteria for personnel decisions as outlined in the University Bylaws, the Academic Procedures Manual, and the College Personnel

Policies and Procedures. The School's specific criteria are outlined in the Criteria for Tenure and Promotion (see Appendix H).

12.2.1 Promotion to Assistant Professor

The faculty member shall show promise of ability for leadership in the discipline as demonstrated by educational or professional accomplishments. The doctoral degree is required for promotion to assistant professor.

The individual shall be evaluated for accomplishments in the areas of service, teaching, and scholarship in accordance with the Criteria for Tenure and Promotion (Appendix H).

12.2.2 Promotion to Associate Professor

The faculty member shall offer evidence of achieving professional recognition among leaders of the discipline. This may be accomplished through scholarly publications, papers presented at professional meetings, public service related to the discipline, and/or other forms of scholarly, creative, or professional activity.

The individual shall be evaluated for accomplishments in the areas of service, teaching, and scholarship in accordance with the Criteria for Tenure and Promotion (Appendix H).

12.2.3 Promotion to Professor

The faculty member shall offer evidence for accomplishments in the areas of service, teaching, and scholarship in accordance with the Criteria for Tenure and Promotion (Appendix H).

12.3 Early Promotion

Early promotion may be recommended when a faculty member has an extraordinary record of achievement beyond customary criteria set by the School. Extraordinary achievement may be demonstrated in several ways.

An extraordinary record of achievement may include evidence of early achievement of consistently outstanding scholarship significantly exceeding that which would ordinarily be expected for timely promotion along with an exemplary performance record of teaching and at least a professional performance record of service.

In cases of recommendations for early promotion, in addition to completing Part II of the Justification for Promotion or Tenure, a separate letter shall be provided from the School Chair

explaining the extraordinary record of achievement. The letter should point out the criteria used by the School and how the faculty member meets these criteria. The letter should also clearly document extraordinary, as opposed to ordinary achievement. The faculty member shall submit his or her documents for promotion as described in Section 12.4.

12.4 Procedures for Promotion

Faculty members requesting promotion shall submit all documents to the Personnel Committee for discussion by the deadline established by the committee. Materials required are:

Provided by the faculty member:

- a. One copy of all publications
- b. Curriculum vitae
- c. Completed Recommendation for Promotion or Tenure form (Appendix G)
- d. Teaching portfolio
- e. References for external letters**

Note: These documents will be forward to the College by the Personnel Committee.

Provided by the School Chair and forwarded to the College:

- a. Completed Transmittal form
- b. Student assessment of teaching ratings for all courses taught over the last three years, with reference to the department mean for each year
- c. A summary of overall effectiveness
- d. Past FSRs and annual merit evaluations
- e. Past progress toward tenure reports
- f. Copy of original letter of appointment and job description

The Personnel Committee shall meet to review the materials and make a decision. The committee may request the applicant or other appropriate people to come before the committee for further information, or it may require editorial changes or additional documentation in the submitted papers.

Each faculty member's request shall require a separate motion to approve or deny.

The School Chair shall provide the Personnel Committee with a copy of the Chair's recommendations after an independent review of the candidate's materials. The School Chair shall notify the faculty member in writing of the Personnel Committee's decision regarding promotion prior to the College deadline. This ensures that the faculty member can ask for reconsideration before the College Council receives the School's decision. If the School's decision is negative, the faculty member may withdraw the request.

- ** The candidate will be asked to provide a list of five potential external reviewers that includes a brief bibliographical paragraph on each potential reviewer. These individuals must be tenured faculty members outside the University. The committee will select at least two reviewers from this list. The third reviewer will be identified by the Committee and/or Chair and may or may not come from the candidate's list.

ARTICLE 13: TENURE RECOMMENDATIONS

13.1 Requests for Tenure

Requests for Tenure shall be considered by the Personnel Committee in the fall semester according to the schedule provided by the College (see Appendix A).

13.2 Criteria for Tenure

The School of Allied Health and Communicative Disorders subscribes to the general criteria for tenure as outlined in the University Bylaws, the Academic Procedures Manual, and the College Personnel and Procedures. The School's specific criteria are outlined in the Criteria for Tenure and Promotion (see Appendix H).

The individual is evaluated on cumulative accomplishments and shall generally show evidence that criteria for promotion to associate professor have also been met.

13.3 Early Tenure

Early tenure may be recommended when a faculty member has an extraordinary record of achievement beyond customary criteria as established by the School. An extraordinary record of achievement may include evidence of early achievement of consistently outstanding scholarship significantly exceeding that which would ordinarily be expected for timely tenure along with an exemplary performance record of teaching and at least a professional performance record of service.

In cases of recommendations for early tenure, in addition to completing Part II of the Justification for Promotion or Tenure, a separate letter shall be provided from the School Chair explaining the extraordinary record of achievement. This letter should point out the criteria used by the School and how the faculty member meets these criteria. The letter should also clearly document extraordinary, as opposed to ordinary, achievement. The documents needed to request early tenure are the same for those requesting promotion.

13.4 Procedures for Tenure

The procedures for requesting tenure are the same for those requesting promotion (see Article 12.4).

