

**DRAFT DOCUMENT FOR DISCUSSION PURPOSES ONLY**  
**02/19/14**

Provost's Communication XX

**EMPLOYMENT GUIDELINES FOR SPECIALIZED FACULTY**  
**HOLDING NON-TENURE SYSTEM POSITIONS**

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**I. Overview**

The University Statutes recognize a category of employees called “other academics.” University *Statutes*, Art. IX, Section 3c. In contrast to faculty, defined by the Statutes as being the tenure system faculty,<sup>1</sup> “other academic” positions are often singularly focused on either the teaching or the research mission of the University. These individuals perform specialized functions and their scope of work is more specific than their tenure-system peers. In recognition of the specialized nature of these positions and the contributions made by this group of employees, we will refer to this group of employees as “specialized faculty.”<sup>2</sup>

Specialized faculty members serve an integral part of the university function, through teaching and through research. These individuals may work for a single semester or may dedicate years of service to the University. Whatever the configuration, specialized faculty members make substantial contributions to the mission of the University of Illinois. Specialized faculty members often teach core courses in departments and as a result are highly influential to the student experience on campus. They often are responsible for curricular innovation as well. Specialized faculty members who focus on research are contributing to innovation and break-through knowledge in scholarship. The University is committed to the academic citizenship and well being of specialized faculty on campus, and to their overall professional growth. We prefer the term “specialized” rather than “contingent” or non-tenure system, which are phrases used at other institutions. Specialized faculty members are integral to the excellence of our campus and our terminology reflects that important status.

This Communication serves to recognize the crucial contributions of this employee group on the campus and to provide best practices regarding a number of important employment matters. This Communication is intended to provide guidance to departments, schools and colleges regarding the wide variety of employment matters affecting specialized faculty. Issues addressed in this communication include titles, promotional tracks, hiring procedures, performance evaluations, grievances, unit involvement and professional development.<sup>2</sup>

**II. Guiding Principles**

This section provides guiding principles for campus units regarding the hiring and employment of specialized faculty. Information regarding specific required policies and practices are

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<sup>1</sup> University *Statutes*, Art. II, Section 3a(1) (defining faculty as being those who are tenured or who are receiving probationary credit towards tenure).

<sup>2</sup> This Communication does not create rights beyond those conferred by the University *Statutes* or established in specific employment contract with individuals.

identified in later sections of this Communication. Every department and college should examine its employment practices to ensure that policies and procedures are in place that reflect the following guiding principles:

- Specialized faculty members are important members of our campus community who make significant contributions to the teaching, research, and service missions of their individual units and to the campus.
- The academic community flourishes when the best specialized faculty members are recruited, evaluated, and retained using fair employment practices and procedures.
- Departments should identify the responsibilities and privileges that are appropriate to extend to specialized faculty within their units, given that specialized faculty do not receive the full panoply of statutory rights and privileges afforded to tenure system faculty.
- Departments and specialized faculty benefit from having bylaws that clearly identify the roles, responsibilities, and privileges of specialized faculty.
- To optimize performance and to meet objectives, hiring units must inform specialized faculty what the job duties and performance expectations are for their positions.
- Specialized faculty shall have access to department, school, college and campus grievance procedures.
- Identifying promotional paths creates opportunities for specialized faculty to invest in long-term careers at Illinois, thereby providing needed stability for these employees and ensuring the high level of excellence required in these positions.

### **III. Summary of Specialized Faculty Titles and Attributes**

Specialized faculty are represented in the following four main categories: those focused primarily on teaching; those focused primarily on research; those focused primarily on providing specialized instruction borne out of practical experience; and those who function in all academic components of teaching, research, and service but with a time-limited contract. These categories point to the primary focus of those hired in these positions, which is not to say that there is no overlap with other types of contributions. Those who mostly teach may do some service, and those who mostly conduct research may do some teaching. This section is intended to guide departments in the use of the Specialized Faculty titles, relying on both established practices regarding the use of the respective titles as well as best practices for promotional tracks.

### *A. Specialized Faculty: Teaching Focused*

Currently, specialized faculty who are primarily involved in the teaching mission of the University can have the following titles: instructor, senior instructor, lecturer, senior lecturer, and teaching associate. In recognition of the significant contributions to the teaching mission made by the most accomplished of our specialized faculty, an additional track of teaching professor titles (assistant, associate and full) will be created. The campus criteria for teaching professor and each of the specialized faculty teaching-focused appointments are outlined below. Additionally, this section outlines fundamental principles for promotional processes.

