Appendix D

SUBMITTAL FORM FOR APPROVAL OF DEPARTMENTAL BYLAWS

This form serves as the tracking document for the review of bylaw amendments. It must always note action taken by the department, the Bylaws Reviews Committee or Provost and Vice President for Academic Affairs at each appropriate step of the process. It should also note if “no action is taken” by the department, for example, were it to choose not to take action on a further change suggested by the Bylaw Review Committee.

Clinical Sciences ___________________ 12-12-12
(Department submitting proposal) (Date approved by department)

This proposal □ includes changes in specifications of standards for tenure and/or promotion
□ does not include changes in specifications of standards for tenure and/or promotion

Names of Peer institutions:
Clinical Laboratory Sciences: Grand Valley State University, Ferris State University
Radiography: Ferris State University, Weber University
Respiratory Therapy: Dakota State University, Boise State University
Speech, Language, Hearing Sciences: Middle Tennessee State University, University of Science and Arts of Oklahoma
Surgical Technology: Vincennes University, University of Arkansas-Fort Smith

Department Contact Faculty Member: ___Lori Nelson________________________

Members of Bylaw Review Committee

1. Representative of Provost and Vice President of Academic Affairs: ___Terrance Seethoff

2. AAUP Grievance Officer or delegate: ___Brent Graves

3. Representative of the appropriate CAC: Michelle Johnson/Melissa Romero (Nursing Dept.)

4. Department representative: ___Lori Nelson (Speech, Language Hearing Sciences Program)

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BY-LAWS
CLINICAL SCIENCES DEPARTMENT

ARTICLE 1  MEMBERSHIP AND VOTING
1.1 Membership in the Department of Clinical Sciences consists of all faculty holding academic rank and appointed to the Clinical Sciences department, who are members of the AAUP bargaining unit.

1.1.1 A member of the Department on leave or sabbatical retains all membership rights during that leave.

1.2. All voting shall be decided by a simple majority vote of the entire departmental membership.

ARTICLE 2 COMMITTEES AND REPRESENTATION

2.1 Standing Committees

2.1.1 Within the Department of Clinical Sciences there will be two standing committees: the Committee of the Whole and the Faculty Evaluation Committee.

2.1.2. Any bargaining unit member is extended the privilege of forwarding input to the Departmental Committees. Non-bargaining unit members may be invited to provide input where appropriate.

2.2 Committee of the Whole

2.2.1 The Committee of the Whole shall be composed of the members of the bargaining unit as specified in 1.1.

2.2.2 This Committee of the Whole will be responsible for:
   a. Review and recommendation of department bylaws
   b. Coordination of student grievance procedures in accordance with the Student’s Rights and Responsibilities.
   c. In collaboration with the Department Head, undertake a general review of faculty needs, course enrollment and program needs.
   d. Formation of ad hoc committees as needed.

2.3 Faculty Evaluation Committee

2.3.1 A Faculty Evaluation Committee (FEC) shall be selected each year on a rotating basis by the Committee of the Whole. The committee will be composed of a minimum of three full-time members of the department. The Committee of the Whole shall then appoint one of these members as Chair of the committee. In cases where one committee member is due for a faculty evaluation, an alternate departmental member will be chosen to serve on the committee.

For purposes of promotion and tenure, only tenured faculty will be members of the faculty evaluation committees. If necessary, other tenured, full-time members from the NMU AAUP Bargaining Unit, preferably from the College of Professional Studies, may act as a member of the Faculty Evaluation Committee.

2.3.2 A Faculty Evaluation Committee will:
a. Evaluate each department member in accordance with the current *Master Agreement* and according to the eligibility and judgmental criteria as specified in the departmental bylaws.
b. Evaluate sabbatical applications based upon the evaluative criteria specified in the *Master Agreement*. The Department Head shall be a member of this committee for the sole purpose of evaluating sabbatical applications.
c. Review requests and make recommendations for promotion, tenure and continuing contract status.

2.4. Faculty Search Committees

2.4.1. Faculty will participate in the recruitment, orientation and retention of faculty. In cases of recruitment, a faculty search committee will be formed. Membership shall include faculty from the program for which the search is being conducted. In addition, at least two faculty members from other programs within the department will be appointed to this committee. Members from outside of the department may be recruited as deemed appropriate.