ARTICLE 14: RECONSIDERATION

14.1 Reconsideration on Non-reappointment

If an individual is not reappointed and wishes consideration of the decision on the grounds that the decision may have been arbitrary or capricious, that faculty member may request a hearing of the Personnel Committee.

14.1.1 Procedure

The faculty member wishing reconsideration must submit a written request to the Chair of the Personnel Committee that includes a statement justifying the reconsideration on the basis of arbitrary or capricious actions.

The request must be submitted to the Chair of the Personnel Committee within five (5) working days or written notification of non-reappointment. The committee shall meet within seven (7) working days of receipt of the request to review the documentation. The committee shall also meet with the faculty member at this time if so requested.

The School Chair shall provide the committee with a copy of his/her recommendations after an independent review of the faculty member's request for reconsideration.

The Chair of the Personnel Committee and the School Chair shall prepare a written response to the faculty member within five (5) working days following the reconsideration. A copy of the written response(s) shall be submitted by the School Chair to the Dean of the College.

Article 15: Administrative review and evaluation procedures

15.1 Administrative structure

Chair
Area coordinators (Audiology, Clinical Laboratory Sciences, Physical Therapy, Rehabilitation Counseling, Speech-Language Pathology)

15.2 Appointment period and evaluation of the Chair

The Chair of the School is appointed by the Dean. The Chair's appointment is a

12-month position. A job description for the Chair is included in Appendix I.

The Chair shall be evaluated annually using the procedures outlined in the *Personnel Policies and Procedures* document of the College of Health and Human Sciences. Upon notification by the Dean of the College through the personnel calendar, the Personnel Committee shall conduct the annual review of the Chair. The period covered is the previous calendar year or the portion of it served by a new chair.

An Administrative Report shall be completed by the Chair of the School according to the schedule listed for all faculty members. During the spring semester, and prior to completion of faculty evaluations, this document and the others described in the School's Personnel Policies and Procedures document shall be circulated to members of the faculty.

At the beginning of the spring semester, all faculty, supportive professional staff, and civil service employees shall have the opportunity to participate in the evaluation of the Chair by completing the Administrative Effectiveness Appraisal form (AEA, Appendix J) and providing written comments. Distribution of the AEA form shall be accompanied by a copy of the responsibilities of the chair as outlined in the Northern Illinois University Academic Procedures Manual and other pertinent documents. Administrative Effectiveness Appraisal forms shall be returned to the Chair of the Personnel Committee by the deadline established by the Personnel Committee. Upon receipt of the forms, the Personnel Committee shall tabulate the data and determine a composite figure for each item, including overall effectiveness. The committee has the responsibility to evaluate and interpret both quantitative data (i.e., AEA forms) and qualitative data (i.e., written comments).

A written summary of the evaluation shall be given to the Chair of the School. Following communication with the Chair of the School, the Chair of the Personnel Committee shall forward the summary and the original forms to the Dean of the College. The Dean will consider the results of the annual review of the Chair in the assignment of the increment dollars to the Chair.

15.2.1. End of term review

The Dean initiates the Chair's end-of-term review. The Personnel Committee shall conduct that aspect of the review relating to academic and clinical faculty opinion, in which all regular continuing faculty have an opportunity to participate. The nature of the review shall be determined in joint conference with the Dean and the school faculty. Data from the annual reviews shall be taken into account. The same procedure used in

the annual review of the chair shall be followed for the end-of-term review.

15.3 Appointment period and evaluation of the Area Coordinators

Area coordinators are appointed by the Chair for a three-year term. At the end of any term, the Chair will solicit applications from all interested individuals prior to appointing a coordinator. Appointment periods for the coordinators will be staggered to provide continuity across academic years. Appointments for the area coordinators are 10-month positions. The job description for area coordinators is included in Appendix K.

Area coordinators shall complete the Faculty Service Report according to the schedule listed for all faculty members. The Coordinators are encouraged to add a listing or narrative of administrative activities for the year as some of their duties may not fit easily into the categories of the Faculty Service Report.

The Personnel Committee shall seek input across the school in the evaluation of the Area Coordinators. The Administrative Effectiveness Form for Area Coordinators (Appendix L) shall be used to solicit input. The following groups shall be solicited for feedback: academic and clinical faculty, full-time civil service employees, and supportive professional staff. Data from these evaluations will be used to assess the Coordinator's performance.

Note: Area Coordinators' merit evaluation will be based on their performance as a faculty member. The evaluation of their administrative effectiveness shall have no bearing on their yearly merit evaluations.

Article 16: Sabbatical Leave

The university awards sabbatical leaves for the purpose of supporting and encouraging scholarship on the part of individual faculty members in order to strengthen the academic programs of the university. The criteria upon which the merit of sabbatical leaves shall be judged shall be the quality of the proposed scholarship, the capacity of the applicant to conduct the work, reports on previous sabbatical leaves by the applicant, and the likelihood of the completion of the proposed project.

16.1 Eligibility for sabbatical leave

Any regular, continuing faculty member who has been employed on a full-time basis for at least five years since initial employment or six years since the last sabbatical leave, and who is tenured, may apply for sabbatical leave. Those

policies and procedures described in the Constitution and Bylaws of the University and the personnel policies and procedures of the College will be followed in the application process and in the reporting process.