#### *i. Instructors and Lecturers*

Instructors and lecturers are members of the specialized faculty that are engaged primarily in providing classroom instruction, although employees in these positions may have ancillary service or administrative duties. The distinction between the instructor and lecturer title is whether the employee holds the terminal degree in the relevant discipline or profession. The instructor title should be used when an appointee does not hold the terminal degree. When an appointee holds the relevant terminal degree, the lecturer title should be used.

#### *ii. Senior Instructors & Senior Lecturers*

When lecturers and instructors have made significant contributions to the department's teaching mission, including contributions to the curriculum, appointment or promotion to a senior title is appropriate. Each department must define the specific substantive criteria for the "senior" level but its fundamental characteristic is that it denotes a higher level of contribution to the unit. The senior modifier should NOT be used simply because a person has been in a title for a certain amount of time, although length of service and contribution to the department should be a factor that is evaluated. Departments should have clear promotion policies that identify the criteria governing the advancement of individuals to senior instructor and senior lecturer titles. Appointment to a senior instructor or senior lecturer title must be supported by a candidate-prepared dossier that demonstrates that the individual's experience and qualifications meet the departmental criteria. Final approval for promotion or appointment to senior instructor or senior lecturer shall reside with the college. Promotion to a senior-level appointment should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Similarly, as a general matter, departments should consider offering a multi-year contract with senior-level appointments. Provost's Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

#### *iii. Teaching Professorial Appointments*

Appointment or promotion to a teaching professor title (assistant, associate and full) will require demonstration that the individual is making an instructional and curricular impact both within the department and beyond, either through scholarly publications, invited talks, or other related activities involving their discipline, pedagogy and student interactions. Appointment to a teaching professor title must be supported by an extraordinary record of accomplishment and should only occur when such a record exists, regardless of the length of service of the candidate. Because of the differing requirements for the teaching professor ranks, there is no presumption

that a senior lecturer position will automatically advance to the teaching professor track. The expectation is that teaching professorial titles will be reserved for appointment of individuals with an ongoing relationship with the University, as opposed to episodic appointments.

Departments should refer to Provost Communication No. XX when evaluating what level of teaching professorship (assistant, associate and full) is appropriate for an appointee, based on the impact and maturity of the individual's record of teaching, classroom innovation, student interactions, and scholarly accomplishments. At a minimum, a candidate for a teaching assistant professor position should be able to demonstrate instructional contributions to the college, campus, and broader discipline, or, if this is to be the person's first appointment on campus, the ability to make such a contribution. Because this position carries with it the title of professor, the review of the candidate's credentials and experience must be rigorous. Letters of support from inside and outside the unit should accompany the candidate's dossier. The process for review of promotion to associate or full teaching professor should follow that set forth in Provost's Communication No. XX, including a review of the candidate's dossier that is external to the department (which may be outside the University or not, depending upon the departmental policy). A candidate does not need to have established a national reputation; rather, external reviewers will be asked to review the dossier in light of the campus and departmental expectations for the respective titles of teaching associate professor or teaching professor. Departments must submit the candidate dossier to the Office of the Provost and Vice Chancellor for Academic Affairs for an administrative review. Promotion to teaching associate professor or teaching professor should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Consistent with the stature of the title and level of contribution expected from a teaching professor, a multi-year contract should, as a general matter, be issued with teaching associate professor and teaching professor appointments. Provost's Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

**Comment [kcg1]:** A new Provost Communication is being created that will address the promotion process for specialized faculty members being promoted to the rank of associate or full in a modified professorial titles (e.g., teaching, research or clinical professorial tracks).

#### iv. Teaching Associates

With the creation of the various titles and tracks outlined above, it is expected that the use of the teaching associate title should be used only for very unique situations. Although there may be isolated instances in which the teaching associate title is appropriate, as a normal course the Lecturer/Instructor track or teaching professor track should be used to appoint individuals whose duties and responsibilities are specialized in providing instruction. Please note that teaching associates who are employed full-time, paid on hard funds, have notice rights.

