

**Department of Psychology
Policies on Specialized Faculty
Adopted September 1, 2016**

The campus guidelines for specialized faculty are presented in Provost Communication #25, and the campus criteria for appointment to, and promotion within, specialized faculty tracks are described in Provost Communication #26. The purpose of the current document is to provide more specific criteria for the Department of Psychology. This document includes policies regarding Clinical Professorial Appointments, Instructors, Lecturers, Senior Instructors, Senior Lecturers, Teaching Professorial Appointments, and Research Professorial Appointments. It can be modified by the Department Head in consultation with the Associate Heads. This version was finalized on 6/29/16.

Clinical Professorial Appointments

Provost Communication 25 states that Professorial titles with a “clinical” modifier involve 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 professors must hold a PhD or equivalent, must have experience in their field and area of clinical expertise, and must have specialized knowledge necessary to fill curricular needs. For appointment to clinical assistant professor, there must be evidence that the person has the potential to make such contributions. For promotion to associate clinical professor or full clinical professor, an individual must have demonstrated such contributions.

In keeping with these aims, a clinical professor in the Department of Psychology includes four primary components:

1. Instruction of graduate students in the Clinical/Community Division (or other divisions as appropriate) in the applied work of the discipline (e.g., clinical assessment and intervention). Typically, this would include teaching one practicum course (Psychology 546) per semester with a minimum of 4 and a maximum of 8 students. Two practicum sections could be taught if this advanced broad goals of the position (e.g., one practicum section focused on assessment and one on intervention). In this case, the number of supervisees would be capped at closer to 4 per section.
2. Engagement in applied work employing empirically supported practices in the field. This could include engaging in assessment and intervention with community- and university-based clients. Ideally, this direct service to the campus and broader community would involve students to advance the graduate training mission.
3. Public engagement with partners within the university and in the broader community who are working with similar clinical populations. This could include, for example, establishing regular lines of communication, sharing resources, exploring joint efforts to enhance service delivery, developing new programs, and accepting and making referrals to appropriate partners. Such public engagement efforts would include graduate trainees whenever possible. The specific nature of this public engagement should be determined based on the particular area of applied work and local university and community needs.
4. Performing research as it relates to practice. While research is not a central mandate in this position, given the value placed on integrating science and practice, the clinical professor should be engaged in research as it relates to his/her specific clinical work. This could include monitoring client outcomes, assessing the fidelity of the implementation of assessment and intervention processes, and other facets of program evaluation. The

clinical professor is also encouraged to explore basic processes as they relate to their areas of practice and to pursue publication of research findings as time allows (in technical reports and peer-reviewed outlets). Graduate trainees should be incorporated into research efforts as appropriate. While valued, there is no minimum requirement or expectation regarding publication.

Effort should be allocated as follows: 50% instruction (this includes teaching via coursework *and* other supervisory contexts); 40% service (including direct service to clients and public engagement); and 10% research (as it relates to clinical efforts).

The clinical professor would be expected to attend division and department faculty meetings and staff meetings of the Psychological Services Center as needed. In addition, the clinical professor is welcome and encouraged to attend division colloquia (e.g., brown bag, diversity seminar, community seminar) as time allows. While there would no requirement to do so, the clinical professor may choose to serve on a student's doctoral dissertation committee if approved by the Graduate College.

An annual report will be submitted each academic year (at the same time that other faculty reviews are due) using the format offered in Provost Communication No. 26, which outlines the promotion process for specialized faculty, or in an alternative format as specified by the Department Head.

There is no set minimum time in rank, but to be evaluated for appointment as clinical associate professor a candidate must have at least five years of full-time experience on a university-level faculty *after having completed the terminal degree*. Post-doc experience will not meet this requirement. To be considered for appointment as clinical full professor a minimum of ten years of experience on a university-level faculty after the terminal degree is required. Normally the full-time experience on a university-level faculty will occur at the University of Illinois, but exceptions can be made with appropriate justification. There is no maximum time in rank.

So long as it is feasible, individuals in the clinical professor ranks will be eligible for three year contracts. Three year contracts will only be offered to individuals who maintain excellence in their teaching, research, and service obligations, as evaluated in the customary annual reviews. Provost Communication 17 provides an overview on Multi-Year Contracts (MYC), including how the department requests an MYC.

Clinical Assistant Professors

Potential appointments to the rank of *clinical assistant professor* will be evaluated by the department's advisory committee. To earn the title of clinical assistant professor, prospective candidates must provide evidence that they have specialized knowledge gained from practical experience in their discipline that will advance the curricular and service needs of the department.