16.2 Applying for sabbatical leave

Any faculty member who is qualified and wishes to apply for sabbatical leave shall complete the application using the Request for Sabbatical Leave form available in the School office. The form will be submitted to the Chair of the Personnel Committee not later than one full year preceding the academic year for which the sabbatical leave is intended.

16.3 Application review and ranking

The Personnel Committee shall review all applications for sabbatical leave and, where appropriate, make suggestions for changes that will strengthen proposals. Faculty members will have five working days to complete changes if they so desire.

Once all final proposals are received, the Personnel Committee will rank them according to the professional merit of the proposals. The Chair of the School shall participate in this process. Disagreements between the Committee and the Chair shall be handled according to the University Bylaws procedure.

All proposals shall be identified either as “recommended” or “not recommended” and forwarded to the Dean of the College of Health and Human Sciences.

16.4 End-of-sabbatical report

In accordance with the University Constitution and Bylaws, the Personnel Committee will receive a written report of sabbatical activities from any faculty member who was granted a sabbatical leave. The report will be due to the Committee no later than 30 days after return to regular duties.

The Personnel Committee will review the sabbatical proposal and the sabbatical leave report as part of their deliberations in recommending merit ratings for the sabbatical year. The Personnel Committee will forward a review of the end-of-sabbatical report to the Dean to be sent to the Provost.

Article 17: Policy and procedure review

The School’s Personnel Policies and Procedures shall be reviewed by the Personnel Committee at least every three years and any recommended changes

voted upon by the faculty. Any suggested revisions will be reported to the College Council for approval. Revisions in policies and procedures will usually become effective one year after the date of the final approval by the College Council.

Revisions to the personal policies and procedures may be voted upon at any regularly scheduled faculty meeting. Proposed revisions must be shared with academic faculty at least one week prior to their discussion at the meeting. Changes must be approved by a two-thirds majority of those present.

Article 18: Personnel decisions involving family members

Under no circumstances will a member of the faculty participate in any personnel decision affecting that individual's family member. During tenure and/or promotion decisions, if the removal of the affected faculty member from the Personnel Committee results in the lack of representation of the committee from the individual's specialty area, an election of a substitute representative will be conducted in a manner consistent with the personnel policies and procedures of the School. However, this subsequent election cannot result in a violation of the tenure rule stated elsewhere in these policies.

In the event the Chair's family member is a faculty member, the Chair with the advice and consent of the Personnel Committee and the affected faculty member, will appoint a designee to represent the administration's role in the personnel process. Ordinarily this will be a tenured member of the faculty.

References

- Arreola, R. (2000). *Developing a Comprehensive Faculty Evaluation System*. (2nd Edition). Bolton, MA: Anker.
- Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. New York: Carnegie Foundation.

Appendix A
COLLEGE OF HEALTH AND HUMAN SCIENCES
PERSONNEL CALENDAR

DEADLINES FOR RECEIPT OF REQUESTS AND REPORTS OF PERSONNEL ACTION

These deadlines are for receipt of requests and reports by the College Dean's Office. Personnel committees for schools/departments establish convenient deadlines within their own academic units in order to meet the College deadlines noted here:

Noon of third Monday in September	Requests for sabbatical leaves for the next academic year
Noon of first Monday in November	Requests for tenure to be effective August 16 of the next academic year
Noon of second Monday in November	Requests for promotion to be effective August 16 of the next academic year
Noon of last Monday in March	Annual reviews of chairs of the departments/schools
Period of review: Previous calendar year	
Noon of last Monday in March	Annual reviews of the dean and the associate dean
Period of review: Previous calendar year	
Noon of first Monday in April	Annual evaluations of faculty
Period of review: Previous calendar year	
Noon of fourth Monday in April	Evaluations of progress toward tenure
Period of review: Current academic year to date	

Appendix B
Performance Expectations and Numerical Ratings

According to University policy, faculty are evaluated in the areas of teaching, service, and scholarship. Each school specifies what activities fall in each of these areas and how these performances are to be evaluated.

Associated with each area is a table that identifies performance standards. These standards will guide both the faculty member and the Personnel Committee in determining yearly performance reviews. The performance categories and associated numerical ratings associated with these standards are as follows:

Categories	Associated Numerical Rating
Unsatisfactory	1
Needs Improvement	2
Professional Performance	3
Exemplary Performance	4

Evaluation of Teaching

1. Provides students with course syllabi which include subject content, course objectives, performance requirements, and evaluation criteria
2. Conducts self in an ethical, professional, and collegial manner
3. Maintains posted office hours
4. Meets with classes as scheduled
5. Conducts and reports assessment of student learning objectives.
6. Accumulates 1-2 points from teaching-related activities

Unsatisfactory

Meets five or fewer professional performance expectations

Needs Improvement

Meets six professional performance expectations

Professional Performance

Meets all performance expectations

Exemplary Performance

Meets all performance expectations and accumulates 3 or more points from teaching-related activities

Points	Teaching-Related Activities
3	Receives formal recognition as a superior teacher at the college or university level
2	Achieves 90% or more of available points on student evaluations of teaching effectiveness
1	Achieves 80 – 89% of available points on student

evaluations of teaching effectiveness

- 2 Designs a new course
- 2 Initial preparation of a course
- 2 Teaches a class \geq 100 students
- 2 Faculty advisor for 3 or more student independent studies and/or honor capstone projects
- 1 Faculty advisor for 1-2 student independent studies and/or honor capstone projects
- 1 Creates a new, comprehensive course manual or other supporting material (e.g. software) that facilitates instruction
- 1 Documents significant effort at improvement of instruction (attends workshops, mentoring, etc)
- 1 Teaches an overload for one semester
- 1 Actively serves as a faculty advisor for an officially recognized student group
- 1 Develops new and substantial external learning opportunities for students
- 1 Has fifty percent (50%) or more hours in contact time compared to credit hours.

