

DEPAUL UNIVERSITY FACULTY HANDBOOK v. 2000-2001
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EVALUATION OF FACULTY

GENERAL MEANING

DePaul University fosters a continual evaluation process in all aspects of the university community. A major element in this process is the multi-faceted process of faculty review. The purpose of review is to encourage a dialogue between and among faculty and administrators in order to better meet the missions and goals of the university. It is a continual, on-going process that incorporates several types of review.

TYPES OF REVIEW

Annual Performance Review

All full time faculty – tenured, tenure-track, and non tenure-track – are reviewed annually through a process comprised of a review and evaluation of performance during the past academic year based on college-specific criteria and responsibilities. It may serve one or all of the following purposes:

1. to provide an opportunity for feedback on performance during the past year, to communicate expectations, and to develop personal goals for the coming year;
2. to determine salary recommendations; and
3. in the instance of non tenure-track, one-year appointments, to determine whether contract renewal for the next academic year is appropriate and desired.

Reviews of performance are formal written processes that are implemented by the departmental chair and/or academic dean of the respective college or school. Although part of the annual review process, salary recommendations may be based on criteria and considerations somewhat different from those affecting promotion and tenure and/or contract renewal decisions. Salary decisions are made in accordance with university budget guidelines and usually are made at a different time during the academic calendar year. Normally, salary decisions result in a merit increase and —when budgets permit – may include increases for such

things as equity and market adjustments. The academic dean of the respective college or school makes the salary recommendation to the executive vice president for academic affairs.

Tenure Track Probationary Review

Untenured, tenure track faculty will serve a probationary period before attaining eligibility for tenure. The duration of the probationary period will be determined within the initial faculty contract. During the probationary period, the untenured faculty member will be subject to an annual probationary review – distinguished from the annual performance review described above – to be conducted by the faculty member's home academic unit. The purpose of the probationary review shall be:

1. to assess progress toward promotion and tenure by evaluating performance in the context of promotion and tenure standards and to provide guidance and establish priorities for satisfying established criteria; and,
2. to determine whether re-appointment for the next academic year is appropriate and desired.

A formal evaluation by peers, selected by a procedure decided by the faculty in the unit, shall take place at least every second year. However, formal evaluations by the academic unit shall be made annually if early evaluations make re-appointment questionable.

In formal evaluations, a student representative shall participate in the deliberative process according to the policy of the academic unit. The student representative shall be selected from among the student group(s) most appropriate, given the academic discipline or area of the faculty member under consideration.

Each formal or informal evaluation shall result in a written recommendation to the dean for re-appointment or termination.

The dean shall decide the issue of re-appointment or termination and report his or her decision to the department or appropriate academic unit. If the dean and the department or appropriate academic unit are in disagreement, the department or academic unit may appeal the dean's decision to the executive vice president for academic affairs. In such cases, the department and academic dean shall report to the executive vice president for academic affairs the reasons for their respective positions. The executive vice president for academic affairs shall make the decision and shall report it to the faculty member.

Promotion and Tenure Review

General Criteria

DePaul University shall appoint, retain, promote, tenure and reward faculty who best help the university attain its goals and fulfill its mission, as these are articulated in this Faculty Handbook. The criteria for the decisions are the quality of the candidate's:

1. teaching and learning
2. scholarship, research, and/or other creative activities, and
3. service to the university

Service to the community and to the profession are also significant considerations but cannot stand in lieu of service to some elements of the university.

The determination that an individual meets these criteria is made primarily on the basis of guidelines promulgated by the candidate's department or – in the absence of departmental structures – by the college or school, which state what is to be expected of faculty with regard to the above areas.

These guidelines are to be informed by criteria specific to that unit's professional discipline, field or interdisciplinary area. The academic unit employs these guidelines only after they have

been approved as being consistent with the general university criteria stated in this Faculty Handbook (following section). The University Board on Faculty Promotion and Tenure, consisting of representatives from the colleges or schools appointed by the Faculty Council, shall be responsible for making these determinations.

Decisions subsequent to that made at the initial level shall consider the method and care of application of the approved standards by the lower level unit(s), including matters of stringency, consistency, and fairness, in addition to any unusual implications the decision may have at the college/school or university level. Only in cases where lower level decisions are judged to be deficient in significant respects shall upper level units make their own application of the substantive criteria of the candidate's scholarly or artistic area.

