

PUBLIC NOTICE AND AGENDA

FACULTY SENATE – SOCIAL JUSTICE COMMITTEE

Wednesday, December 13, 2023, 3 p.m.

Altgeld Hall 125

Northern Illinois University

DeKalb, Illinois

I. CALL TO ORDER

II. VERIFICATION OF QUORUM

III. ADOPTION OF THE AGENDA

IV. APPROVAL OF THE OCTOBER 18, 2023, MINUTES – Pages 2-5

V. PUBLIC COMMENT

VI. ITEMS FOR FS-SOCIAL JUSTICE COMMITTEE CONSIDERATION

- A. Division of Academic Diversity, Equity and Inclusion
Carol Sumner, Chief Diversity Officer

VII. NEW BUSINESS

- A. Proposal to update FS Bylaws, Article 8, The Academic Personnel Process,
based on the work of the FS Social Justice Committee – Pages 6-15

VIII. UNFINISHED BUSINESS

- A. Continued discussion of work plans for 2023-24
- B. Continued discussion of priorities
- C. Faculty Senate Bylaws, Article 3.5, Social Justice Committee – Page 16
- D. Overview of work within the domain of the Faculty Senate and
the Faculty Senate Social Justice Committee
Ben Creed, FS President

IX. ADJOURNMENT

MINUTES

FACULTY SENATE – SOCIAL JUSTICE COMMITTEE

Wednesday, Oct. 18, 2023, 3 p.m.

Altgeld Hall 125

Northern Illinois University

DeKalb, Illinois

VOTING MEMBERS PRESENT: Arado, Atkins, Barrett, Bohanon, Books, Johnson, McGowan, Nyunt, Scanlon, Vahedian

OTHERS PRESENT: Creed, Elish-Piper, Flynn, Valentiner

I. CALL TO ORDER

Faculty Senate (FS) President **B. Creed** called the meeting to order at 3 p.m.

II. VERIFICATION OF QUORUM

A quorum was verified.

III. ADOPTION OF THE AGENDA

T. Arado moved to adopt the agenda, seconded by **F. Bohanon**. Motion passed.

IV. APPROVAL OF THE SEPTEMBER 20, 2023, MINUTES

T. Arado moved to approve the minutes, seconded by **G. Nyunt**. Motion passed.

V. PUBLIC COMMENT

VI. ITEMS FOR FS-SOCIAL JUSTICE COMMITTEE CONSIDERATION

A. Update on Shared Equity Leadership Within Strategic Enrollment Management 2.0

Shared equity leadership (SEL) at NIU is designed to be an approach or a practice embedded within all units and efforts being pursued campuswide. Coordination is centralized through a core group consisting of NIU's chief diversity officer; provost; vice president for student affairs; and vice president for enrollment management, marketing and communications. The core group seeks to aid in reaching a shared understanding of equity goals university-wide and is supported in that effort through six ad hoc working groups, each with an administrative representative and a faculty representative serving as co-leaders, as well as other stakeholders who bring specific

expertise to each working group and their subgroups. This SEL model is being applied to NIU's Strategic Enrollment Management 2.0 (SEM). Currently, each working group is reviewing and prioritizing its assigned goal areas, establishing timelines and developing key outcomes.

Feedback included the following points:

- Preference was expressed for a more collaborative partnership with administration, particularly relative to the Ad Hoc Social Justice Committee's prioritized recommendations. Response included the assurance that the spirit of those recommendations are, indeed, embedded into the model and particularly into the work of the faculty academic experience working group. It was also noted that SEL provides for the SJC's work, such as the tenure and promotion project, to be embedded within the model.
- Is there a plan to move toward a five-year strategic plan?
- SEL is a part of SEM, but SEL resides in other places, as well; SEL is an approach, or a philosophy, intended to be embedded into all of the efforts being pursued university-wide.
- How does the SJC interact, influence or relate to the core group and the six working groups? What about the faculty voice in the core group? **L. Elish-Piper** will bring this concern to the core group. Also, **L. Elish-Piper** and **C. Sumner** will present to the SJC in December and/or February in an effort to continue interfacing between the SJC and the SEM 2.0 core group. Additionally, SJC members and others are invited to express their interest in joining a working group or one of the subgroups.
- What work is within the domain of the SJC and FS, that can impact the broader university work (example is the tenure and promotion process codified in the FS Bylaws)?