Key Characteristics of Appointment	Available Titles & Promotional Path
Does not hold terminal degree for the discipline	Instructor → Senior Instructor
Holds terminal degree for the discipline	Lecturer → Senior Lecturer
Terminal degree for the discipline; making an instructional impact both within the department and beyond, either through scholarly publications, invited talks, or other related activities involving pedagogy	Teaching Asst Professor → Teaching Assoc Professor → Teaching Professor

v. Visiting and Adjunct modifiers

Instructors, lecturers, and teaching professors (assistant, associate and full) who are less than .50FTE (cumulative of all of their university appointments) should have the “adjunct” modifier added to the title. Because of the typical appointment schedule for these titles (appointed for a period of one year or less), the “visiting” modifier should not be used with these teaching focused titles. The “visiting” modifier should be reserved for visiting professor (assistant, associate and full) appointments, see Section III(D). Under limited appropriate circumstances, the “visiting” modifier may be used with teaching associate positions. Departments must contact Academic Human Resources to obtain approval to use the visiting modifier with a teaching associate appointment.

B. *Specialized Faculty: Research Focused*

i. Research Professorial Appointments

Professorial titles with a “research” modifier may be used to create specialized faculty appointments for individuals who are focused more exclusively on the research mission of the University. Research professors (assistant, associate, and full) are required to hold a Ph.D. or equivalent highest degree and expertise in the relevant discipline. Research professors may involve students in research, including supervision of graduate students and post-doctoral research associates. Research professors (assistant, associate and full) must have part or all of their appointments in academic units. Where appropriate, a research unit may provide an affiliation appointment to a research professor. The expectation is that research professorial titles will be reserved for appointment of individuals with an ongoing relationship with the University, as opposed to episodic appointments.

Research is defined as: “not only research and scholarship as narrowly understood, but encompass[es] creative artistry and research that is inter-disciplinary and/or translational.” Provost Communication No. XX. Departments should refer to Communication No. XX when evaluating what level of research professorship (assistant, associate and full) is appropriate for an appointee, based on the impact and maturity of the individual’s scholarship. At a minimum, appointment to a research assistant professor title requires demonstration that the individual has the ability to make a substantial impact in a research area, as demonstrated by external funding, publications, invited talks, and other related activities. Research assistant or associate professor appointments initially may be funded either entirely or partially from existing grants for which principal investigators need assistance in conducting and/or managing the research. Over time, these individuals are expected to develop independent research agendas and external funding.

Provost’s Communication No. XX governs the promotional process for individuals in research professorial appointments. Pursuant to Communication No. XX, for promotion or appointment to research associate and full professor, departments must submit the candidate dossier for a rigorous review of credentials and experience, including letters of support from inside and outside the unit. At a minimum, appointment or promotion to the level of research full professor requires that the individual has a high-quality and externally funded research program. An extraordinary record of research and publication must exist for appointment to research professor and should only occur when such a record exists, regardless of the length of service of the candidate. A candidate does not need to have established a national reputation; rather, reviewers external to the department (who may be from outside the University or not, depending upon the departmental policy) will be asked to review the dossier in light of the campus and departmental expectations for the titles of research associate or full professor. Department must submit the candidate dossier to the Office of the Provost and Vice Chancellor for an administrative review. Promotion to research associate and full professor titles should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department (including soft-funds if appropriate). Consistent with the stature of the title and level of contribution expected from a research professor, a multi-year contract should, as a general matter, be issued with Research Associate Professor and Research Professor appointments. Provost’s Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

ii. Research Associates

In addition to research professorial appointments, there are the following research-focused titles: research associate, post-doctoral research associate, and post-doctoral research fellow. Use of the research associate title is infrequent and units should contact Academic Human Resources before making research associate appointments. Post-doctoral research associates and post-doctoral research associate appointments are overseen by the Graduate College and more information about these appointments can be found at: <http://www.grad.illinois.edu/postdocs>

iii. Visiting and Adjunct modifiers

Specialized faculty in this research-focused category who are less than .50FTE (cumulative of all of their university appointments) should have the “adjunct” modifier added to the title. Because

of the typical appointment schedule for these titles (appointed for a period of one year or less), the “visiting” modifier should not be used with these research professorial titles (assistant, associate and full). The “visiting” modifier should be reserved for visiting professor (assistant, associate, and full) appointments, see Section III(D). Under limited appropriate circumstances, the “visiting” title may be used with research associate titles. Units must contact Academic Human Resources to obtain approval to use the visiting modifier with a research associate appointment.

iv. Appointment Term

Research professors may be offered either the academic year or twelve-month appointments. As set forth more fully in Section IV.C below, under certain circumstances, research professors may be entitled to formal notice of non-reappointment six-months prior to the end of a current appointment term.