University-level deliberations shall consider the desired range of:

- combinations of teaching and learning; scholarship, research, and/or other creative activities; and service,
- the variety of roles through which faculty members serve the institution,
- the differing needs of the individual units,
- the institutional demands made on faculty, and
- the varying levels of support available to faculty members in different units for these various activities.

Promotion and merit evaluations must recognize continuing efforts toward improvement and involvement in the three major activity areas according to the level of a faculty member's expertise and the resources available. Tenure evaluations must project the probable future performance of the faculty member in these areas as indicated by accomplishments and efforts during the probationary years. The initial and basic evaluation is carried out at the level of the lowest academic unit of the faculty member's appointment, where one's peers are assumed to represent the institution's best expertise in the relevant academic field.

A faculty member with a formal appointment in more than one academic unit or college/school shall be evaluated by the home unit and shall be evaluated independently by the second unit if it so chooses, or if requested to do so by either the candidate or by the home unit.

The academic unit of the formal appointment shall evaluate a faculty member who teaches in the academic unit of the formal appointment as well as in a program unit. Programs or other entities for which the faculty member teaches or carries out other formally assigned duties shall be invited to submit evaluations which are to be included with the home unit's evaluation and to be given weight at each stage of the review process in a way that approximates the portion of the workload assigned in that entity.

A faculty member who changes formal appointments during the period under assessment shall be evaluated by both academic units with access to each other's documentation as they see fit.

The faculty member's supporting documents and the unit(s) evaluation(s) shall be sent by each academic unit to the next higher level unit until they reach the executive vice president for academic affairs who – subsequent to action by the University Board on Faculty Promotion and Tenure – shall make a recommendation to the university president in each case.

EVALUATIVE CRITERIA

Teaching

Good to excellent teaching shall be the first requirement in decisions at all levels on hiring, retention, promotion and tenure. A positive decision on these matters and on the annual performance review shall require a demonstration of continued improvement of teaching or – where prior assessments indicated sufficiently high quality – the maintenance of past quality.

Teaching evaluations shall be done in some systematic, documented manner and shall include contributions from the candidate's students and peers, although this need not necessarily mean in-

class peer review. The faculty member shall also submit course materials and a self-assessment.

Evaluation of teaching shall address the following matters:

- command of materials
- effective communication of subject matter
- appropriateness and thoroughness of objectives
- course content, organization and presentation
- methods of evaluating students
- success in bringing students to an acceptable level of performance and in challenging them to grow intellectually and morally

Instructional activities outside the classroom, such as course development, academic advisement, accessibility to students, supervision of independent study, and contributions to meeting departmental instructional needs shall also be considered.

Scholarship, Research and/or other Creative Activities

Scholarship, research and/or other creative activities are expected of each faculty member throughout their professional life. For appointments to tenure track positions, there should be strong indications of the candidate's potential for these pursuits. Throughout the probationary years, faculty members should also be able to demonstrate success at completing projects and disseminating the results of these projects in the academic and artistic area beyond DePaul.

Evidence concerning scholarly contributions for the creative products should include:

- a complete professional curriculum vitae
- copies of these contributions when feasible
- assessment of these contributions by professional peers and other experts in the field, and
- self-assessment concerning scholarly growth and development

Definition¹

Scholarship encompasses four separate but overlapping functions:

- a. the advancement of knowledge through original discovery, usually within the context of a disciplinary field and practice, such that a significant contribution is made to the stock of human knowledge and the intellectual climate of the university;
- b. the integration of knowledge through cross- and multi-disciplinary investigations, through placing results of disciplinary research into broader frameworks of interpretation, by discovering the boundaries where older fields of inquiry converge and require a new field to develop;
- c. the application of knowledge in responsible ways to consequential problems of contemporary society, the larger community, so that one's scholarly specialty informs and is informed by interactions with that community;
- d. the representation and communication of knowledge through the development of pedagogical methods and tools that reflect on and enhance the intellectual community.

Guidelines and Criteria

1. Specific instances of scholarship should be evaluated in light of their a) originality; b) contribution to knowledge; c) conceptual or artistic sophistication; d) intellectual rigor or artistic skills; e) effective application of knowledge to address human problems or needs, and; f) effective communication of knowledge to audiences beyond the classroom.
2. If such instances of scholarship are not susceptible to such evaluation, they cannot satisfy the criteria for promotion and/or tenure.
3. Nevertheless, it should be acknowledged that an activity may be evaluated in

¹ Adopted by Faculty Council – May 3, 1995

various ways. For example, an academic unit may evaluate oral presentations by – without limitation – listening to recordings, examining drafts, or soliciting the views of other scholars (including other members of the faculty) who were in attendance. An evaluative body may judge the reliability of the evaluative factors available as to each such activity.