VII. UPDATES ON ONGOING WORK

A. Academic Affairs – Sheila Barrett

Clarity is sought on next steps for this ongoing work; **B. Creed** will provide an update with particular focus on proposed revisions to the tenure and promotion procedures, and the ongoing proposal review by the Faculty Senate Personnel Committee relative to clinical/research faculty.

B. Diversity, Equity and Inclusion – Natasha Johnson

Progress has been made with regard to data access, and a report to the SJC is anticipated during the spring semester.

A refined DEI Fest proposal is anticipated to be brought forward in the spring semester and will include details of support from additional campus units.

C. Institutional Racism – Vicky Books

The scope of work is broad, and there is likely overlap with the efforts being undertaken by the SEL core group and working groups. It might be beneficial to liaise with these groups for clarity.

The ONE READ activity is ongoing featuring the book titled It's Not Free Speech: Race, Democracy, and the Future of Academic Freedom. Related to this topic, the FS Faculty Rights and Responsibilities Committee (FRR) will be charged with reviewing academic freedom and has been made aware of the book and related conversations.

VIII. UNFINISHED BUSINESS

A. Continued discussion of work plans for 2023-24

Discussion covered in ongoing work reports.

B. Continued discussion of priorities

Discussion included the following points for consideration as next priorities:

- The five prioritized recommendations from the Ad Hoc SJC draft report;
- FS Bylaws and NIU Constitution and Bylaws review for inclusive language;
- Does the SJC have a role in NIU emerging as a Hispanic serving institution? And how will faculty be impacted?
- Other -isms, beyond racism, such as classism; also other students in at-risk categories other than race, such as first-generation, LGTBQ+; the international student experience;
- As the SJC's re-prioritizes its ongoing work, is it time to re-think the current ongoing work categories to better reflect that re-prioritization? Would institutional racism more clearly be reflected as institutional barriers?
- Developing a shared understanding of institutional racism;
- Developing a shared understanding of academic freedom.

IX. NEW BUSINESS

A. Faculty Senate Bylaws, Article 3.5, Social Justice Committee

SJC members were asked to consider suggestions for amendments to FS Bylaws, Article 3.5 for future discussion at the December SJC meeting.

3.5.1 Composition

The membership of the committee shall be Faculty Senate members appointed by the president of the Faculty Senate and approved by the Faculty Senate. One ~~faculty senator~~ tenured/tenure-track faculty member will be appointed to the committee to represent each of the Colleges of Business, Education, Engineering and Engineering

Technology, Health and Human Sciences, Liberal Arts and Sciences and Visual and Performing Arts, as well as University Libraries and the College of Law. A committee chair will be appointed from the tenured and tenure track faculty members. In addition, one student, one instructor, one operating staff member and one supportive professional staff member serving on Faculty Senate will also be appointed.

3.5.2 Duties

3.5.2.1 Identify the intersection structures contributing to racism, sexism, classism, ageism, transphobia, homophobia and ableism at NIU, particularly within policies, procedures and practices; and create strategic plans and take actions to correct them with the approval of Faculty Senate operating within appropriate shared governance procedures. Evaluate progress on an annual basis with penultimate summative reviews every five years.

X. ADJOURNMENT

A. Vahedian moved to adjourn, seconded by **B. McGowan**. Motion passed.

Meeting adjourned at 4:20 p.m.

Article 8: The Academic Personnel Process

Faculty play an essential role in supporting Northern Illinois University's vision strives to transform the world through research, artistry, teaching, and outreach. The academic personnel process is designed to reward the excellence of faculty in fostering students' professional and intellectual growth, producing research and artistry that advances their field and serves the public good, and engaging in service that benefits the institution, region, state, nation, and world. The process is guided by Northern Illinois University's values and centers equity and inclusion and ethics and integrity. As such, it is recognized what constitutes excellence can vary among faculty based on discipline, responsibilities, and commitments. The process utilizes a human-centered approach by respecting the rights and responsibilities of all persons involved in the process. The university is best served when personnel matters can be decided, and disagreements resolved, in an environment of informal cooperation and full discussion, based upon clearly stated criteria for evaluation.