C. *Specialized Faculty: Clinical Focused*

i. Clinical Professorial Appointments

Professorial titles with a “clinical” modifier may be used to create specialized faculty appointments for individuals who provide instruction that draws on and provides specialized knowledge gained from practical experiences in a discipline or profession. Clinical faculty are most often found in medical areas, such as the College of Medicine and College of Veterinary Medicine as well as the College of Applied Health Sciences and the College of Social Work. In some cases, the College of Education and the College of Fine Arts have used these categories to indicate faculty that are closely aligned with providing practical skills rather than theoretical knowledge. Clinical faculty are primarily focused on teaching both in and out of the classroom, but they may also contribute to the University’s public engagement mission and conduct research. The following titles are available for such appointments: clinical assistant professor, clinical associate professor, and clinical professor.

Departments should evaluate and determine minimum criteria that are appropriate to warrant a clinical professorial appointment. Factors to consider include requirements regarding level of education and degree obtained, years of experience in the relevant field, areas of expertise, and specialized knowledge necessary to fill curricular needs. The expectation is that clinical professorial titles will be reserved for appointment of individuals with an ongoing relationship with the University, as opposed to episodic appointments.

Departments should refer to Communication No. XX when evaluating what level of clinical professorship (assistant, associate or full) is appropriate for an appointee, based on the impact and maturity of the individual’s clinical and scholarly contributions. Similarly, Provost’s Communication No. XX governs the promotional process for individuals in these clinical appointments. Pursuant to Communication No. XX, for promotion or appointment to clinical associate or full professor, departments must submit the candidate dossier to the Office of the Provost and Vice Chancellor for Academic Affairs for an administrative review. Promotion to Clinical Associate and Clinical Full Professor should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Consistent with the



stature of the title and level of contribution expected from a clinical professor, a multi-year contract should, as a general matter, be issued with Clinical Associate Professor and Clinical Professor appointments. Provost's Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

ii. Clinical Associates

The University *Statutes* authorize a clinical associate title but this is not a title in use on the Urbana campus. Units should not make appointments using the clinical associate title without first consulting and getting approval from Academic Human Resources

iii. Visiting and Adjunct modifiers

Specialized faculty in this category who are less than .50FTE (cumulative of all of their university appointments) should have the "adjunct" modifier added to the title. Because of the typical appointment schedule for these titles (appointed for a period of one year or less), the "visiting" modifier should not be used with these clinically-focused titles. The "visiting" modifier should be reserved for visiting professor (assistant, associate, and full) appointments, see Section III(D).

iv. Appointment Term

Clinical professors (assistant, associate and full) may be offered either for the academic year or twelve-month appointments.

*D. Specialized Faculty: Visiting Professors*

Specialized faculty who are more broadly involved in all three of the University's missions of teaching, research and service but who are here for a limited time period should be designated as "visiting" professor (i.e., visiting assistant professor, visiting associate professor, and visiting professor). In some cases, visiting faculty members have regular appointments at another institution. Communication No. 9 should be used as a guide for departments as they determine the appropriate level of appointment for this group of specialized faculty.

Faculty in this category who are less than .50FTE should use the "adjunct" title rather than the "visiting" modifier.

Key Characteristics of Appointment	Available Titles & Promotional Path
Primarily engaged in the research mission, housed in academic unit, and capable of independently developing and securing funding for a research program	Research Assistant Professor → Research Associate Professor → Research Professor
Primarily providing instruction based on practical expertise, often with some scholarly activities as well	Clinical Asst. Prof → Clinical Assoc. Prof. → Clinical Professor
More broadly involved in teaching, research and service missions, on a limited time appointment	Visiting Assistant Professor → Visiting Associate Professor → Visiting Professor

#### IV. Hiring Specialized Faculty

Just as careful attention is paid to the recruitment and hiring of tenure-system faculty, it is critical that departments hire specialized faculty based on established standards and pursuant to regularized hiring procedures. Every department must evaluate the roles played by these faculty members and identify the appropriate departmental criteria and standards.

Departments should strive to engage in strategic and long term planning regarding the hiring of specialized faculty. This planning requires a careful assessment of departmental needs and the role that specialized faculty will play in meeting immediate and long-term departmental goals. Although it is inevitable that last minute unanticipated hiring needs will occur, it is imperative the department work to anticipate and regularize its hiring of specialized faculty.

A critical aspect of strategic planning is having established criteria and hiring standards for specialized faculty positions, including identifying minimum job qualifications, educational and degree requirements, and substantive knowledge and experience required for each specialized faculty position. Such standards are necessary to ensure that specialized faculty will meet the performance expectations, curricular needs, and research objectives of the unit.