4. The faculty of a department, college or school will determine which forms of scholarship particularly advance and communicate knowledge within a disciplinary or interdisciplinary field and how the products of scholarship will be weighed.
5. Activities conducted solely within a candidate's classes, or designed merely to keep a candidate abreast of scholarly development in a field, should be considered in evaluating a candidate's teaching, not in evaluating whether a candidate has satisfied the standard delineated for scholarship, research and/or other creative activities.

Service²

Definition

Service consists of activities that

1. benefit the university and its academic units, professional associations, or the community;
2. are consistent with the university's mission;
3. require the expertise of the faculty member – either the specialized expertise of the faculty member's field or the general skills possessed by all members of the faculty, and;
4. are provided without full compensation.

Ordinarily, service activities are provided without compensation. Compensated activities are considered to have a service component to the

² Adopted by Faculty Council – February 7, 2001

extent that the compensation is not commensurate with the extent or value of the faculty member's contribution.

Types of Service

Service may be provided to the university, to the profession, and to the community in the following ways.

1. University service consists of contributions to the enhancement of the institution's internal processes and its relationships with external bodies. University service takes place through formal organizational roles, to which the faculty member is elected or appointed, within the university or through appointments by the university to represent it on external bodies. It consists of activities beyond active participation in ordinary governance of the faculty member's home academic unit.

A partial list of basic categories of university service includes:

- Extraordinary contributions to the work of committees, boards, working groups, and related entities in the home academic unit;
- Filling a leadership role in the home academic unit;
- Work contributed to the meeting of the goals of standing and *ad hoc* committees, task forces, boards, working groups, councils and related entities, at the levels above the faculty member's academic unit;
- Serving as the appointed liaison or representative of the university to an external institution or as the liaison or representative of an external institution at DePaul.

Specific examples of service include:

- Work contributed as a member or chair of a personnel, search or curriculum committee in the home unit;

- Serving as a departmental chair or program director;
- Work done as director of undergraduate or graduate studies;
- Contributions made as a member of a college personnel committee or other standing committees in colleges organized in departments or programs;
- Serving as an associate dean;
- Active membership on the Faculty Council;
- Work done as a member of a standing committee of the Faculty Council;
- Contributions to the Liberal Studies Council;
- Contributions to university-wide bodies such as the University Research Council and Quality of Instructional Council;
- Organizing or making presentations at summer retreats;
- Active membership on an *ad hoc* panel preparing for re-accreditation;
- Acting as faculty representative to the Rhodes Scholarship Commission;
- Serving as DePaul's representative on the Illinois Board of Higher Education.

2. Professional service consists of contributions to the organizations or associations of the faculty member's academic discipline or the professoriate. Professional service may have a component of scholarship or creative activities.

Examples of professional service include:

- serving as an elected officer of a national or regional professional association;
- serving on a committee or task force of a professional association;
- editing a professional journal or newsletter;
- serving as a peer reviewer for a professional journal;
- organizing a professional meeting or symposium, and;

- serving as a peer reviewer on an accreditation process “visiting team.”
3. Community service consists of activities that require the faculty member’s expertise, either the specialized expertise in the faculty member’s field or the general skills possessed by all members of the faculty, and that contribute to the public welfare outside the institution, consistent with the Vincentian tradition of DePaul University.

Examples of community service include:

- Consulting with private, public and religious organizations, provided – as stipulated above – that such consulting not be fully remunerated;
- Providing services to the public through a university clinic or center;
- Giving presentations and performances for the public, provided – as stipulated above – that the activities not be fully compensated;
- Serving on the boards of non-profit organizations and community groups;
- Communicating in popular and non-academic publications;
- Speaking to civic organizations on a matter pertinent to the faculty member’s expertise;
- Testifying as an expert witness before a committee of the U.S. House of Representatives or Senate, the Illinois legislature, City Council, or similar governmental bodies.