2.5. Academic Senate Representative

2.5.1. In accordance with the Bylaws of the Academic Senate, Departmental members shall elect a representative to the Academic Senate who is a member of the department. The term of office will be for two years. Academic senators are eligible for re-election and preferably will have been on the NMU faculty at least three years.

2.5.2. The Senator will represent the interests of the Department in the Academic Senate, and consult with and report to the members on a regular basis and as pertinent issues arise.

2.6. Bargaining Council Representative

2.6.1. Departmental members will elect a departmental bargaining council representative for the preparation of collective bargaining contract proposals, in accordance with the bylaws of Northern Michigan University Chapter of the American Association of University Professors.

2.6.2. The Bargaining Council Representative shall be a dues-paying member of the NMU Chapter of the AAUP.

2.6.3. The term of office will be for three years and bargaining council representatives are eligible for re-election.

2.6.4. The bargaining council representative will serve as the liaison between the bargaining unit members and the bargaining council, and shall consult with and report meeting minutes to the members of the department.

2.7. College Advisory Council (CAC) Representative
2.7.1 In accordance with the Bylaws of the College and The College Advisory Council, a faculty member will be elected by the voting membership during fall orientation, as College Advisory Council representative.

2.7.2 CAC representatives will serve 2 year terms and are eligible for re-election.

2.7.3 CAC representatives must hold the rank of assistant professor or higher and be tenured.

2.8 Academic Program Committees

2.8.1 An Academic Program Committee (APC) will be established for each academic program within the department. Membership of each APC will consist of bargaining unit faculty with major teaching responsibilities in that program. Additional faculty/students may be invited to participate in program meetings when appropriate. The AP Committee will meet on an as-needed basis.

2.8.2 The primary areas of responsibility of each APC will include:
   a. Establish policies and procedures for the conduct of the program
   b. Develop and review curriculum
   c. Provide Outcomes Assessment reports for the program to be used for the department report.
   d. Plan and recommend the program course offerings for each semester and individual faculty teaching schedules for department head approval.
   e. Recommend new course offerings and programs for department head review
   f. Establish budget priorities within the program and submit to department head

ARTICLE 3 DEPARTMENTAL MEETINGS

3.1 Departmental meetings shall be held periodically throughout the academic year at a time to be determined at the beginning of the semester.

3.2 At the discretion of the Department Head or from a petition of at least two Departmental faculty, additional meetings may be called.

3.3 Faculty members are encouraged to attend all meetings.

3.4 An agenda shall be distributed at least 3 working days in advance of the meeting.

3.5 Departmental meeting minutes will be filed and stored in the Department office, then deposited in the NMU archives.

ARTICLE 4 DEPARTMENT OFFICERS

4.1. The Department Head functions as the administrator of the Department and serves as chair for departmental meetings.

   4.1.1 In addition to those functions that are specified by the Board of Control and the Master Agreement, the Departmental Head may:

       a. Speak for the faculty on matters of departmental concern.
       b. Serve as an ex-officio, nonvoting member of all Departmental committees except the FEC (unless the latter is involved in ranking sabbatical applications).
c. Convey information and relay concerns to the administration on all matters relating to the Department. Conversely, conveys information and relays concerns of the administration to the faculty.

4.1.2 During the process of selecting a Department Head the faculty of the department will follow the procedure outlined in the Master Agreement.

4.1.3 Evaluation of the Department Head shall be conducted as outlined in the Master Agreement.

4.2 The Faculty Chair shall be elected from the committee of the whole. This person will perform duties as specified in the Master Agreement.

4.2.1 The Faculty Chair shall be responsible for managing all extra-departmental communications between the department faculty and the administration and shall serve as department coordinator when the Department Head is unavailable.

4.2.2 Election of the Chair will take place at the first departmental meeting of every academic year. The term of office will be one year.

ARTICLE 5   FACULTY RESPONSIBILITIES

Departmental members shall be responsible for the following:

5.1 Teaching and assigned responsibilities as stated in the Master Agreement.

5.1.1 Workload assignments will be structured annually based upon mutually agreeable written guidelines developed by the Department Head and the department members as described in the Master Agreement.

5.2 Clinical Coordinator in Speech, Language, and Hearing Sciences will be appointed by the department head following consultation with faculty.