To be considered for appointment as clinical assistant professor, candidates provide:

- a. Their curriculum vitae.
- b. A statement that summarizes their specialized knowledge and how it would advance the curricular and service needs of the department
- c. Copies of scholarly works (e.g., articles, conference papers) completed.

- d. Three letters of reference that address the qualifications related to the position of clinical assistant professor.

Promotions within the Clinical Professor Ranks

To be eligible for a promotion, the College of Liberal Arts and Sciences normally requires a minimum of 5 years in the current position. Exceptions can be made with appropriate justification. Potential appointments to the rank of *clinical associate professor* will be evaluated by a committee appointed by the Head comprised of the Associate Head and Director of Graduate Studies, the Associate Head and Director of Undergraduate Studies and the Coordinator of the Division in which the faculty member affiliates (if they are not affiliated with any particular division, the Head will appoint a senior faculty member to the committee). Based on Committee recommendations, the Head will make final decisions regarding whether to put forward a candidate for promotion. The Head may consult with the Department Advisory Committee to inform these decisions.

Candidates for *clinical associate professor* must demonstrate that they are performing at a high level the four primary components of the position: Instruction of graduate students in the Clinical/Community Division (or other divisions as appropriate) in the applied work of the discipline (e.g., clinical assessment and intervention); engaging in applied work employing empirically supported practices in the field; engaging with partners within the university and in the broader community who are working with similar clinical populations; and performing research as it relates to practice. Promotion to clinical associate professor will come with a salary increase that is consistent with LAS norms.

Candidates for *clinical full professor* must meet the same criteria as clinical associate professors and must demonstrate that they have made a significant impact beyond what would be expected for the associate level. As stated in Provost Communication 26, "Promotion to the rank of clinical professor should be based upon promise fulfilled... including evidence of appropriate accomplishments in the relevant field." Promotion to clinical full professor will come with a salary increase that is consistent with LAS norms.

Instructors and Lecturers

Consistent with campus guidelines, the title of Lecturer is reserved for individuals holding a PhD or equivalent; Instructors hold a Masters degree. The usual teaching load for instructors or lecturers in Psychology is 11 units per academic year (compared to 6 units for tenure-track faculty). This teaching load may be reduced by agreement with the Head if the individual takes on other substantive duties that are comparable in workload to the course reductions; for example, heavy involvement in course administration can count toward a reduced teaching load.

In all instances, the majority of instructors' and lecturers' appointment must be composed of teaching duties rather than other activities.

An annual report will be submitted each academic year (at the same time that other faculty reports are due) using the format offered in Provost Communication No. 26, or an alternative format as specified by the Department Head.

Senior Instructors and Senior Lecturers

According to Provost Communication 25, the designation of senior is appropriate when instructors or lecturers “have made significant contributions to the department’s teaching mission, including contributions to the curriculum.”

According to LAS guidelines, “to be eligible for a promotion, the College normally requires a minimum of 3 years in the current position as an Instructor/Lecturer. Exceptions can be made with appropriate justification.”

Potential appointments to the rank of *senior instructor or senior lecturer* will be evaluated by a committee appointed by the Head comprised of the Associate Head and Director of Graduate Studies, the Associate Head and Director of Undergraduate Studies and the Coordinator of the Division in which the faculty member affiliates (if they are not affiliated with any particular division, the Head will appoint a senior faculty member to the committee). Based on Committee recommendations, the Head will make final decisions regarding whether to put forward a candidate for promotion. The Head may consult with the Department Advisory Committee to inform these decisions.

In addition to the minimum time in rank, promotion to senior instructor or senior lecturer requires:

- a. An outstanding teaching record.
- b. Evidence of having made substantial additions, improvements, or other contributions to the department’s curriculum.

To be considered for promotion to senior instructor or senior lecturer, candidates must provide:

- a. A complete longitudinal record of ICES scores.
- b. Their curriculum vitae.
- c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages, single-spaced).
- d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- e. Opportunities for at least two senior faculty members to directly observe and evaluate their teaching.

Individuals seeking promotion to senior instructor or senior lecturer should also ask their teaching supervisor to provide the committee with an evaluation that assesses the candidate’s contributions to the teaching mission of the department.

There will be a salary increase associated with this promotion; the amount will be based on the norms established in LAS.

So long as it is feasible, Instructors and Lecturers who are successfully promoted to Senior Instructor or Senior Lecturer will be considered for three year contracts. Three year contracts will only be offered to individuals who maintain their teaching excellence, as evaluated in the customary annual reviews. Provost Communication 17 provides an overview on Multi-Year Contracts (MYC), including how the department requests an MYC.