Activities consistent with a faculty member’s expertise but that could be done by someone without that expertise do not count as community service. In some instances it will not be obvious whether an activity counts as community service. In those cases, it is the responsibility of the faculty member under review to make the case demonstrating that the activity should count under these policy guidelines.

Statement of Expectations

University Service

The university is not a collection of individuals working in isolation. Instead, it is a community whose vitality depends on the voluntary efforts of the faculty collaborating to promote the common good. Many of these efforts are channeled through a multiplicity of committees, councils, boards, task forces, and similar structures that collectively comprise the infrastructure of the institution. All faculty members are expected to participate in the collective life of the university, especially through the constituent part of its infrastructure.

All faculty members must serve in their home academic unit, unless assigned to a position such as associate dean that precludes such service. The amount of service is correlated with academic rank, with senior faculty expected to provide the greatest amount of service and to provide leadership. All faculty also are expected to serve beyond the home unit level. That is a basic obligation attendant to the status of faculty member. In large colleges, the requirement for service beyond the home unit may be fulfilled by service to the college. In small units, the expectation of service beyond the home unit will take into consideration the level of service to the home unit required of the faculty member. Service beyond the home unit is not a formal requirement for tenure and promotion to the rank of associate professor. However, a substantial service record beyond the home academic unit strengthens the case for tenure and promotion to the rank of associate professor. Some service beyond the home unit is a requirement for promotion to full professor.

Faculty members have the responsibility to seek opportunities for service beyond their home unit. Administrators charged with the development of faculty are obliged to encourage and to facilitate faculty involvement beyond the home unit level.

Those who are responsible for assessing faculty performance must consider the extent of service performed at the home unit level when assessing the overall service record. Faculty members who have been engaged in time-consuming service at

the home unit over a period of years cannot be expected to have sustained a substantial amount of professional or community service or university service beyond the home unit. When a faculty member's exemplary service at the home unit is to be a factor in the evaluation of the faculty member's performance by a higher unit (e.g. by the academic dean or college personnel for faculty in a department or by the University Board on Faculty Promotion and Tenure by all faculty), the administrator (chair, director, academic dean) or personnel committee of the home unit must provide narrative detailing the candidate's exemplary service at the home unit.

Professional Service

Professional service is not required, but is to be rewarded in annual evaluations for salary adjustment and to be considered in tenure and promotion decisions. The weight to be given to professional service depends on the application of the set of criteria described below.

Community Service

Community service is not required, but is to be rewarded in annual evaluations for salary adjustment and to be considered in tenure and promotion decisions. The weight to be given to community service depends on the application of the set of criteria described below.

Documentation

At the point of any personnel decision affecting a faculty member, the faculty member is to present a full report on service activities. The report must include a) a brief explanation of the nature of the service; b) a description of the time and effort invested in the service activity, such as the frequency of meeting, preparation time, etc.; c) the accomplishment of the service activity, such as reports produced, decisions made, etc.; d) a description of one's own contributions to the collective accomplishment; and, e) supporting documentation.

At the point of major personnel decisions – formal reviews for re-appointment of untenured faculty, tenure and promotion – the faculty member, the departmental chair or program director, or the chair of the personnel committee in the home

academic unit must solicit an evaluation of the faculty member's service contributions from the chairs of committees or other university service venues on which the faculty member served. Similarly, letters documenting professional and community service contributions should be solicited. Given the time constraints on the leaders of many external organizations, though, the absence of such letters should not be considered grounds for discounting the significance of professional and community service.

Criteria for Evaluation

The following criteria shall be applied when evaluating the quality of service. They shall be applied holistically as a set. Not all criteria need to be met for an activity to be evaluated as high quality service.

1. Importance and quality of individual contribution. Other things being equal, activities that make a distinctive contribution carry more weight than do other activities. Thus effectively filling leadership roles (e.g. chairing a committee) carry more weight than do other roles. Activities carried out in informal roles can make contributions as important as those provided by those in leadership roles. For example, a person who drafts a lengthy report or other document is making an important contribution even if it is not designated as a formal role. Other examples of informal leadership would be representation of the unit at public functions, initiating changes and steering them to fruition, serving as a bridge to other units, and willingly volunteering for necessary but otherwise thankless tasks.
2. Impact or significance of the service. Other things being equal, service contributions that have substantial and important consequences in the setting in which the service takes place carries more weight than does work that does not have important consequence.
3. Time on task. Other things being equal, the greater the work load of the service, the more weight it carries.