Evaluation of Professional Development and Service

Unsatisfactory Performance

Meets three or fewer professional performance expectations

Needs Improvement

Meets four professional performance expectations

Professional Performance

1. Attends regularly and participates constructively in department and program committees as assigned.
2. Maintains membership in or affiliation with recognized professional organization(s) appropriate to one's discipline.
3. Contributes to one's profession in a positive manner.
4. Fulfills assigned responsibilities.
5. Conducts self in an ethical, professional, and collegial manner.
6. Accumulates at least (2 Points) from service activities.

Exemplary Performance

Meets all professional performance expectations and accumulates (3 or more points) from service activities as listed below.

Points	Service Activities
2	Serves as a program or certificate coordinator
2	Serves as chair of a university or college level committee
1	Serves as a member of a university or college level committee
1 – 3	Serves in a recognized professional organization at the international, national, state or local level
2	Serves as a peer reviewer for journals, book publishers, professional

organizations, grant agencies, etc.

- 1 Serves as a consultant to a professional or community group (salaried positions not included)
- 1 Organizes or conducts an on- or off-campus lecture, journal club, workshop or meeting
- 1 Participates significantly in radio/TV presentations, interviews, etc.
- 1 Takes part in outreach activities (e.g., Summer Camps)
- 1 Completes students' recommendations
- 1 – 2 Participates in student advising activities
- 1 Organizes or contributes significantly to alumni relations activities (e.g., newsletter, events, fund raising, etc.)

Evaluation of Scholarship

Scholarship Scoring

Unsatisfactory (1)	Needs Improvement (2)	Professional Performance (3)	Exemplary Performance (4)
Accumulates no points in scholarship	Accumulates 1 – 2 points	Accumulates 3 – 4 points	Accumulates at least 5 points from categories A and/or B

Category A		Category B		Category C – if funded or published in the same calendar year, only corresponding items in Category A or B will be counted	
Points	Activities	Points	Activities	Points	Activities
5	Funding of a competitive grant proposal as a principal or co-principal investigator by an external agency in the amount of \$50,000 or more per year	2	Publication/Acceptance of a peer-reviewed/refereed manuscript where the faculty member is the third or subsequent author	3	Submission of a grant proposal to an external agency where the faculty member is principal investigator or co-principal investigator on a project of \$50,000 per year or more
4	Funding of a competitive grant proposal as a principal or co-principal investigator by an external agency in the amount of \$10,000 or more per year	2	Publication/Acceptance of a non-peer-reviewed/non-refereed manuscript where the faculty member is the first or second author	2	Submission of a grant proposal to an external agency where the faculty member is principal investigator or co-principal investigator on a project of \$10,000 to \$50,000 per year
3	Funding of a competitive grant proposal as a principal or co-principal investigator by an external agency for amounts less than \$10,000 per year	2 – 3	PI or co-PI overseeing ongoing research activities, training students, preparing progress reports for funding agency	1	Submission of a grant proposal to sources within the University where the faculty member is principal or co-principal investigator

Category A		Category B		Category C – if funded or published in the same calendar year, only corresponding items in Category A or B will be counted	
Points	Activities	Points	Activities	Points	Activities
1 – 2	Funding of a competitive grant proposal as a principal investigator from sources within the University	1 – 2	Invited presenter or participant in special workshop, signaling recognition of outstanding scholarly or professional contribution (e.g., keynote address, invitation only workshops, etc)	1	Submission/resubmission of a peer-reviewed/refereed manuscript where the faculty member is the first, second or third author
3 – 4	Publication/Acceptance of a peer-reviewed/refereed manuscript where the faculty member is the first or second author	1 – 2	Serve as a manuscript reviewer, grant reviewer, Associate Editor, or Editor for a scholarly publication/journal	1 – 2	Preparation of program review documents for accrediting bodies, University committees, etc.
		1 – 2	Development of original software, videotapes, websites, commercial products, tests, etc.	1 – 2	Work in progress
		2 – 5	Publication/acceptance of a chapter/book where the faculty member is the first or second author.		
		1	Presentation of a paper or poster at a professional conference where peer-review or formal invitation is used to select presenters		
		1	Publication/Acceptance of a letter to the editor in a peer-reviewed/refereed journal where the faculty member is first, second, or third author		

Category A		Category B		Category C – if funded or published in the same calendar year, only corresponding items in Category A or B will be counted	
Points	Activities	Points	Activities	Points	Activities
		1	Publication/Acceptance of a book review in a peer-reviewed/refereed journal where the faculty member is the first, second, or third author		
		1	Participant in funded grant activities other than principal or co-principal investigator		

Appendix C
Performance Contract
School of AHCD
Tenured and Tenure-Track Faculty

Faculty member: _____

Note: Contracts typically begin January 1st and run for 12 months.