5.2.1 Specific Clinical Coordinator duties may include, but are not limited to the following:

a. Supervision of undergraduate clinicians enrolled in clinical treatment courses.
b. Assist in the development of clinical education policies.
c. Revise and maintain SLHS Clinic Handbook in accordance with the American Speech-Language, and Hearing Association standards.
d. Develop procedure for organization and maintenance of client records and student clinical clock hours in accordance with the ASHA standards.
e. Coordinate the organization and maintenance of inventory of tests, materials, and supplies in the on-campus Speech-Language-Hearing Clinic as well as conduct ordering of new tests, materials and supplies as needed.
f. Manage all client referrals and community requests for clinical information.
g. Revise and develop public brochures for Speech, Language, and Hearing Clinic.
h. Oversee the physical space of the clinic, including equipment, furniture, and infection control.
i. Track and report statistics of clinical activities to Risk Management.
j. Provide education on an ongoing basis to practicum students regarding the American Speech-Language-Hearing Association Code of Ethics, Health Insurance Portability and Accountability Act (HIPAA) and program clinical policies.

5.3 Program Director for Clinical Laboratory Science will be appointed by the department head following consultation with faculty.

5.3.1 The primary role of the Program Director is to secure and maintain clinical affiliations for the CLS programs which include:

- Phlebotomy
- Clinical Assistant
- Clinical Laboratory Technician
- Clinical Laboratory Scientist: Generalist and Microbiology
- Diagnostic Genetics: Cytogenetics, Diagnostic Molecular Science
- Cytotechnology
- Histotechnology

5.3.2 Duties and responsibilities include the following for each program:

a. Review of student eligibility for clinical placement
b. Preparation of Practicum Manuals
c. Development of the practicum schedule
d. Finalize clinical rotations assignments and examinations. Prepare clinical rotation examinations.
e. Provide counseling sessions for students prior to placement
f. Provide regular communication with clinical affiliates
g. Meet with administrators at clinical sites
h. Prepare outcomes assessment reports

5.4 The Surgical Technology Program Director will be appointed by the department head following consultation with faculty. The Surgical Technology Program Director (title required by the Commission on Accreditation of Allied Health Education Programs) will coordinate administrative duties associated with the Surgical Technology Program.

5.4.1 Specific Program Director duties may include, but are not limited to the following:

a. Develop and update the curriculum to meet the Accreditation Review Committee on Education in Surgical Technology (ARC-ST) standards for course content.
b. Maintain relationships with the accrediting body and complete the required annual report for this agency.
c. Prepare for site visits including completion of written self-study for accreditation and site evaluation.
d. Establish and maintain communication with affiliate sites
e. Organize and conduct meetings with the Advisory Board for the Surgical Technology program.
f. Conduct marketing and recruitment for the program
g. Conduct outcome assessments
h. Provide guidance to the department head regarding the course schedule as needed
i. Conduct advising for surgical technology students

5.4.2 Duties for the Surgical Technology Program Director may also include:

On campus
a. Maintain inventory in the Surgical Technology Laboratory
b. Prepare and organize supplies for the week’s laboratory assignments
c. Provide laboratory instruction in preparation for off campus clinical practica
d. Assign students to off-campus practicum placements
e. Act as liaison between NMU and Clinical Sites/Preceptors

Off campus
a. Oversee students in clinical settings
b. Make daily clinical assignments in practicum settings
c. Ensure clinical evaluations are completed and placed in the student’s file

5.5 The Radiography Program Director will be appointed by the department head following consultation with faculty.

5.5.1. The Radiography Program Director will provide academic leadership for the Radiography Program.

5.5.2 Specific Program Director duties may include but are not limited to:
   a. Student clinical practicum coordination.
   b. Program policies and procedures implementation.
   c. Strategic program assessments.
   d. Plans and coordinates the accreditation process for the Radiography Program. Assures compliance with accrediting agencies.
   e. Mentors the formulation of student clinical rotation effectiveness, equitability, and supervision levels. Ensures clinical practicum evaluation.
   f. Serves as a program radiation safety officer.
   g. Coordinates and facilitates, student, Radiography faculty, advisory board and allied health meetings.
   h. Conducts outcome assessments. Monitors program retention, completion, clinical performance and competence, credentialing exam pass rates, graduate and employer satisfaction, and job placement.

5.6 The Respiratory Therapy Program Director will be appointed by the department head following consultation with faculty.