4. Intellectual work. Other things being equal, service activities that involve extensive application of expertise, acquisition of new knowledge, etc., carry greater weight than do service activities that involve less.
5. Interaction of service, teaching, and scholarship. Other things being equal, service activities that develop new teaching and scholarly competencies, new information, or new technology or research agendas count more than activities that do not.
6. Communication and dissemination. Other things being equal, service work that leads to publication or communication of findings carries more weight than does other kinds of work.

Distinctive and Significant Contributions³

In a case where the faculty member has made a distinctive and significant contribution to the university or its mission, this contribution shall be weighed heavily regardless of which category it falls into (e.g. teaching and learning; scholarship, research, and/or creative activities; or service).

PROMOTION: SPECIFIC CRITERIA BY RANK

General Criteria

The principal criteria for initial appointment and promotion in academic rank are quality of teaching and learning; scholarship, research, and/or creative activities; and service.

General university criteria are subject to further specification standards adopted by colleges, schools and departments. Criteria that are approved by and included in official documents of the academic units are as binding on the members of those units as are the general university standards for which they provide explication. Should there be a difference between the two sets of criteria, those of the university shall prevail.

A faculty committee within the originating college or school should prepare a written policy for

promotion and tenure including definitions, goals, and importance of the three fundamental areas of academic performance for that unit's faculty members. This document should reflect the input of the various departments in that college or school.

The University Board on Faculty Promotion and Tenure shall review the criteria prepared by the college, school and department. The Board shall determine whether said policies are consonant with the general university policy on promotion and tenure. If the Board finds college or school policies to be inconsistent with university guidelines, it will so inform the academic unit with the expectation that the academic unit shall revise criteria accordingly.

Assistant Professor

The doctorate or terminal degree is required for this rank. Exceptions are made for candidates who have already attained recognition for scholarly or other relevant professional achievements and give promise of continued academic development. The assistant professor should demonstrate a potential for becoming a good to excellent teacher, for pursuing scholarship, research, and/or other creative activities, and service.

Associate Professor

In addition to the requirements for assistant professor, the candidate must demonstrate good to excellent teaching performance. The candidate should also show evidence of notable scholarship, research, and/or creative activities, and service. The candidate should be engaged in scholarly endeavors that are likely to result in additional academic achievements. For this rank, the candidate should show significant involvement in university activities at the respective college, school or departmental level.

Professor

This rank is reserved for those with recognized academic achievements. In addition to the requirements for associate professor, candidates must give evidence of continued scholarship,

³ Adopted by Faculty Council – May 3, 1995

research, and/or creative activities – the quality of which is recognized by their peers outside the university. For promotion to full professor, an evaluation of the candidate’s scholarly or creative record by a minimum of two external experts who have been sent the appropriate materials as required. These evaluations should be from persons not overly influenced by personal relations with the applicant. Candidates for this rank should also present evidence of notable service contributions to the university at a level of their home academic unit and beyond. Good to excellent teaching remains mandatory for this rank.

TENURE

Contract Rights

Continuous contract rights at DePaul University are given to faculty members who have attained tenured status as provided for in this Faculty Handbook. Faculty members employed under continuous contract are entitled to annual contract renewal and shall be subject to the terms and conditions of employment that exist at the time of each annual performance review, unless separated pursuant to the provision of the **SEPARATION** section of this Faculty Handbook.

Eligibility

Only a faculty member with a tenure track appointment is eligible for tenure. The basis upon which tenure is granted or denied tenure are:

1. Academic Qualifications

Before granting tenure, the university should have no reasonable doubt about the faculty member’s demonstrated qualifications and continued capacity to contribute to DePaul’s distinctive goals and academic mission.

2. Length of Service

As a general norm, the university requires seven (7) years of continuous service with a regular full time appointment at DePaul. This length of time is reduced for the faculty member whose initial appointment is at the

rank of professor or associate professor. The seven years may also be reduced by one, two, or three years by the institution’s recognition of a previous full time faculty appointment at another college or university. For this previous service to be applied in reducing the length of service at DePaul, the prospective faculty member and the university must reach an agreement that will be included in the initial faculty contract. This contract, therefore, will indicate the number of probationary years of service before the faculty member is eligible for tenure at DePaul University. If, during this probationary period, a faculty member is on leave of absence for one quarter or longer, the year during which the leave occurs is not considered as a year of probationary service, unless the contrary is explicitly provided for in writing by the executive vice president for academic affairs in granting the leave. The leave does not break the required continuity of service even when the year is not part of the probationary period.