##### A. Hiring Procedures

Guidance regarding the campus procedures governing academic searches and hiring can be found in the following:

- The Office of Diversity, Equity and Access website: <http://www.diversity.illinois.edu/academicsearch.html>, in particular Guidelines and Procedures for Academic Appointments, [http://www.diversity.illinois.edu/NewSearchManual/search\\_guidelines\\_and\\_procedures.pdf](http://www.diversity.illinois.edu/NewSearchManual/search_guidelines_and_procedures.pdf)
- Provost's Communication No. 2, Offering Academic Positions, [http://www.provost.illinois.edu/communication/02/Comm02\\_policy.pdf](http://www.provost.illinois.edu/communication/02/Comm02_policy.pdf),
- Provost's Communication No. 3, Appointments of Faculty and Academic Professionals, <http://www.provost.illinois.edu/communication/03/Comm03.pdf>,

Positions should generally be filled through an open and competitive process, especially with those positions that include the professorial title. However, when urgent and unforeseen circumstances arise requiring the immediate filling of a specialized faculty to further the campus' mission and objectives, a waiver may be requested. The waiver should generally be for a limited time (i.e., one semester) to address the immediate need. When possible, it is suggested that an open and continuous search process is used to assist with positions that are continuously needing to be filled and re-filled (i.e., lecturers for a multi-section course). This process allows the search to be open for up to a year with applicants ready for review at any point during the year. For more information regarding this process, please contact the Office of Diversity, Equity, and Access.

#### *B. Offer Letters*

Each specialized faculty appointment shall be accompanied by a written offer letter that clearly states the title, unit of appointment, service period, percentage of appointment, salary and a statement of the duties for the position.

Job descriptions can provide greater details about duties and performance expectations, but offer letters must provide at least a general statement of the duties associated with the position. Additional issues that should be addressed either in the offer letter or by separate communication include:

- Service expectations, if any
- Expectations regarding attendance at departmental meetings
- If applicable, expectations regarding office hours and course preparatory time
- Policies governing required attendance at departmental meetings, preparatory time, and cancelled courses
- Access to office space, staff or other institutional resources

Typically, the duration of a specialized faculty appointment is for a period of time that is one year or less.<sup>3</sup> Specialized faculty may, however, be re-appointed on an on-going basis, either for

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<sup>3</sup> Multiple year appointments are available under certain circumstances, discussed in more detail in the following section and Provost Communication No. 17.

consecutive appointments or as otherwise dictated by the department's needs. Each reappointment requires an offer letter and a written acceptance from the candidate for the appointment to be processed.

Providing as much advance notice as possible of an appointment offer is in the mutual best interests of our departments and our specialized faculty. Departments should attempt to extend employment offers as soon as is reasonably practicable, but particular circumstances will dictate how much advance notice of an appointment is feasible. Strategic and long-term planning should enable greater predictability of appointments and thus, stability for departments and for specialized faculty members.

*C. Formal Written Notice of Non-Reappointment is Required for Certain Appointments*

In general, formal written notice of non-reappointment is **not** required for most specialized faculty appointments. However, the University *Statutes*, Article X, Section 1(a)(7), does require written notice of non-reappointment for individuals who have full-time appointment (100% FTE), are paid solely from hard funds and who are appointed in the following titles: teaching associate, research associate, clinical associate or research professor (assistant, associate, and full). When all three of these conditions exist (i.e., 100% FTE, solely supported by hard funds and in one of the qualifying titles), specialized faculty are entitled to receive formal notice of non-reappointment **at least six months** prior to the end of a current contract. Provost Communication No. 11 provides greater guidance on when formal written notice of non-reappointment is required for members of the academic staff that are not in the tenure system. Unit administrators should be familiar with the statutory requirements and the procedures laid out in Provost's Communication No. 11.

*D. Multi-Year Contracts*

Pursuant to the University of Illinois *Statutes*, academic units may develop policies for offering longer employment contracts to certain categories of employees.<sup>4</sup> Specifically, departments may offer contracts for appointment periods of up to three years. Provost's Communication No. 17 outlines the policy and the procedures that units must follow in offering multiple-year contracts. The purpose of the Multiple-Year Contract policy is to help departments recruit and retain the best available personnel. Therefore, as a general matter, an offer of a multi-year contract should accompany appointment to "Senior" level titles and to teaching, research and clinical associate professor and full professor titles. In addition to these appointments, departments are encouraged to evaluate whether and under what circumstances multiple-year contracts are appropriate and how these appointments meet the mission of teaching, research and service.