	Role weight (must total 100%)	Expected activities
Teaching Range: 25% - 75%		
Scholarship Range: 10% – 50%		
Service Range: 10 – 50%		

Additional comments:

 Faculty member

Date: _____

 SAHCD Chairperson

Date: _____

Appendix D Faculty Service Report

I. Professional Development and Service

A. Professional Development

List continuing education activities including attendance at conventions, workshops, seminars, presentations, etc.

B. Community Service

Describe service on community-based committees or boards of directors; involvement with clinical programs in the community (e.g. Screenings, parent support groups); providing professional services (e.g. IEP involvement), community outreach to nonprofessionals (e.g. Rotary, Kiwanis, church groups); and seeing clients independently.)

C. University, College and/or Department Service

List and describe membership on committees, noting position held (e.g. member, chair); projects or special assignments, student group advisement (e.g. COMDSA, Health House), serving as Dean's designee. For department service only, record coordination (e.g. area coordinator), administration (departmental, grants, and recruitment).

1. University Service
2. College Service
3. Department Service
4. Other

D. Professional Service

Describe consulting activities that are non-regular, time-limited appointments; informational presentations given at the community, state, regional, or national level; professional board membership at the state or national level and membership in professional organizations. Note membership on committees within professional associations.

1. Professional Memberships
2. Offices, committees, boards, councils....
3. Consulting
4. Service related presentations
5. Other

II. Teaching, Student Counseling and Student Development

A. Teaching Responsibilities

List courses taught by semester. Include course number, title, and number of students

enrolled. Also include clinical teaching responsibilities by semester. Specify number of clients seen, number of students supervised, and number and location of sites in which services and/or supervision was provided. Include involvement with independent studies and/or theses.

Spring 200X

Course number, title, enrollment

Supervision description and location, number of students, hours per week

Summer 200X.....

B. Assessment of Student Learning Objectives

Identify primary student learning objectives, methods of assessment, results, and any changes made resulting from assessment.

C. Extra Responsibilities

List any extra responsibilities such as create new course, teach overload, faculty advisor for student group, etc.

III. Scholarship, Writing and Research

A. Scholarship of Discovery

1. Publications

List publications and indicate which are in print, in press, accepted for publication, submitted for publication, or in progress that are related to the scholarship of discovery.

- a. In progress
- b. Submitted
- c. Accepted
- d. In press
- e. In print

2. Scholarly papers and presentations

List scholarly papers and addresses given, presentations at professional meetings, workshops given for other professionals that are related to the scholarship of discovery.

- a. Refereed*
- b. Invited*

3. Creation of new materials

Describe inventions, discoveries, patents or improvements, development of illustrated material or other media, development of original therapy protocols and/or materials and creation of new clinical assessments (tests).

4. Grants

Describe research grant proposals submitted and/or funded.

B. Scholarship of Integration

1. Publications

List publications and indicate which are in print, in press, accepted for publication, submitted for publication, or in progress that are related to the scholarship of integration.

- a. In progress
- b. Submitted
- c. Accepted
- d. In press
- e. In print

2. Scholarly papers and presentations

List scholarly papers and addresses given, presentations at professional meetings, or workshops given for other professionals that are related to scholarship of integration.

- a. *Refereed*
- b. *Invited*

3. Integration

Describe efforts to combine different areas of scholarship and/or develop new ideas for further exploration.

4. Interdisciplinary collaboration

Describe efforts to collaborate with other departments, programs, units of disciplines (e.g. ethics consortium, cognitive studies, gerontology program)

5. Grants

Describe grant proposals submitted or funded.

C. Scholarship of Application

1. Publications

List publications and indicate which are in print, in press, accepted for publication, submitted for publication, or in progress that are related to the scholarship of application.

- a. In progress
- b. Submitted
- c. Accepted
- d. In press
- e. In print

2. *Scholarly papers and presentations*

List scholarly papers and addresses given, presentations at professional meetings, or workshops given for other professionals that are related to scholarship of application.

- a. *Refereed*
- b. *Invited*

3. *Creation of new materials*

Describe inventions, discoveries, patents or improvements, development of illustrated material or other media, development of original therapy protocols and/or materials and creation of new clinical assessments (tests).

4. *Grants*

List grants submitted or funded to support direct service or material development.

D. Scholarship of Teaching

1. *Publications*

List publications and indicate which are in print, in press, accepted for publication, submitted for publication, or in progress that are related to scholarship of teaching.

- a. In progress
- b. Submitted
- c. Accepted
- d. In press
- e. In print

2. *Scholarly papers and presentations*

List scholarly papers and addresses given, presentations at professional meetings, or workshops given for other professionals that are related to scholarship of teaching.

- a. *Refereed*
- b. *Invited*

3. *Creation of new materials*

Describe inventions, discoveries, patents or improvements, development of illustrated material or other media, development of original therapy/teaching protocols and/or materials related to the scholarship of teaching.

4. *Grants*

Describe training and instructional grants applied for and/or received. Indicate your role.