As a general norm, the years a faculty member has spent at DePaul University with a special full time appointment (e.g. non tenure track appointments as instructor or visiting, or years spent as instructor (ABD)) are not calculated as satisfying the required probationary years. If the faculty member’s status is changed from a special to a regular full time appointment, one or more years spent in a special appointment may be calculated to satisfy the years of probationary service required assuming the negotiation is agreed upon by the academic dean and the executive vice president for academic affairs.

Faculty members in advanced academic ranks who have not yet completed the required years of service are eligible to apply for tenure as follows:

Faculty members joining the university at the rank of full professor are usually offered tenure with the initial contract. However, those full professors who are not offered tenure with the initial contract shall have one formal probationary evaluation – the one

before December 15th of the second year of service. This evaluation will decide whether the professor will be granted tenure or not offered renewal of contract after the second year.

Faculty members joining the university at the rank of associate professor shall have a minimum of two formal probationary evaluations, the last evaluation leading to the decision to grant or deny tenure. If tenure credit is given upon initial appointment, the specifics of the review process will be identified in the letter of offer.

3. Needs of the University or Academic Unit

In planning the number and qualifications of faculty to meet future needs and the resources required to support the faculty, the university may – after consultation with the faculty – limit the number of tenured positions in the university or in any of its academic units. In such instances, tenure would not be granted regardless of the faculty member's qualifications and length of service.

Externally Supported Appointments

Faculty members with special full time appointments in positions funded by non-university resources are not eligible for tenure. This restriction is part of the faculty contract.

Denial of Tenure

The faculty member with a regular full time appointment who is not granted tenure after completing the years of probationary service required for a tenured appointment (normally seven years), will not be offered a contract renewal at DePaul.

Termination of Tenured Appointments

The university may terminate a tenured faculty member for reasons of financial exigency, the need to discontinue or substantially reduce the size of an academic unit or program, for cause of medical disability, or for cause of gross or negligent violation of university standards and

expectations. (See **SEPARATION** for full explanation.)

PROCEDURES AND TIMETABLE FOR PROMOTION AND TENURE

Process

Each year, eligible faculty may apply for tenure and/or promotion in academic rank. On or before May 15th, the executive vice president for academic affairs will notify eligible faculty in writing of the deadline for submitting an application for promotion and/or consideration of tenure. The faculty member's request must be submitted to the departmental chair, academic dean, and the executive vice president for academic affairs on or before September 15th. Failure to meet this deadline postpones an application for promotion until the next academic year. In cases of tenure consideration (with or without promotion), failure to apply during the year of a faculty member's eligibility or a withdrawal from consideration will result in the forfeiture of tenure rights and the termination of the faculty member's appointment at the end of the next academic year.

The executive vice president for academic affairs will acknowledge receipt of the application no later than September 30th and will advise the candidate for promotion only that the right to withdraw an application for promotion is active at any time and can be made without prejudice for future applications.

A faculty member is normally expected to serve three to six years, depending on the practice of the relevant college or school, in a given rank before promotion to the next rank. Exceptions to the norm are allowed when the dean and/or college personnel committee, where it exists, certify that the candidate's extraordinary performance, according to departmental, college or school criteria, warrants early promotion in rank, and the University Board concurs. There is no limit to the number of times a faculty member may apply for promotion to full professor. In the event of a negative recommendation, however, the faculty member is strongly urged to refrain from re-

applying for at least one year after the negative recommendation. Requests for tenure submitted before the year of eligibility will not be accepted.

All tenured faculty members of a candidate's home academic unit are permitted and expected to vote by a secret ballot at a meeting in which the candidate's application is reviewed and discussed, exempting those faculty who may be unable to participate due to approved leaves of absence. For those departments, colleges or schools that utilize a personnel committee at the initial level of review, the personnel committee shall draft a recommendation that will be distributed to all tenured faculty members prior to the meeting. If there are an insufficient number of tenured faculty available at the departmental or college stages, a dean may appoint tenured faculty to the review process from other related academic units. Untenured, tenure track faculty will be given the opportunity to participate in the review process, but do not have the right to vote. The unit may follow a standing policy of restricting voting for promotion to persons of equal rank or higher, provided there is a critical mass of faculty at that rank or higher.