5.6.1. The Respiratory Therapy Program Director will provide academic leadership for the Respiratory Therapy Program.

5.6.2. Specific Program Director duties may include but are not limited to:
   a. Develops program objectives and implements program policies and procedures.
b. Develops and revises program curriculum.
c. Plans and coordinates the accreditation process for the Respiratory Therapy Program. Assures compliance with accrediting agencies.
d. Coordinates and facilitates student, Respiratory Therapy faculty, advisory committee, and allied health meetings.
e. Directs the program admissions process.
f. Serves as liaison with clinical affiliates.
g. Conducts outcome assessments. Monitors program retention, completion, clinical performance and competence, credentialing exam pass rates, graduate and employer satisfaction, and job placement.

ARTICLE 6  ELIGIBILITY FOR NEW ACADEMIC APPOINTMENTS AND PROMOTION

6.1 Ranks awarded for new faculty shall follow the procedures outlined in the Master Agreement and as presented below:

6.1.2 Instructor – Earned Master’s Degree from an accredited institution or Bachelor's Degree from an accredited institution plus certification/s or licensure and clinical experience necessary for programmatic needs and/or accreditation standards, subject to review and approval of the appropriate Dean and the Provost and Vice President for Academic Affairs.

6.1.3 Assistant Professor – An earned Doctorate from an accredited institution or earned Master’s Degree from an accredited institution plus certification/s or licensure and clinical experience necessary for programmatic needs and/or accreditation standards, subject to review and approval of the appropriate Dean and the Provost and Vice President for Academic Affairs. Exceptions may be made because of unusual scholarly and/or professional achievements.

6.1.4 Associate Professor – An earned Doctorate from an accredited institution plus certification/s or licensure and clinical experience necessary for programmatic needs and/or accreditation standards, subject to review and approval of the appropriate Dean and the Provost and Vice President for Academic Affairs. Six years of full-time higher education experience at the rank of Instructor or above with evidence of teaching excellence, scholarly or creative professional achievement, and service is required. Exceptions may be made because of unusual scholarly and/or professional achievements.

6.1.5 Professor – An earned Doctorate from an accredited institution and 12 years of full-time teaching experience in higher education at the rank of Instructor or above or other related professional experience (as credited in the faculty member’s initial letter of appointment). Evidence of teaching excellence, distinguished scholarly or creative professional achievement, and service. Exceptions may be made because of unusual scholarly and/or professional achievements.

6.2 Eligibility to apply for promotion shall follow the procedures outlined in the Master Agreement and as presented here:

6.2.2 Instructor – Earned Master’s Degree from an accredited institution or Bachelor’s Degree from an accredited institution plus certification/s or licensure and clinical
experience necessary for programmatic needs and/or accreditation standards, subject to review and approval of the appropriate Dean and the Provost and Vice President for Academic Affairs.

6.2.3 **Assistant Professor** – An earned Doctorate from an accredited institution or earned Master’s Degree from an accredited institution plus certification/s or licensure and clinical experience necessary for programmatic needs and/or accreditation standards, subject to review and approval of the appropriate Dean and the Provost and Vice President for Academic Affairs. Exceptions may be made because of unusual scholarly and/or professional achievements.

6.2.4 **Associate Professor** – For faculty hired prior to the beginning of the 2012-2013 academic year: An earned Master’s degree from an accredited institution plus certification/s or licensure and clinical experience necessary for programmatic needs and/or accreditation standards, subject to review and approval of the appropriate Dean and Provost and Vice President for Academic Affairs. Five years of full-time higher education experience at the rank of Instructor or above with evidence of teaching excellence, scholarly or creative professional achievement, and service is required. Exceptions may be made because of unusual scholarly and/or professional achievements.

For faculty hired subsequent to the 2012-2013 academic year: An earned Doctorate Degree from an accredited institution plus certification/s or licensure and clinical experience necessary for programmatic needs and/or accreditation standards, subject to review and approval of the appropriate Dean and the Provost and Vice President for Academic Affairs. Five years of full-time higher education experience at the rank of Instructor or above with evidence of teaching excellence, scholarly or creative professional achievement, and service is required. Exceptions may be made because of unusual scholarly and/or professional achievement.