Appendix E Teaching Portfolio

The reflective narrative should provide a broad perspective about your philosophy of teaching and mentoring. At a minimum, please include a description of (a) your content expertise, (b) your approach to instructional design and delivery, (c) the teaching philosophy that guides your approach, (d) copies of syllabi, (e) examples of lectures, written assignments, and examinations.

Questions for the reflective narrative may include, but are not limited to:

Content Expertise

- What do you consider to be your area(s) of content expertise?
- How do you incorporate your expertise into classroom activities, clinic, and lab?
- In what ways have you tried to stay current in the subjects you teach as well as the activities you supervise in the clinic or lab?
- How would you judge your knowledge in the subjects you teach
- How would you judge your supervision of clinical and/or lab teaching?
- What have you done or could you do to broaden and deepen your knowledge of the subject matter?

Instructional Design and Delivery

- What is your greatest asset as a teacher? Your greatest shortcoming? These can relate to interpersonal characteristics and/or specific features of instructional design and delivery.
- How do you establish course objectives?
- What guides your selection of activities and assignments?
- What do you think is the best way to intellectually challenge students?
- How do you determine if the breadth and depth of coverage is appropriate for a particular course?
- How do you solicit feedback from students to further refine your design and delivery?
- What do you believe is the best approach to use in evaluating students' performance?

Teaching Philosophy

- Describe your overall approach to teaching, advising, and mentoring. What are your primary goals with respect to your students?
- In what way has your teaching changed in the last five years? Ten years? Are these changes for the better? Why or why not?
- What are your future teaching goals and plans?
- What would you most like your students to remember about you as a teacher ten years from now?

Appendix F

Course Evaluation Instrument

Aleamoni Course Evaluation/Instructor Questionnaire (CIEQ)

Contact: Lawrence M. Aleamoni, Director
Comprehensive Data Evaluation Services, Inc.
6730 N. Camino Padre Isidoro
Tucson, AZ 85718
Ph: (520) 621-7832
Fax: (520) 297-9427

For more information about the format, results, special features, and development and validation, see Arreola (2000), Pages 126 – 133.

Appendix G
Instructions for Preparation of Recommendation for Promotion/Tenure

Date _____
Name _____ Department _____ Present
Rank _____

No. of years full-time college level teaching prior to NIU _____ No. of years at NIU _____ No. of years in present rank at NIU _____

Recommended for: Tenure _____ Promotion _____ Effective Date _____

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

Professional Experience: List institutions, rank or title, and dates of appointment concerning all professional positions, in chronological order.

Justification for Promotion or Tenure:

- I. Information to be supplied by the candidate.
 - A. Publications and other professional contributions (give full bibliographic information).
 - Papers read at professional meetings
 - Articles -- identify refereed articles
 - Reviews
 - Books -- indicate in each case whether authored or edited
 - Exhibits
 - Performances
 - Other
 - B. Professionally oriented public service activities.
 - C. Direction of theses and dissertations or equivalents (give name of student, title of work, and degree sought).
 - D. Other professionally significant achievements (offices in professional societies, service activities, consultantships, etc.).
 - E. Grants, fellowships, and leaves of absence.
 - F. University service in addition to regular teaching assignments during last three years (committee assignments and chairmanships, workshops, special assignments, etc.).
 - G. Teaching obligations, courses taught each semester during the last three years, average teaching load, extension teaching, and advising.

- II. To be completed by the department chair in consultation with the 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 colleague.

Appendix H
CRITERIA FOR TENURE AND PROMOTION
(Minimum Criteria to be Considered for Tenure and Promotion)

SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Preamble

A positive tenure recommendation is the result of a high level of confidence in a faculty member's ability and interest in making a continuous contribution to the School of Allied Health and Communicative Disorders in the areas of teaching, scholarship, and university and professional service.

In order to be considered for tenure and promotion to associate professor, the candidate must:

1. Have overall annual merit ratings which never fall in the unsatisfactory performance category; and
2. Demonstrate consistency and growth in responsibility and performance.

Scholarship

1. Establishment of an on-going, continuing program of scholarship that has received positive assessment by one's peers as demonstrated by:
 - a. At least three peer-reviewed articles, books, or book chapters in which the faculty member is a principal author. At least two of these publications must be based on work conceived, designed, or analyzed at NIU, and all publications must have been completed within seven years of the time of application for tenure; and
 - b. Presentation of at least three peer-reviewed or invited papers at regional or national professional association meetings based on work at NIU.
2. Minimum merit ratings demonstrating at least professional performance in scholarship for at least three of the five years reviewed for tenure.
3. Additional evidence of scholarship, including submission and acceptance of grant proposals, editing of scholarly works, authorship of other publications, etc.

Service

1. A pattern of increasing and effective service to the university and one's profession as demonstrated by:
 - a. A steady progression toward leadership positions at the program, department, college or university level; and
 - b. Appointment or election to councils, committees, task forces, offices, etc., or other significant professional service that demonstrates evidence of significant involvement in one's profession.
2. Minimum overall merit ratings demonstrating at least professional performance in service for at least three of the five years reviewed for tenure.