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<sup>4</sup> Per University of Illinois *Statutes*, Article X, Section 1.a. (6-7), certain academic staff eligible for multi-year contracts are defined as Adjunct Faculty (Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor), Associate (Clinical Associate, Research Associate, including Postdoctoral Research Associate, or Teaching Associate), Clinical Faculty (Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor), Research Faculty (Research Assistant Professor, Research Associate Professor, Research Professor), Instructor and Lecturer.

## **V. Evaluations of Specialized Faculty**

In accordance with campus expectations, all academic staff should receive appropriate feedback and guidance regarding job performance (see Provost's Communications No. 21, Annual Faculty Review, and No. 22, Annual Review of Academic Professional Employees). Thus, every department shall have a policy and procedures governing how specialized faculty will be evaluated. Provost's Communications No. 21 and No. 22 provide guidelines on how to structure review procedures and other guidance on the requirements, objectives and importance of annual performance evaluations. Consistent with departmental bylaws and circumstances, departments may incorporate policy and procedures for performance evaluations of specialized faculty into existing practices or may design separate processes for such evaluations.

## **VI. Grievances**

Departments, schools and colleges shall have grievance policies and procedures available to specialized faculty. Academic units may explicitly state that specialized faculty have access to existing grievance policies or provide a separate grievance process for specialized faculty. Specialized faculty members may have access to campus grievance policies and committees if the complaint or issue falls within the jurisdiction of the committee. Consistent with the governing policies and bylaws, departments should notify specialized faculty about applicable appeal rights or access to campus-level grievance policies and committees.

## **VII. Unit Orientation, Involvement and Governance**

Across campus, specialized faculty are heavily engaged in carrying out our teaching, research and service missions. Departments should consider how the following practices can be adopted and for which positions they are appropriate.

### *A. Orientation*

Taking into consideration the nature and scope of the position, departments should ensure that new faculty members receive an appropriate orientation to departmental and campus policies and procedures, curricular objectives and standards, and other relevant practices and terms and conditions of employment. How such orientation is delivered may vary depending upon the job duties and full-time equivalency status of the position. Formal orientation sessions may not be feasible or appropriate, depending upon the type and duration of appointment.

### *B. Unit Involvement and Governance*

To the extent appropriate, departments should seek to incorporate specialized faculty into the academic life of the unit. Decisions about what level of participation within a given department is appropriate will vary across campus and will be impacted by the types of job duties, years of experience, and other unique factors of the specialized faculty positions within a department and by the departmental structure, accreditation requirements, and other factors. The University *Statutes* state that tenure system faculty have inherent rights in academic policy and governance, including enacting bylaws that govern the internal administration of their academic units. Tenure system faculty can adopt bylaws that extend certain faculty privileges to non-tenure

system academic staff members (e.g, non-tenure system professorial titles, instructors and lecturers) within their units. University *Statutes*, Art II, Section 3(a)(2). After careful consideration and pursuant to a vote of the tenure system faculty, departments should develop consistent practices and policies related to specialized faculty appointments, including but not limited to, (a) attendance and participation in departmental meetings, (b) eligibility and expectations for service, and (c) participation in curricular discussions and decisions. Departments using the promotional tracks outlined in this document should consider involving specialized faculty in the review process for promotions of specialized faculty members. It is important, however, to ensure that significant tenure system faculty involvement occurs in promotion reviews of specialized faculty and any decisions impacting the academic mission of the unit.

### **VIII. Professional Development Opportunities**

To best serve students, departments must pay attention to the ongoing professional development of the faculty and staff providing instruction to students inside and outside the classroom. Accordingly, departments should consider to what degree they are able and/or should pursue the following activities:

- Mentoring of specialized faculty, either by other specialized faculty members or by those in the tenure system, possibly including peer-review of teaching
- Providing departmental funds for professional development activities to specialized faculty and allowing them to participate in departmental teaching academies and workshops

Departments should work to ensure that specialized faculty members are aware of campus resources, such as the services of the Center for Innovation in Teaching and Learning, <http://cte.illinois.edu/>, and the eligibility requirements for campus funds. For example, specialized faculty may be eligible to apply for funds from the Teaching Advancement Board, <http://provost.illinois.edu/committees/tab/guidelines.html> (e.g., full time faculty members or lecturers with significant instructional involvement are eligible to apply for travel awards), and Campus Research Board's Scholars' Travel Fund, <http://research.illinois.edu/stf/> (full-time lecturers eligible to apply for conference support).

### **IX. Assistance**

- Academic HR
- Provost's Office