6.2.5 **Professor** – An earned Doctorate from an accredited institution and 5 years of full-time higher education experience at the rank of Associate Professor or above or other related professional experience (as credited in the faculty member’s initial letter of appointment). Evidence of teaching excellence, distinguished scholarly or creative professional achievement, and service is required. Exceptions may be made because of unusual scholarly and/or professional achievements.

**ARTICLE 7 General Principles for Promotion, Tenure and Continuing Contract Status**

Promotion and Tenure shall be recommended for faculty in accordance with the Master Agreement and Judgmental Criteria specified in these by-laws.

7.1 **Judgmental Criteria**

7.1.1 The Judgmental Criteria include: (1) teaching and/or assigned responsibilities, (2) scholarship and/or professional development, and (3) service.
7.1.2 For faculty evaluation and for consideration for promotion, tenure and continuing contract status, the faculty member’s materials must include evidence, including substantial documentation, of having met or exceeded the Judgmental Criteria as outlined in this Article. The departmental by-laws provide examples of activities that confirm levels of achievement in teaching and assigned responsibilities, scholarship and/or professional development, and service. Other types of activities may be considered. The lists include common types of activities and are meant to establish a norm. Furthermore, where there are lists with optional activities, it is not expected that any individual will be active in all of the examples listed. When tenure and promotion are being considered, a history of annual contributions toward the three judgmental areas (as listed in 7.1.1) will be expected. In addition to the requirements for promotion listed in the Master Agreement, the following specific examples in the areas of Teaching and Assigned Responsibilities, Scholarship and/or Professional Development, and Service are regarded as significant by the Clinical Sciences Department. The more specific criteria contained in these by-laws, including the examples, amplify the language in the Master Agreement. The lists are not intended to be complete or ordered by rank.

7.1.3 Relative Emphasis

According to the Master Agreement, Teaching and assigned responsibilities are given the highest priority and should carry the most weight in evaluating the professional achievements of faculty. Relative emphasis on scholarship and/or professional development must be specified in annual evaluation materials. For tenure earning appointments, this determination will initially be established in the letter of appointment and may be redefined subsequent to tenure as a result of dialogue between the faculty member, department evaluation committee, and the department head.

7.1.4 In determining whether the judgmental criteria for the three areas of evaluation have been met, both quantity and quality of achievement need to be addressed. The number of activities is not the only factor to be considered for promotion and tenure purposes. Two additional qualitative standards must be met. These include evidence of “effective” achievement of judgmental criteria in order to clarify how well an activity was done. Secondly, the activities listed as achievements may vary notably in their merits. Significant involvement in one area can substitute for multiple involvements in other areas.

7.2 Criteria for Promotion, Tenure, and Continuing Contract Status

7.2.1 Achievements in Teaching and Other Assigned Responsibilities

Evaluation of assigned teaching responsibilities will occur in three areas. They include an appraisal of student learning, colleague evaluations, and student ratings.

7.2.1.1 Teaching, Instructional Delivery

a. Demonstrates solid understanding of the subject

b. Creates a positive learning environment through good and effective organization and use of instructional techniques and technologies.

c. Maintains effective rapport with students, engaging them in the learning process.
d. Is available to students for consultation outside of class.
e. Receives positive evaluations by students.
f. Receives positive peer evaluations.
g. Demonstrates achievement of course learning objectives.

7.2.1.2 Instructional Development

h. Continuously works toward improvement in existing courses, modifying the course content, and enhancing pedagogy, including the utilization of peer and student feedback.
i. Attends workshops/seminars and subsequently incorporates material into course offerings.
j. Incorporates research and/or evidence-based practice materials from the professional discipline into course offerings.
k. Participates in curriculum development at the program and departmental level.
l. Develops new course offerings and/or makes substantial revisions of existing courses.
m. Develops and uses innovative types of teaching and learning methodologies and strategies which may include interdisciplinary and team teaching strategies.
n. Develops or adapts material or instructional aide for use in the classroom, laboratory, or clinic which may include but are not limited:
   • Computerized program, software, hardware or associated equipment
   • Manual, Guide, Procedure, training material, and/or mock-up.
   • Video, CD, DVD or Interactive Media
   • Laboratory slide set
   • Anatomical Material

7.2.1.3 Other Teaching-Related Activities

o. Effectively advises students as demonstrated by positive advisor evaluations.
p. Conducts clinical teaching in a manner that contributes positively to students’ clinical growth as demonstrated by supervisory evaluations.
q. Supports the teaching laboratory beyond routine activities by:
   • Ordering supplies
   • Becoming a “key operator” of equipment, responsible for maintenance and training.
   • Maintain equipment rooms and other relevant activities required to support teaching areas.
   • Securing donated tools, equipment, or supplies.

r. Writes letters of recommendation for students
s. Participates in accreditation activities.
t. Provides educational opportunities that would not otherwise be available such as directed studies or other learning experiences.