Teaching

1. Regular, on-going critical assessment and improvement of teaching as demonstrated by a positive assessment of teaching by the Personnel Committee based on a review of all course syllabi and related course materials and personal interview where indicated.
2. Minimum overall merit ratings demonstrating at least professional performance in teaching for at least four of the five years reviewed for tenure.

PROMOTION TO PROFESSOR

Preamble

A positive recommendation to the rank of professor is the result of longstanding demonstrated leadership in the areas of teaching, scholarship, and university and professional service. This leadership goes beyond the university and must have a positive impact on one's profession. In order to be considered for promotion to professor the candidate must have:

1. Overall annual merit ratings which have not fallen below the professional performance category in the seven years preceding the request for promotion to professor;
2. Demonstrated consistency and leadership in performance within the university and profession.

Scholarship

1. Continuation of an on-going, regular program of scholarship that has received positive assessment by one's peers as demonstrated by:

- a. At least four peer-reviewed articles, books, or book chapters in which the faculty member is first or second author. All publications must have been completed since receiving promotion to the rank of associate professor.
 - b. At least four of the following in any combination since receiving promotion to the rank of associate professor: (1) peer-reviewed national or international presentations or (2) externally funded grants.
2. Minimum merit ratings demonstrating at least professional performance in scholarship for at least 80% of the years reviewed since receiving promotion to associate professor.
3. Additional evidence of scholarship, including funded grant proposals, editor of scholarly works, authorship of other scholarly works, etc., in which the faculty member has taken a leading role.

Service

1. A pattern of increasing and effective service to the university and one's profession as demonstrated by:
 - a. Effective leadership at the program, department, college, or university level; and
 - b. Appointment or election to councils, committees, task forces, offices, etc., or other significant professional service that demonstrates evidence of national leadership in one's professions.
2. Minimum overall merit ratings demonstrating at least professional performance in service for at least 80% of the years reviewed since receiving promotion to associate professor.

Teaching

1. A positive assessment of teaching by the Tenure and Promotion Committee based on a review of all course syllabi and related course materials and personal interviews where indicated.
2. Minimum overall merit ratings demonstrating at least professional performance in teaching for at least 80% of the years reviewed since receiving promotion to associate professor.

Appendix I Job Description of Chair

NORTHERN ILLINOIS UNIVERSITY
Academic Policies and Procedures Manual
Section II. Item 20.

Responsibilities of Chair (or Director) of Department (or School)

July 17, 2002

A chair (or director) of a department (or school) is the chief academic and administrative officer for an academic department (or school) and is accountable directly to the dean of the college for all aspects of the operation and development of that department (or school). The chair is the spokesperson of the department in all official transactions with department members, as well as with other units of the university, and is responsible for the proper functioning of the department as an instructional, research/artistic, and public-service unit. The department chair is responsible, in consultation with appropriate departmental faculty committees, for developing and administering operating policies and practices for the department which are effective and consistent with college and university provisions; for making budget, curricular, and personnel recommendations (in accordance with applicable university bylaws), for managing all the resources assigned to the department; for defining the department's scope, mission, and objectives within institutional guidelines, and within the resources available; and for assuring and, whenever possible, improving the department's capacity to carry out its mission and accomplish its objectives with distinction. The quality of departmental leadership can be measured by such factors as:

1. the strength of the faculty attracted and retained;
2. the quality of the department's academic program;
3. the enthusiasm of faculty and students for the department's program;
4. the quality of representation concerning the mission and needs of the department which is provided to units and agencies outside of the department;
5. the level and degree of effective cooperation which is provided to units and agencies outside the department;
6. the handling of departmental affairs so as to maximize the time and effort faculty can devote to their professional activities--teaching, scholarship, academic counseling, and public service;
7. the maintenance of high professional and ethical standards on the part of the department in carrying out its responsibilities;

8. the ability to get the department to respond with dispatch in facilitating change when necessary, without violating the rights or ignoring the responsibilities of faculty or students.

In addition, a department chair's responsibilities include, but are not limited to, the following activities.

1. budgeting and fiscal management of department resources;
2. managing day-to-day administrative responsibilities;
3. scheduling and providing for student advisement;
4. supervising staff assigned to the department;
5. assigning faculty and staff work loads:
 - a. the chair has the final responsibility in assigning and scheduling work loads.
 - b. in assigning work loads, the chair will be guided by any written guidelines set by the department, college, and university.
 - c. each department shall have its own faculty-approved guidelines for the assignment of work loads, in their bylaws or other documents. These guidelines may provide for reconsideration of the assignment of workloads.