8.1 Principles Regarding Personnel Matters

8.1.1 The faculty personnel process at Northern Illinois University is a dual track system with faculty and administrators comprising the two distinct tracks and each track composing distinct evaluations. The review process starts in the academic unit(s) in which the faculty member is appointed and progresses through the colleges and university to final on-campus recommendation by the president.

8.1.2 Each academic unit at each level of the university must maintain written policies and procedures for carrying out their roles and responsibilities in the personnel process indicated in these bylaws. Those documents are to be made available to the faculty.

8.1.3 If academic unit personnel policies and procedures do not contain provisions for their amendment, they may be amended in accordance with the principles of Article 17 of these bylaws. In that case, those eligible to vote on the amendment are the regular, full-time faculty members appointed to the academic unit. If college personnel policies and procedures do not contain provisions for their amendment, they may be amended in accordance with the principles of Article 17 of these Bylaws. In that case, those eligible to vote on the amendment are the members of the college council, or in colleges without a council, the regular, full-time faculty as a whole.

8.1.4 All personnel policies and procedures related to promotion and/or tenure shall undergo review in all years which are multiples of five to ensure their alignment with university goals and university mission, vision and values.

Deleted: Northern Illinois University strives for excellence in all academic matters. The academic personnel process is designed to facilitate the evaluation of faculty, in the light of this quest for excellence, in a fair and professional manner. To do so requires the exercise of informed, professional judgment as well as

Commented [BC1]: I love this statement from ASU's promotion documents: "The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching." I wonder if we can wordsmith it to make it ours.

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Commented [BC2]: Items remaining to be considered, added, addressed:

- 1) Expanding examples of research/scholarship/artistry, teaching/librarianship, service
- 2) Cycles of improvement language

Commented [BC3]: 1) Preamble aligning this article with university goals and equity goals.

Some examples of this are to include language specifically flagging promotion and tenure decisions as the most important decisions made by universities as they shape the quality of the faculty at the core of the institution for years to come. As such, the promotion and tenure process needs to align: with university goals; the mission, vision, and

Commented [BC4]: Consider adding in a connection to engaged scholarship, engagement, etc. Or perhaps leave

Commented [BC5]: 3) Cycles of improvement language

Commented [BC6R5]: There is precedence for this in the Bylaws, specifically Bylaw 4.2.2.4 where there is a task that

Commented [BC7R5]: @Gudrun Nyunt @Therese Arado @Sheila Barrett

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8.1.5 All academic unit personnel policies and procedures must be approved by the appropriate college faculty personnel bodies, and the college personnel procedures by the Faculty Senate Personnel Committee prior to their implementation.

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8.1.6 The candidate faculty member has the right to know of the disposition of a personnel recommendation in process within 30 working days after its receipt at the next higher level of decision making, unless an appeal is filed within those 30 days.

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8.1.7 A written report on a recommendation concerning promotion, tenure, or sabbatical leave will be sent to the faculty member affected by each level of decision-making after that level has acted on the recommendation. A written notice of merit ratings for pay increment purposes shall be sent to the academic faculty member from the academic unit. All such notices shall contain pertinent information regarding the opportunities for and regulations governing requests for reconsideration or appeal.

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8.1.8 Non-tenured faculty in tenure-track positions are entitled to receive annually a written evaluation of their progress toward the achievement of tenure. A copy of each such annual report shall be forwarded to the appropriate college dean (s).

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8.1.9 Appeals of personnel recommendations and alleged violations of policy or procedure shall be restricted to the level above the level at which the appealed recommendation was made. All appeals shall be filed by 14 calendar days from the date of notification of the candidate faculty member.

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- Commented [XH8]: Calendar days?
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8.2 University Criteria for Arriving at Personnel Decisions

8.2.1 General Criteria for Arriving at Personnel Decisions

8.2.1.0 The foundational principles of the University are embedded in its mission, vision and values and realized through the University's planning framework and goals. This framework defines the criteria that are emphasized and rewarded as part of faculty promotion, tenure, retention and salary determination.