12
u. Implements educational technologies and/or other distance education efforts of the department and the university.
v. Develops and maintains external agency contacts for clinic/observation/classroom experiences.
w. Effectively oversees clinical practica by:
   - Maintaining affiliations
   - Effectively communicating with students and supervisors
   - Receiving student evaluations \( \leq 2 \).
x. Involvement in NMU initiatives such as Academic Service Learning, faculty-led study abroad, or international programming.
y. Presents invited lectures within the department, college, or university.
z. Other achievements in teaching or assigned responsibilities.

7.2.2 Achievement in Scholarship and/or Professional Development

7.2.2.1 Professional Development Activities: Engages in activities designed to enhance and maintain currency in one’s academic field, such as, but not limited to:

a. Attendance at professional seminars, workshops or conferences to broaden and enhance professional effectiveness.
b. Maintenance of professional certification, registry, and/or licensure relevant to their field.
c. Earns continuing education credits to maintain licensure, registry, or certification as required by state and national governing bodies.
d. Attains an advanced degree/training/certification/licensure beyond what is specified as eligibility for hire.
e. Maintains or expands clinical expertise as confirmed by clinical practice and/or mentoring/supervision of students or junior colleagues.
f. Achieves and maintains a state or national specialty certification.
g. Other professional development activities.

7.2.2.2 Scholarship

Scholarship involves one or more of the four (4) forms of scholarship: the scholarship of discovery; the scholarship of integration; the scholarship of application; the scholarship of teaching. All forms of scholarship must involve the production of a tangible artifact or outcome and include clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Peer review is expected for most forms of scholarship. Examples of peer review can be found in the Master Agreement. In addition, descriptions of the four forms of scholarship listed below include examples of peer review for the disciplines within this department.


7.2.2.3 Scholarship of Discovery
The scholarship of discovery involves original production or testing of a theory, principle, or knowledge. Examples include professional research, publishing, and presentations.

a. Engages in research activities as described in 7.2.2.3.

b. Publishes outcomes of scholarship. Publications will be weighted in terms of status and merit with greater weight accorded to peer-reviewed publications and national/international publications. Order of authorship and individual discipline standards will also be considered when weighing publications.

c. Makes a presentation at professional conferences or scientific meetings which are based on one’s scholarly activity. Greater weight will be given to peer-reviewed, national/international presentations; lesser weight to regional/local/state, non-peer-reviewed presentations.

d. Involvement as a faculty research consultant on student research projects associated with courses, practica, directed studies, theses, etc. which result in a tangible artifact or outcome.

e. Other examples of scholarship of discovery.

7.2.2.4 Scholarship of Integration
The Scholarship of integration involves using knowledge found within and across disciplines to create an original understanding or insight that reveals larger intellectual patterns. Examples include preparing a literature review, writing a textbook, collaborating with colleagues to design and deliver a core course, integration of a novel application of technology to facilitate instructional delivery, and developing an assessment.

a. Prepares and submits internal and/or external grant proposals to support scholarly activities. First author, competitive, and funded grant proposals will carry more weight than second author, noncompetitive, unfunded grant applications.

b. Authors or co-authors publications related to scholarship of integration. Publishes outcomes of scholarship. Publications will be weighted in terms of status and merit with greater weight accorded to peer-reviewed publications and national/international publications. Order of authorship and individual discipline standards will also be considered when weighing publications.

c. Shares knowledge with colleagues, students or members of the community through:
   - Seminars
   - Speeches
   - Presentations related to practice
   - Case studies
   - Teaching/Learning Tools/Aids
These presentations must be peer reviewed with more weight given to those presentations that are regional, national or international in scope.

d. Develops protocols, program assessment/evaluation/outcomes, case studies or case management tools.
e. Participates in accreditation/evaluation-related activities such as committee work, data gathering, and report writing, and these are shared within the field.
f. Develops innovative products related to the faculty member’s profession or discipline.
g. Authors or co-authors a book utilizing professional knowledge about a topic or process.
h. Participates in interdisciplinary activities that involve collaboration with faculty from other departments and/or others outside the University community that contribute to the integration of knowledge, research, analysis, interpretation, etc. across various disciplines.
i. Other examples of scholarship of integration.