In the event of an unsuccessful request for promotion, the candidate must wait at least three years before requesting evaluation for promotion again. This provision is intended to encourage

candidates to ensure that their case for promotion is a strong one before being asked to be promoted. If they are unsure about their prospects, individuals are encouraged to discuss their record and the expectations for promotion with their supervisor and/or the Head. An annual report will be submitted each academic year (at the same time that other faculty reports are due) using the format offered in Provost Communication No. 26, or an alternative format as specified by the Department Head.

Teaching Professorial Appointments

Provost Communication 25 notes that teaching professors must hold a PhD or equivalent and must make “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.” For appointment to teaching assistant professor, there must be evidence that the person has the potential to make such contributions. For promotion to associate teaching professor or full teaching professor, an individual must have demonstrated such contributions.

In the Psychology Department, typically, appointments in the teaching professor tracks will be 75% teaching, 15% research and 10% service. Typically, teaching professor track appointments will carry a teaching load of 11 units/year, but this can be reduced if the department concludes a reduction is appropriate based on the individual’s total duties.

There is no set minimum time in rank, but to be evaluated for appointment as teaching associate professor (or promotion to teaching associate professor from teaching assistant professor), a candidate must have at least five years of full-time experience on a university-level faculty *after having completed the terminal degree*. Post-doc experience will not meet this requirement. To be considered for appointment as teaching full professor (or promotion to teaching full professor from teaching associate professor), a minimum of ten years of experience on a university-level faculty after the terminal degree is required. Normally the full-time experience on a university-level faculty will occur at the University of Illinois, but exceptions can be made with appropriate justification. There is no maximum time in rank.

So long as it is feasible, individuals in the teaching professor ranks will be eligible for three year contracts. Three year contracts will only be offered to individuals who maintain excellence in their teaching, research, and service obligations, as evaluated in the customary annual reviews. Provost Communication 17 provides an overview on Multi-Year Contracts (MYC), including how the department requests an MYC.

An annual report will be submitted each academic year (at the same time that other faculty reports are due) using the format offered in Provost Communication No. 26, or an alternative format as specified by the Department Head.

Professorial Expectations

The title of “professor” comes with expectations that one engages with and contributes to a scholarly community in ways that go beyond teaching alone. Thus, teaching professors of any rank are expected to engage in teaching, research, and service. The *expectations for teaching* involve being more than a good classroom teacher. Teaching professors are also expected to contribute to the pedagogical goals of the department and campus beyond their own classroom.

Activities that can help fulfill this expectation include (but are not limited to): (a) supervising multi-section courses; (b) training and supervising teaching assistants, instructors, or other lecturers; (c) developing new courses or making improvements to the curriculum; (d) demonstrably improving the way an existing course is structured or taught, and (e) directing internship programs.

Individuals in the teaching professor ranks also are expected to engage in research activities that enhance the department's and campus's reputation beyond the local community. There are two ways that the *research expectations* can be met.

First, there is a long history of scholarship on education in the field of psychology. Teaching professors may engage in research aimed at enhancing the quality of psychology education. Dissemination of that research may be at conferences or workshops, through traditional publication outlets, and through any channel that generates impact beyond the campus and allows for the scholarly impact to be documented. To be considered for promotion, teaching assistant professors whose scholarship focuses on psychology education will be expected to provide evidence that they have established a positive scholarly reputation beyond the campus.

Second, in some cases teaching assistant professors will be engaged in research that comports with one of the main foci of research in the department and/or in the areas in which that individual provides instruction. The quality of the work is expected to be high and similar in nature to the strategic areas of emphasis in the department, although the expectation for scholarly productivity would be less to reflect the smaller percentage of one's appointment assigned to research (15% compared to 40% for tenure track faculty in the department). Teaching professors are expected to publish in outlets befitting their field of study and in outlets considered to be appropriate by department faculty who evaluate the candidate's work. This will be discussed upon hiring and in the context of the annual review by the department.

Finally, there are *service expectations* for individuals in the teaching professor ranks. The service expectations may be fulfilled through service to the department, the college, the campus, or the discipline. Ideally, individuals will contribute in multiple ways at multiple levels in a manner befitting the title of "professor." Some activities that may meet the service expectation include (but are not limited to) serving on departmental or college committees, acting as the faculty supervisor for department or campus student groups, providing peer reviews for conferences or journals, and holding office in professional associations.