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8.2.1.1 Within the context of 8.2.1.0, including the University's commitments to innovation, equity and inclusion, public service, and community engagement, recommendations concerning promotion, tenure, retention, and salary should reflect careful evaluation of: (1) effectiveness in teaching or, for library faculty, in librarianship, (2) scholarly contribution, including research, artistry, and any external peer evaluation of research and artistry, and (3) service to the university community and profession. Recommendations should be based only upon the professional performance of the faculty member. Utmost care must be exercised by all individuals and bodies making personnel recommendations to exclude possible prejudice concerning such matters as age, ancestry, color, disability status, gender, gender expression or identity, marital status, national origin, political views or affiliation, pregnancy, race or ethnicity, religious views or affiliation, sex, sexual orientation, or other such factors unrelated to professional performance.

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- Deleted: marital status, age, color,
- Deleted: handicapped status,

8.2.1.2 The reason the university exists is to serve society by encouraging learning. To do this most effectively, it must focus its activities on all of learning ~~the creation, dissemination, and integration of knowledge.~~

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Commented [XH9]: Not sure if we want to be consistent with 8.2.1.4 and later as "the creation, dissemination, and integration of knowledge"

8.2.1.3 Effectiveness in teaching is a significant aspect of a faculty member's professional performance. For library faculty, effective librarianship is the criterion equivalent to effective teaching for other faculty members. Where a library faculty member's assignment involves teaching regularly scheduled classes, that teaching shall be evaluated.

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*The term, public service, does not exclude professionally oriented activities in the private sector of society. It refers, rather, to scholarly activities other than those of an instructional or research nature in which the academics are invited to participate because of their scholarly expertise which involve, directly and explicitly, their professional competencies, which are not related to their personal membership in religious, civic or community organizations, and which do contribute directly to growth in their scholarly competencies. Colleges and departments

8.2.1.4 Scholarly inquiry and research and artistic production are an integral component of the university and are indispensable in insuring the vitality of the entire instructional, research, and artistic programs of the university. To align with the University's mission, a faculty member needs to engage in scholarly (research and artistic) activities designed to ensure continued currency and familiarity with the faculty member's academic field and which contribute to the scholarly body of knowledge in that field. The University recognizes that the creation, dissemination, and integration of knowledge are all important aspects of the scholarly enterprise.

Commented [BC10]: 2) Expanding examples of research/scholarship/artistry, teaching/librarianship, service

To align with campus' engagement efforts, adding one item that elevates engaged teaching and engaged librarianship. Either as just those terms or as slightly operationalized definitions. I can help on this language as wanted.

8.2.1.5 Professionally oriented public service, outreach and engagement activities are an important part of the university's obligations, particularly as they relate to its central mission: the service of society through the promotion of learning. Such activities enable scholars to test new insights. They expand the experiences, knowledge, and professional competence of faculty. Public service and community engagement thus have a potential parallel to research in its capacity to enrich teaching or librarianship and as such should be given adequate recognition in the evaluation of faculty.

Colleges and academic units should define public service activities which are appropriate for their particular scholarly competencies and which align with the public mission of the institution.

8.2.1.6 Criteria upon which personnel decisions are appropriately based include, but not limited to:

(A) Effectiveness in teaching or librarianship:

Commented [BC11R10]: Also transdisciplinary teaching/librarianship... find the 'right' language here.

1. Teaching

Commented [GN12]: Can we add "Facilitating engaging classroom environments"?

(a) Command of subject matter.

Commented [BC13R12]: Added it as an 'and' but perhaps we should make it its own item?

(b) Skill in presenting material and facilitating engaging classroom environments.

(c) Respect for the student as a co-learner and fostering inclusive learning environments.

Commented [GN14]: Maybe add something related to "fostering inclusive learning environments"

(d) Effectiveness in creating an atmosphere that will encourage and facilitate students' efforts to learn and strengthen their capacities for valid reasoning and independent thought.

Commented [GN15]: Can we add something here related to constructive and developmental feedback?

(e) Openness in the examination of a variety of views and tolerance for the expression of different views.

Commented [BC16R15]: I wonder if this is 'subsumed' in the other items. I'm fine with having it fit in explicitly though.

(f) Fairness and skill in evaluating student performance.

- (g) Acceptance of responsibility for assessing and improving effectiveness as a teacher.
- (h) Acceptance of responsibility for continually updating and improving courses taught.