7.2.2.5 Scholarship of Application
The Scholarship of application involves bringing knowledge to bear in addressing a significant issue or problem by using existing research or creative activities to influence current or future conditions. Examples include providing expert testimony, production of a technical report or white paper associated with consultancies or grants, a substantive grant proposal, public policy analysis or professional presentations.
a. Maintains a clinical practice or appointment with external agencies.
b. Publishes outcomes of scholarship. Publications will be weighted in terms of status and merit with greater weight accorded to peer-reviewed publications and national/international publications. Order of authorship and individual discipline standards will also be considered when weighing publications.
c. Provides professional consultation in area of scholarly expertise as a professional consultant. Greater weight will be given to national, international, or regional work than to state/local work.
d. Activities as a member of an editorial board or editor position or as peer reviewer to professional journals.
e. Provides effective direction of students research and/or practicum projects resulting in external scholarly outcomes. Examples include grant writing and presenting research at a conference.
f. Makes a presentation at professional conferences, scientific meetings, or other venues which is based on one's scholarly activity or area of expertise.
g. Shares knowledge based upon scholarly endeavors with colleagues, students, and/or the wider community through such activities as: delivering lecture/s, paper/s, speech/es, or presentation/s, conducting seminar/s or similar activities at colleges and/or universities or in the community outside the university or any other appropriate venue (may be peer reviewed or invited)
h. Submits scholarly work for publication.
i. Engages in book reviews for a publisher. More weight will be given to published, nationally distributed books.
j. Other examples of scholarship of application.

7.2.2.6 Scholarship of Teaching

The Scholarship of teaching involves proposing and empirically testing a pedagogical procedure that transforms or improves teaching practices. Examples include a systematic comparison of learning environments such as the traditional classroom, synchronous, and asynchronous platforms, creating an impact analysis for learning activities beyond the classroom such as academic service learning, preparing a comprehensive assessment of teaching methodologies and writing or preparing peer reviewed pedagogical material that draws on the professional training and scholarly capability of the faculty member and are evaluated for their effectiveness.

a. Publications related to the scholarship of teaching. Publishes outcomes of scholarship. Publications will be weighted in terms of status and merit with greater weight accorded to peer-reviewed publications and national/international publications. Order of authorship and individual discipline standards will also be considered when weighing publications.
b. Conducts scholarly endeavors using Glassick et al. processes related to teaching.

c. Empirically tests the efficacy of instructional and/or evaluation methods and/or teaching methodologies.

d. Other examples of scholarship of teaching.

7.2.3 Achievements in Service

Noteworthy service goes beyond required participation and may include chairing a subcommittee or special project, writing a report, serving as secretary or volunteering for additional service.

a. Serves on departmental, college or university committees or in the academic governance structure.

b. Serves as a major officer (chairperson or secretary) on one or more committees, or writes significant reports, proposals for those committees.

c. Advises during off-load summer sessions.

d. Serves in a mentoring capacity in orientation of new faculty.

e. Active involvement in recruitment and retention of students.

f. Mentors and/or supervises students or junior colleagues.

g. Participates in data collection and/or writing of program outcomes assessment (ex. university quality assurance initiatives)

h. Performs noteworthy service for a community service organization.

i. Participates in programs with schools, colleges, camps or community agencies.

j. Serves as a clinical supervisor outside regular course load (e.g. Clinical Fellowship Year supervision for new speech pathology graduates, supervision of graduate or post-doctoral clinical requirements in another discipline in which the faculty member is certified or licensed).

k. Serves as an advisor of student organizations, student activity projects, freshman fellows, and/or other similar examples of service to the student body.

l. Directs, develops or organizes workshops, symposia, or seminars.

m. Participates in major curriculum development projects at the university, regional or national level.

n. Initiates individual efforts (i.e. apart from committees) that bring innovation and improvement to programs of the department or university (e.g. web page design and maintenance).

o. Serves in a leadership role of a professional organization/society, either local, regional, or national, or performs other noteworthy service for such an organization. Commitment and/or contribution to professionally related service may be defined as local, state, national or international. Greater weight will be given to state, national or international committee service.

p. Other examples of service.
The criteria for promotion to each rank as described in Articles 7.1, 7.2, and 7.3 are outlined in the table below.