The report on the recommendation from the home academic unit shall fully discuss both strengths and weaknesses in the record so as to provide an explanation for positive and negative votes. All faculty participating in the decision will read the final report of the unit's recommendation and sign one of two forms:

- One stating that the faculty member agrees that the report accurately represents the discussion of the unit, or
- Another stating that the report does not accurately reflect the discussion of the unit.

The faculty member's signature does not indicate the direction of the signatory's vote. Faculty who sign the form indicating lack of agreement must provide a signed written statement of their reasons. In the event a faculty member refuses or is unable to sign one or the other of the two forms above, the report will go forward with an explanation from the person responsible for gathering the signatures.

Review of qualifications for promotion and tenure is in four stages. At each stage:

- The numerical vote of the reviewing body must be reported at all subsequent levels;
- Minority or other reports will be filed with the next higher level only when the candidate has had the opportunity to review such reports in order to respond appropriately. Minority and/or dissenting reports must provide explicit explanations and rationale;
- All documents considered at any level shall be passed on to subsequent levels. The candidate shall have access to all internal documents being considered;
- The candidate shall be informed by the departmental chair and/or academic dean of the decision, numerical vote, and all of the grounds for the decision before moving on to the next level;
- Applicants for promotion and/or tenure may continue to the next stage of deliberation, regardless of the recommendation(s) at any prior stage;
- Any reversal of the decision of a prior level shall be reported promptly to the departmental chair and/or academic dean of the prior level along with the reasons for the reversal.

The first stage of the review is conducted by the department or, in the absence of a departmental structure, another appropriate initial review body (personnel committee, faculty of the whole and/or academic dean) according to its established procedures. A student representative(s) chosen by the appropriate selection procedures established by the college and/or Student Government Association shall participate in the review at this level and be present to answer questions regarding his or her written report at the hearing of the University Board on Faculty Promotion and Tenure. The student representative shall be prepared to fulfill these responsibilities by the department chair, the chair of the personnel committee, or the academic dean as appropriate.

The student representative's involvement in the promotion and tenure process is limited to consideration of the faculty member's teaching performance. The student representative shall

retain the right to vote and the focus of the student representative's responsibility will be to speak intelligently regarding the faculty member's teaching record and to carefully reflect the perception of other students.

The elected student representative will make a presentation to the departmental or college personnel committee concerning the faculty member's teaching. Following a discussion with the committee on the teaching record, the student will cast his or her vote, which will remain secret and be counted with all other votes at the appropriate time. The student may then be excused for the rest of the deliberation. Should the student be permitted to stay, his or her vote may be cast at the same time as all other voting members.

The student representative should prepare his or her presentation by reviewing both the quantitative and substantive data from the course evaluations as well as collecting additional student opinion by means of an open, representative information gathering process in accordance with standing policies of the academic unit. It should be stressed to the student representative that he or she is not participating in this process as an advocate for the candidate, but rather as a representative of the student body, commenting on the effectiveness of the candidate's teaching. The focus of the student report should be on the interpretation of the student evaluations, particularly noting areas of discrepancy that might exist between the written evaluations and the result of the student survey. A written student report should be submitted as part of the materials presented in support of the candidate's application. The candidate should have the opportunity to review this report prior to appearing before any review board at any level.

The unit may, when deemed necessary, invite faculty from other units to participate in the review process at this level. It is especially important at this stage that the reviewing body critically assess all data concerning the candidate's disciplinary and/or area of qualifications. At this stage, the burden of presenting a convincing case for promotion and/or tenure lies with the department and/or college,

rather than with the candidate. The departmental or school recommendations must be substantive and provide specific, concrete examples to support the positive or negative decision. These recommendations will explicitly identify the strengths and weaknesses of each given case as evidence for the recommendation. Failure on the part of the department, college or dean to provide clear rationale weakens the recommendations at the university level and may result in the next level's decision to postpone action for a year on the recommendation. On or before January 15th, the recommendations of the department, program or school shall be submitted to the office of the dean.