Approved by University Council, May 6, 1998

Modified editorially, July 17, 2002

Appendix J
CHAIR ADMINISTRATIVE EVALUATION
College of Health and Human Sciences

Name of Chair _____ Calendar Year of Review _____

Drawing on your experiences and observations of the past year, rate the Chair on each item, giving the highest scores for highly effective performance. On the front of the scan sheet use Chair's last name, current date, and leave the rest blank. Mark your responses on the BACK of the scan sheet, leaving signature blank. If you have no basis for judgment, LEAVE BLANK. The space at the end of the form allows for comments. The job description/responsibilities of the chair of the school is attached for your reference. Please return evaluation in the enclosed envelope to the school secretary by

- 1 = Unsatisfactory
- 2 = Needs improvement
- 3 = Professional performance
- 4 = Exemplary performance

No basis for judgment (leave blank)

1. _____ Facilitates the development of school/department goals.
2. _____ Facilitates the development policies.
3. _____ Interacts effectively with faculty/staff.
4. _____ Works effectively with committees.
5. _____ Manages day-to-day business effectively.
6. _____ Respects importance of confidentiality.
7. _____ Promotes the selection of quality faculty/staff.
8. _____ Promotes the retention of quality faculty/staff.
9. _____ Fosters faculty/staff development.
10. _____ Uses resources effectively.
11. _____ Promotes sensitivity to diversity issues.
12. _____ Demonstrates sensitivity to student issues.
13. _____ Applies policies equitably.
14. _____ Seeks faculty/staff input.
15. _____ Overall effectiveness as Chair.

Comments:

Appendix K
Responsibilities of the Specialty Area Coordinators
School of Allied Health and Communicative Disorders

Area Coordinators are appointed by the Chair, in consultation with the faculty of the specialty area, to facilitate the academic administration and development of the specialty area. The Coordinator shall be a full-time tenured regular faculty member who has demonstrated leadership within the specialty area. Area Coordinators are appointed on a ten-month contract for a term of three years. They are evaluated annually using the Administrative Effectiveness Appraisal instrument. Area Coordinators who maintain ratings that are satisfactory or better on this instrument may be reappointed by the Chair after consultation with the Personnel Committee. At the end of each three-year term, the Chair will solicit applications from all interested parties prior to making the appointment. Area coordinator terms will be staggered among the three academic areas.

In addition to duties as a departmental faculty member, the Area Coordinator's responsibilities will include:

1. Schedule and chair meetings of the faculty and staff within the Area. Provide agenda for meetings and ensure that minutes of the meetings are kept and distributed.
2. Coordinate the development and administration of comprehensive examinations within the Area.
3. Provide academic advisement to Students-at-Large and part-time students within the Area.
4. In conjunction with the Director of the Speech-Language-Hearing Clinic, facilitate the assignment of on-campus clinical activities to students enrolled in the specialty Area.
5. Facilitate periodic review of the curriculum with area faculty and forward proposed changes to the departmental Curriculum Committee.
6. In conjunction with the faculty and clinical staff within the Area, make recommendations to the appropriate committee or to the Chair for the expenditure of funds for needs within the Area.
7. In conjunction with the faculty and clinical staff of the area, make recommendations regarding candidates for faculty and clinical positions within the Area.
8. Take responsibility for the preparation of the Area's application for accreditation (or section thereof) or continued accreditation from the appropriate body.
9. Ensure that accreditation standards are maintained within the specialty area.

10. Conduct regular assessment activities and report results in conjunction with the departmental assessment plan and in cooperation with the departmental Assessment Committee.
11. In conjunction with the Chair, develop and execute a student recruitment plan.
12. Meet with the Chair and other administrative personnel in the department on a regular basis.
13. Seek outside consultation and advice on issues that affect the Area as needed.
14. Other duties as assigned by the Chair.

Appendix L
ADMINISTRATIVE EFFECTIVENESS APPRAISAL
AREA COORDINATOR

Drawing on your experiences and observations of this area coordinator's performance during the past year, rate him/her on the items below. Note that the range is from 1 (unsatisfactory) to 4 (exemplary). If you have no basis for judgment, leave the item blank. A narrative description of your views may be attached to the NIU scoring sheet on which you will record your responses.

Please record your responses to these items on an NIU scoring sheet (enclosed). Write the name of the Area Coordinator you are evaluating in the space for the last name. **Please return to the school secretary by**

- 1 = Unsatisfactory
- 2 = Needs improvement
- 3 = Professional performance
- 4 = Exemplary performance

No basis for judgment (leave blank)

General Administration

- 102. Carries out responsibilities of the position (i.e. Appendix O).
- 103. Works toward accomplishment of area goals.
- 104. Plans effectively for periodic curriculum updates.
- 105. Chairs area meetings effectively.
- 106. Monitors academic/clinical student progress.
- 107. Promotes open discussions of area issues.
- 108. Organizes comprehensive examinations for graduate students.
- 109. Assists in advising students-at-large and part-time students.
- 110. Assists in coordinating graduate level on-campus practicum course.
- 111. Shares responsibility for compliance with professional rules/regulations.

Democratic Process

- 112. Interacts with people perceptively and fairly.
- 113. Makes sound decisions.
- 114. Solicits views of area members.
- 115. Delegates responsibilities appropriately.
- 116. Utilizes input from area members.

Communications

- 117. Appraises situations and problems impartially.
- 118. Works effectively with students.
- 119. Works effectively with all area members.

120. Works effectively with other area coordinators, the chair, and staff.
121. Works effectively with other professionals.
122. Conveys and implements relevant rules, regulations and group decisions.

Leadership

123. Encourages professional growth of area members.
 124. Instills enthusiasm for professional goals.
 125. Keeps current with developments and innovations in the professional area.
 126. Assumes responsibility for maintenance of morale.
 127. Maintains and promotes confidentiality in academic and clinical matters.
-
128. Overall effectiveness.