### Promotion Summary Table

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<th>Assistant Prof.</th>
<th>Assoc. Prof.</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>“a-g” and “o”</td>
<td>“a-j” “o” and three or more of “k-z”. Of the activities in “k-z,” one activity must be chosen from items in “l-n” or “x-z”</td>
<td>“a-j”, “o” and four or more from “k-z”. Of the activities in “k-z”, two activities must be chosen from items in “l-n” or “x-z”.</td>
</tr>
<tr>
<td>Scholarship/Professional Development</td>
<td>“a” and 1 example from professional development and 1 example in scholarship</td>
<td>“a” and 2 examples from professional development and 2 examples from scholarship</td>
<td>“a” and 3 examples from professional development and 4 examples from scholarship</td>
</tr>
<tr>
<td></td>
<td>If this is the area of emphasis: 1 additional example from either category is required. This additional example must represent a different activity from those listed above.</td>
<td>If this is the area of emphasis: a minimum of 2 additional examples from either category are required. Achievements in scholarship may be at the local, state and regional level.</td>
<td>If this is the area of emphasis: a minimum of 3 additional examples from either category are required. Achievements in scholarship must be at the national or international level. Demonstration of growth and/or significance in more than one item is expected.</td>
</tr>
<tr>
<td>Service</td>
<td>“a” and 2 or more examples from “b-p”</td>
<td>“a” and 3 or more examples from “b-p”</td>
<td>“a” and “b” and 5 or more examples from “c-p” (of which 2 are</td>
</tr>
</tbody>
</table>
7.2.5 Criteria for Tenure

Tenure shall be recommended for faculty members by the department in accordance with the Master Agreement. Tenure recommendations shall be based on eligibility and judgmental criteria specified in the Master Agreement. Judgmental criteria shall be effective performance in the three judgmental areas listed under promotion to Associate Professor in the chart shown above in 7.2.4. Degree requirements are noted in Article 6 of these By-laws. In addition, tenure is awarded with the expectation, based on evidence contained in the cumulative evaluation, of continued effective performance and ongoing contributions in assigned responsibilities, scholarship and/or professional development, and service.

7.2.6 Continuing Contract Status

Candidates eligible for continuing contract status will follow procedures outlined in the Master Agreement and will be assessed on the basis of their teaching, assigned responsibilities and departmental service. The focus on teaching and service will not preclude a candidate from including scholarship and/or professional development activities for consideration in the review for continuing contract status. Criteria for teaching/assigned responsibilities and service shall be the same as those listed for Assistant Professor. If the candidate for continuing contract status wishes to apply for promotion, an area of emphasis (scholarship and/or professional development or service) must be identified with the mutual agreement of the evaluation committee and department head. The criteria for teaching, scholarship and/or professional development, and service must be met for the rank to which the candidate is applying.

7.2.7 Contingent Status

Contingent faculty are those part-time faculty who are members of the union. They shall be evaluated on an annual basis or more frequently as specified in the Master Agreement.

ARTICLE 8 ADDITIONAL ASSIGNMENTS AND CONSULTING
8.1 Additional assignments and consulting activities shall be carried out according to the 
*Master Agreement*.

**ARTICLE 9  PROFESSIONAL DEVELOPMENT FUNDS**

Funds for travel and professional development are made available to each eligible faculty member in the 
department as specified in the *Master Agreement*.

**ARTICLE 10  AMENDMENTS**

10.1 Bylaws shall be reviewed and amended as needed and shall be congruent with the 
contractual agreement.

10.2 Proposed amendments shall be distributed to all members of the department at least one week prior to the meeting at which they are to be introduced and discussed. They will be voted on within one week after they have been discussed via a ballot circulated to the voting membership or at a departmental meeting.

**ARTICLE 11  RATIFICATION**

These bylaws and amendments must be approved by a majority of the voting members of the department. Adopted amendments must be forwarded as stipulated in the *Master Agreement* to proceed through the review process.