The academic dean of the respective college or school conducts the second stage of the review. In this process, a college or school personnel committee may advise the dean. The dean has the responsibility for submitting a comprehensive review of each candidate. When the dean's decision differs from that of the tenured faculty, college or school personnel committee (where one exists) or departmental recommendation, the dean shall inform all involved parties of his or her decision and the underlying reasons. The dean's formal recommendation to the University Board on Faculty Promotion and Tenure shall also explicitly cite the reasons that comprise his or her recommendation. Regardless of whether they are in accord, the dean and the college or school personnel committee may submit separate recommendations, if desired. The dean's recommendation, the recommendation and numerical vote of the personnel committee, along with the candidate's supporting material are to be submitted to the executive vice president for academic affairs on or before the appropriate date as specified for a specific college or school (see below).

The third stage of the review is by the University Board on Faculty Promotion and Tenure, which meets during the spring quarter. The executive vice president for academic affairs makes a recommendation to the president based on the university board's decision.

The president of DePaul University shall make final decisions regarding promotion and/or the

granting of tenure. On or before June 15th, faculty members will be given written notification of the president's decision. In cases of a negative decision, the president will include in the written notification the reasons for such a decision.

Tenure and/or promotion, when granted, become effective at the beginning of the first full academic year following the decision. If tenure is denied, the faculty member's appointment will terminate at the conclusion of the contract for the following academic year that was previously issued.

Only in rare instances and for compelling reasons will the president overturn a promotion or tenure recommendation made by the University Board on Faculty Promotion and Tenure.

Supporting Materials

In promotion and tenure cases the University Board on Faculty Promotion and Tenure shall receive the following and other relevant materials:

- Complete professional curriculum vitae for the applicant, paginated with the applicant's name on each page;
- A 5 to 8 page statement in which the faculty member emphasizes those achievements or qualifications to which the board should particularly attend;
- Evidence of teaching effectiveness;
- The written recommendation(s) from the reviews conducted at prior levels;
- For promotion to full professor, an evaluation of the record of the candidate's scholarship, research, and/or other creative activities by a minimum of two (2) external experts who have been sent the appropriate materials.
- Other evidence the applicant may wish to submit, i.e., summary of course evaluations, awards, and special recognitions; and
- A single copy of articles, papers, published manuscripts, etc.

Ordinarily, materials submitted to the University Board are limited to that used in the college or department review.

University Board on Faculty Promotion and Tenure

The University Board on Faculty Promotion and Tenure shall be appointed by the Faculty Council and be comprised of seven (7) voting faculty members. The seven faculty members will be broadly representative of different areas of inquiry. Only tenured professors are eligible to serve as representatives of the board. Associate deans are not eligible. Appointments to the board will be staggered; each appointment will be for a three (3) year term. The executive vice president for academic affairs shall serve as the convener and a non-voting member of the board.

The board shall have the following responsibilities:

1. to apply current university-wide standards and criteria for tenure and promotion;
2. to review: a) the candidates application and supporting materials, b) recommendations from prior levels, and c) the application of departmental and/or college criteria to the candidate;
3. to recommend action for tenure and/or promotion of the candidate;
4. to review college/school guidelines and criteria to insure consistency with stated university expectations as well as reasonable application of these criteria to the evaluation of faculty members.

At the conclusion of each year's proceedings, the members of the board shall make recommendations to the executive vice president for academic affairs regarding the board's future functioning. The executive vice president for academic affairs shall refer any policy issued raised by board members to the Faculty Council and will make available a statistical summary of the final decisions to the faculty of the university.

University Promotion and Tenure Schedule

The following is the suggested schedule for the university promotion and tenure process. Whenever possible, the university will abide by the proposed time table.

May 15

Letter of notification as to the eligibility to apply for promotion and tenure sent to the faculty member from the executive vice president for academic affairs.

September 15

Letter requesting consideration for promotion and/or tenure submitted by the faculty member to the executive vice president for academic affairs, the academic dean, and the head of the academic unit.

January 15

Report from the academic unit submitted to the academic dean.

January 31

Report from the academic dean and the academic unit of the following colleges and schools submitted to the executive vice president for academic affairs

- School of Computer Science, Telecommunications and Information Systems
- School of Education
- College of Law
- School of Music
- School for New Learning
- The Theatre School

March 1

Report from the academic dean of the College of Commerce and all relevant materials submitted to the executive vice president for academic affairs.

March 15

Report from the academic dean of the College of Liberal Arts and Sciences and all relevant materials submitted to the executive vice president for academic affairs.

Winter/Spring Quarter

University Board on Faculty Promotion and Tenure meet with faculty candidates.

June 15

Decision of the university president. Notification of the president's decision will follow in a timely fashion.