[\(i\) In units with graduate programs, effective mentorship and advising of graduate students.](#)

[\(k\) The \(co-\)development and \(co-\)delivery of courses outside of faculty's home department and/or discipline.](#)

[\(l\) Collaboration with other faculty members from different disciplines to improve the academic offerings and experiences of students.](#)

[\(m\) Engaged teaching, including but not limited to service-learning, study abroad, etc.](#)

2. Librarianship

- (a) Command of subject matter.
- (b) Skill in presenting material in the context of reference service, instruction, bibliographic control, or collection development.
- (c) Respect for users of library resources.
- (d) Effectiveness in creating an atmosphere that will encourage and facilitate the library clientele's efforts to learn and strengthen their capacities for valid reasoning and independent thought.
- (e) Openness in the examination of a variety of views and tolerance for the expression of different views.
- (f) Fairness and skill in evaluating the needs of library users.
- (g) Acceptance of responsibility for assessing and improving effectiveness as a librarian.
- (h) Acceptance of responsibility for continually updating and improving the library's collection, access to information, and the services extended to its clientele.

(B) Scholarly Performance and Achievement:

1. Success in keeping up to date in the field(s) of scholarly competence.
2. Quality of scholarly or creative productivity [in the faculty member's chosen field\(s\) of study, including work which spans at least two traditional disciplines.](#)

[3. Contributions to the creation, integration, and dissemination of knowledge. Notably, research impact should be measured not only based on quality of publication outlets, citations, and other common research metrics but also based on impact on practice and reach of intended audience. Examples include, but are not limited to:](#)

[\(a\) peer-reviewed publications](#)

[\(b\) exhibitions and performances](#)

Commented [BC17]: 2) Expanding examples of research/scholarship/artistry, teaching/librarianship, service.

Including engaged scholarly performance and achievement as part of a richer list under this.

Commented [BC18R17]: I think there is room to include things like patents and so on, from UTSA's bylaws:

peer-reviewed publications;
exhibitions, and performances;
architectural design;
engineering technology;
development of intellectual property such as patents and licenses;
external competitive research funding; and
community-based participatory research.

Perhaps we can be more inclusive here to make sure intellectual property and competitive research funding.

Commented [TA19R17]: I like this list to include here. It also encompasses the community engagement aspect that I mentioned below should be up here.

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Commented [GN20]: Maybe something related to securing grant funding to support research. Engaged, community-engaged or participatory action research.

Commented [GN21R20]: Shaping practice through research engagement.

Commented [TA22R20]: Grant funding is mentioned in the list Ben provided above from the UTSA bylaws.

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Commented [GN23]: Some suggested wording to broaden how he measure research quality.

Commented [TA24]: Should examples (a non-exhaustive list) need to be provided? I agree Ben that patents, and things like NGO or Non-profit corporation creation might fit as well, but colleges and departments may not think that way unless specific examples or thinking outside the box are given.

Commented [BC25R24]: I included the list but left of the non-profit/ngo creation. I am not opposed to it, just not familiar with how this would fit in and where it ought to!

Commented [26R24]: I think it is likely incorporated in the community engagement part so no need for the specific language.

[\(c\) architectural design](#)

[\(d\) engineering technology](#)

[\(e\) development of intellectual property such as patents and licenses](#)

[\(f\) external competitive research funding](#)

[\(g\) community-based participatory research](#)

[4. Engaged research and creative activities in collaboration with community partners.](#)

(C) Service to the University Community and Profession:

1. Service to the [academic unit](#), college, and university through the competent performance of committee and other assignments or activities, including academic [advising](#), mentoring, faculty [advising of](#) student organizations, and other student-oriented service.

2. Performance in facilitating the work and advancing the mission of the [academic unit\(s\)](#), college(s), and university.

3. Service to professional societies and groups.

4. Quality of professionally oriented public service activities, [including engaged scholarship and learning and community partnerships](#)

5. Service to [the appropriate academic unit\(s\)](#), college(s), and university is an integral and expected part of university membership. Hence, it should be accorded appropriate credit in annual merit evaluations, [rewarding quantity and quality of service involvement. Annual merit evaluations should, in particular, recognize when individuals engage in heavier service loads than others in their academic unit\(s\) or college and scondier service workloads when evaluating other areas of the annual review process.](#)

[6. Engaged service which uses faculty or disciplinary expertise to address issues identified by communities](#)

8.3 University Criteria for Promotion

Commented [BC27]: 2) Expanding examples of research/scholarship/artistry, teaching/librarianship, service.

Including any updates to this to be more inclusive and respectful of diverse set of service.

Including engaged service.

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Commented [TA28]: Would this make more sense in the scholarly performance area?

Commented [BC29R28]: To me the idea here is that engaged scholarship/teaching/learning spans across domains in some ways - doing engaged scholarship can contribute to and show up as scholarship and service.

Commented [TA30R28]: Makes sense. Including it both places will help that to be seen.

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Commented [BC32R31]: I agree with this. I think the initial thinking was to allow for folks who do a heavy service focus to still have way to get recognized in annual merit evaluations. So maybe something like 'commensurate with' ...

Commented [BC33R31]: I like what Gudrun and you ...

Commented [GN34]: I wonder if we should add ...

Commented [TA35R34]: I agree something should be ...

Commented [GN36R34]: How about: Service to the ...

Commented [TA37R34]: This is great! ...

Commented [BC38R34]: Only change was subbing in ...

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8.3.1 Beyond the Board of Trustees' minimum requirements for the various academic ranks, individuals being recommended for promotion should meet the following criteria:

8.3.1.1 Teaching Effectiveness

8.3.1.1a Teaching

Individuals teaching regularly scheduled classes being recommended for promotion must have demonstrated successful teaching and show continuing concern for critical assessment and improvement of their teaching. [Evidence of effective teaching may include participation in on-going professional development, adoption and use of innovative pedagogies, and mentorship of colleagues. Where appropriate, individuals can demonstrate teaching effectiveness through success in mentoring and advising graduate students.](#)

[Individuals being recommended for promotion to the rank of professor should present a continued record of successful teaching.](#)

8.3.1.1b. Librarianship

Library faculty being recommended for promotion must have demonstrated successful librarianship and show continuing concern for critical assessment and improvement of their librarianship.

[Individuals being recommended for promotion to the rank of professor should present a continued record of successful librarianship.](#)

8.3.1.2 Service to the University Community and Profession

Individuals being recommended for promotion must have given evidence of an ability and willingness to work cooperatively with colleagues in efforts to support and improve the programs of the [academic unit\(s\)](#), college, university, or [academic/professional field\(s\)](#).

8.3.1.3 Scholarly and Professional Achievement

(A) Promotion to rank of assistant professor: Promise, as demonstrated by an earned doctorate or similar educational or professional accomplishment, of an ability for leadership in the faculty member's scholarly or creative field.

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Commented [XH39]: Not sure why the order of research and service flipped here

Commented [BC40R39]: It was this way in the original Bylaws, I think it's fine to go either route on this.

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(B) Promotion to rank of associate professor: Ordinarily, evidence that the faculty member is in the process of achieving professional recognition among leaders in the individual's field through scholarly publications, papers presented at professional meetings, artistic achievements, securing of patents, research grants, collaboration across disciplines, the creation of artifacts of intellectual value, demonstration of public impact or other forms of scholarly activity, including those listed in 8.2.1.6.

(C) Promotion to rank of professor: Evidence that the faculty member has achieved significant professional recognition among other leaders in the individual's field through publications, papers presented at professional meetings, artistic achievements, patents, research grants, collaborative work across disciplines, public service related to the field, or other forms of scholarly activity, including those listed in 8.2.1.6.

8.3.2 To be eligible for promotion, a faculty member does not need to demonstrate outstanding achievement in all of these areas. However, a recommendation for promotion will require a demonstrated ability in teaching or, for library faculty, librarianship plus clear evidence of continued professional growth and activity in scholarship and service.

8.3.3 Those making recommendations for promotions in rank should bear in mind that maintaining the integrity of the academic ranks and sustaining excellence in all aspects of Northern Illinois University's mission requires that the standards for promotion be comparable to those at institutions with similar missions and core values that have been recognized for their innovation and excellence.

8.4 University Criteria for Tenure

The decision to recommend a faculty member for a tenure appointment is the most critical decision made at the university. Each academic unit (departments, centers, institutes) and college has the responsibility for building the most capable faculty possible. The process of building a strong faculty involves not only the recruitment of the most promising candidates available, but also the critical evaluation of their teaching or librarianship, scholarship and service to the university community and to their profession during their probationary period.

Decisions on tenure substantially determine the quality of teaching, librarianship, scholarship, academic counseling, and creative planning available to the academic unit, college, and university. Accordingly, a recommendation for tenure is justified only for those faculty members who have demonstrated to the satisfaction of appropriate faculty bodies

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Commented [XH41]: Areas of teaching, research, and service?

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Deleted: 8.3.3 A faculty member on joint appointment the teaching and/or librarianship, scholarship, and service expectations specified in the Memorandum of Understanding provided at the time of the initial appointment. These expectations must not exceed the overall requirements for faculty members not on joint appointment. ¶

8.3.4 Time in Rank for Promotion to the Ranks of Associate Professor and Professor

Deleted: Promotion from assistant to associate professor will not be recommended until an individual has served at the lower rank, at this and other institutions of higher education, for a total of six years, except in the instance of extraordinary circumstances or an extraordinary record of achievement. Likewise, promotion from associate professor to professor will not be recommended until the individual has served at the rank of associate professor, at this and other institutions of higher education, for a total of six years, except in the instance of extraordinary circumstances or an extraordinary record of achievement. Each college shall establish criteria to be used in identifying those

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and administrative officers that they are fully qualified to discharge their responsibilities in advancing the mission of the academic unit, college, and university on a long-term basis,

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Ordinarily, the criteria for tenure are similar to those for promotion to the rank of associate professor. Only in exceptional circumstances should tenure be recommended for assistant professors without the concurrent recommendation for promotion to associate professor,

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A faculty member on joint appointment will have the tenure criteria and procedures specified in the Memorandum of Understanding provided at the time of the initial appointment. These expectations must not exceed the overall requirements for faculty members not on joint appointment.

Engaged and multi-disciplinary scholars often have appointments across multiple academic units. Such faculty will undergo one review process for tenure and promotion and will include representatives of each relevant academic unit. Appointment details and expectations for each relevant academic unit should be documented at the point of hiring and codeveloped with the candidate.

Commented [XH42]: Does this prevent single-disciplinary faculty to have a MOU with customized expectations (e.g., varying weighting in teaching, research, service)?
Commented [BC43R42]: I don't think so - my read is that these appointment details would be spelled out in the MOU.
Commented [XH44]: Of tenure?
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Commented [XH45]: Each academic unit?

The tenure procedures must specify how recommendations at the academic unit and college levels will be made and how "agreement at the department and college level" (in the sense of Article 9.3.4.1) is to be defined.

Faculty members on non-tenure appointment must recognize that their appointments are probationary. During this probationary period, it is their obligation to establish that they are qualified for a tenure appointment.

Each faculty personnel committee and chair shall have procedures for the annual evaluation of the cumulative progress toward tenure of all probationary faculty members and for communicating the results of such evaluations to them. The criteria to be used for the evaluation shall be those guidelines for tenure most recently published by the academic unit in which the applicant holds a tenure-track appointment. The results of the annual evaluation shall be shared with the faculty member in writing as well as in personal consultation with the academic unit's chief administrative officer. The written evaluation may be composed by either the personnel committee or the chief administrative officer or both working together. If the personnel committee and the chief administrative officer agree on the report, both shall sign it. If they disagree, two written reports shall be shared with the faculty member and placed in the faculty member's file.

Commented [XH46]: Just to clarify: faculty are not grandfathered by the year they were hired
Commented [BC47R46]: THIS IS AN IMPORTANT FLAG - We aren't touching it but I do think we'd want to think about this language going forward.
Commented [XH48]: Candidate faculty?

This procedure shall be followed in all required evaluation reports: ordinary annual reviews done at the time of recruitment of faculty for whom tenure may be awarded in fewer than five years, and the formal and particularly thorough evaluation done once for each faculty member on a five-, six-, or seven-year tenure track.

In the case of a faculty member on a seven-year tenure track, the evaluation in the third year shall be a formal and particularly thorough cumulative review which shall be

conducted in the spring of that year by the personnel committee and chief academic officer of the academic unit in which the person being evaluated holds an academic appointment. A statement shall be appended to this evaluation which specifies the academic unit's anticipated long-term need for the position held by the probationary faculty member. This evaluation shall be shared with the concerned probationary faculty member and, where the academic unit involved is an academic department, with the appropriate college dean.

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

For faculty members on a five- or six-year tenure track, it is expected that at least one year before their evaluation for tenure, at a time agreed upon at the time of recruitment, a particularly thorough and formal cumulative evaluation of the progress toward tenure shall be conducted. It is further expected that, at the time of recruitment, their previous professional performance shall be subject to an evaluation by the faculty personnel committee and the chair using the same criteria and expected level of performance as applied to those in the third year of a seven-year tenure track.

A probationary faculty member who feels that an 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 the personnel files maintained on that faculty member by appropriate university offices. However, the annual evaluation of progress toward tenure of a probationary faculty member shall not itself be subject to the personnel appeal process.

8.5 Non-reappointment of University Probationary Faculty

A decision not to renew an appointment of a probationary faculty member may be made at any time during the probationary period. Adequate notice, as required by the Board of Trustees governance documents, must be given in the case of a decision not to reappoint. If requested, reasons, in writing, for non-reappointment should be given.

Commented [XH49]: Due to inadequate performance?

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Deleted: however, it is clearly understood that this is a courtesy to the faculty member and that the department is not obligated to prefer charges nor to provide evidence of a juridical nature except when the reason(s) for non-reappointment entails allegations of unprofessional or unethical behavior.

8.6 Faculty and University Discretion

Nothing in this article or in these bylaws, including the results of periodic reviews of tenure

status as reported to probationary faculty in accordance with the provisions of this article, should be construed to create any contractual entitlement to tenure.

8.7 Ongoing Supports to Enact Fair, Equitable, and Aligned Personnel Processes

Faculty personnel processes are high stakes, significantly impact faculty careers, and play an important role in achieving the mission and vision of the university. Recognizing the high-stakes nature of faculty personnel process for the individual faculty involved, for attracting and retaining high-quality faculty, and for the university reaching its goals, the Faculty Senate and its committees will collaborate with relevant campus bodies and leadership to provide ongoing support to ensure the successful implementation of promotion and tenure processes that center equity and inclusion, ethics and integrity, and align with the university mission and vision.

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Commented [BC50]: 4) Calling out the need for ongoing supports for the successful implementation of promotion and tenure as well as the university and equity goals outlined in the preamble.

This is just placeholder language for item 4 - it needs further development to meet the goal. .

Commented [GN51R50]: @Benjamin Creed, I took a stab at the conclusion as well. Any thoughts/feedback?

Commented [52R50]: I'll take a look when I get back to my computer! Again, thanks!

Commented [BC53R50]: Slight tweak but looks good @Gudrun Nyunt

Commented [GN54R50]: I like the tweak. Thanks!

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ARTICLE 3: STANDING COMMITTEES OF THE FACULTY SENATE

3.5 Social Justice Committee

3.5.1 Composition

The membership of the committee shall be Faculty Senate members appointed by the president of the Faculty Senate and approved by the Faculty Senate. One ~~faculty senator~~ tenured/tenure track faculty member will be appointed to the committee to represent each of the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences and Visual and Performing Arts, as well as University Libraries and the College of Law. A committee chair will be appointed from the tenured and tenure track faculty members. In addition, one student, one instructor, one operating staff member, and one supportive professional staff member serving on Faculty Senate will also be appointed.

3.5.2 Duties

The committee shall be a primary voice of tenured and tenure track faculty and advise the Faculty Senate on matters and issues to include:

3.5.2.1 Identify the intersecting structures contributing to racism, sexism, classism, ageism, transphobia, homophobia and ableism at NIU, particularly within policies, procedures and practices; and create strategic plans and take actions to correct them ~~with approval of Faculty Senate~~ operating within appropriate shared governance procedures. Evaluate progress on an annual basis with ~~penultimate~~ summative reviews every five years.

3.5.2.2 Coordinate and communicate with other campus entities to pursue social justice initiatives.

3.5.2.3 Report to Faculty Senate and provide guidance and input on issues related to institutional racism, diversity, equity and inclusion.

3.5.2.4 Facilitate discussions on social justice issues and community engagement for faculty, staff and students.

3.5.2.5 Work with relevant units/committees to strengthen anti-racism and social justice curriculum at NIU.