Teaching Assistant Professors

Potential appointments to the rank of *teaching assistant professor* will be evaluated by a committee appointed by the Head comprised of the Associate Head and Director of Graduate Studies, the Associate Head and Director of Undergraduate Studies and the Coordinator of the Division in which the faculty member affiliates (if they are not affiliated with any particular division, the Head will appoint a senior faculty member to the committee). Based on Committee recommendations, the Head will make final decisions regarding whether to recommend a candidate for a teaching assistant professor appointment. The Head may consult with the Department Advisory Committee to inform these decisions.

To earn the title of teaching assistant professor, prospective candidates must provide evidence that they are excellent teachers and that they have a high potential for making “an instructional impact both within the department and beyond.”

To be considered for appointment as teaching assistant professor, candidates provide:

- e. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).
- f. Their curriculum vitae.
- g. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages, single-spaced).
- h. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- i. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus.
- j. Copies of scholarly works (e.g., articles, conference papers) completed.
- k. Three letters of reference that address the qualifications related to the position of teaching assistant professor. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate’s teaching.

Promotions within the Teaching Professor Ranks

All promotion cases within the teaching professor ranks will be evaluated at the department level by the Committee described above. Based on the Committee’s recommendation, the Head will make final decisions regarding whether to put forward a candidate for promotion. The Head may consult with the Department Advisory Committee to inform these decisions.

To be eligible for a promotion, the College of Liberal Arts and Sciences normally requires a minimum of 5 years in the current position. Exceptions can be made with appropriate justification.

Candidates for *teaching associate professor* must demonstrate that they are excellent teachers and that they have made a substantial “instructional impact both within the department and beyond.” According to Provost Communication 26, teaching associate professors must “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, have a proven record of making such contributions.” Evidence of instructional contributions should document activities such as (a) supervising multi-section courses; (b) training and supervising teaching assistants, instructors, or other lecturers; (c) developing new courses or making improvements to the curriculum; (d) demonstrably improving the way an existing course is structured or taught, and (e) directing internship programs.

Promotion to teaching associate professor will come with a salary increase.

Candidates for *teaching full professor* must meet the same criteria as teaching associate professors and must demonstrate that they have made a significant impact beyond what would be expected for the associate level. As stated in Provost Communication 26, “Promotion to the rank of full teaching professor should be based on a fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative strategies and marked course improvement. At this level, a teaching professor should

be making broader contributions to pedagogy, often by sharing creative and scholarly work at conferences and in publications.” Promotion to teaching full professor will come with a salary increase.

To be considered for appointment as, or promotion to, teaching associate professor or teaching full professor, candidates must submit:

- a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).
- b. Their curriculum vitae.
- c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages single spaced).
- d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- e. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and make an impact beyond the campus.
- f. Copies of scholarly works (e.g., articles, conference papers) completed since their last promotion.

Additionally, as part of the review process, two senior faculty members will observe and evaluate faculty currently at Illinois who are seeking promotion within the teaching professor ranks. The faculty evaluators will prepare an assessment of the candidate’s teaching based on both direct observation of teaching and a review of the candidate’s teaching materials (e.g., syllabi, assignments).

Finally, according to Provost Communication 26, promotion within the ranks of teaching professors (or appointment above the rank of assistant teaching professor) requires external review by a minimum of “three scholars or professional specialists outside the University.” The external reviewers must come from comparable institutions and must not have any conflict of interest in doing an evaluation. If viewed as helpful in a particular case, the Head may also ask for letters of evaluation from individuals outside the department but on campus. Internal to University of Illinois letters would be in addition to the three external review letters. See Communication 26 for more information.

Individuals not currently teaching at Illinois cannot be observed, but it is still required that at least three letters of reference be provided to the Committee. If recent letters of references are otherwise available to the committee (e.g., the prospective appointment is part of a current search for which letters of reference were required), those letters will suffice so long as they address the qualifications related to the respective rank. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate’s teaching. Please note—these letters are not the external review letters required by Provost Communication 26.

Research Professorial Appointments

Provost Communication 25 notes that research professors must hold a PhD or equivalent and engage in research activities that “encompass[es] creative artistry and research that is interdisciplinary and/or translational.” As stated in Provost Communication 25, 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 publications, invited talks,

external funding 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, typically, secure some external funding for their work.

For appointment to research assistant professor, there must be evidence that the person has the potential to make such contributions. For promotion to associate research professor or full research professor, an individual must have demonstrated such contributions.

In the Psychology Department, full-time appointments in the research professor track typically will be 75% research, 15% teaching and 10% service. Research professor track appointments do not have a required or prescribed teaching load but may teach courses based on departmental assessment of what is appropriate for a particular individual, in light of their duties overall. Research professors are expected to supervise graduate students and post-doctoral research associates as part of their teaching expectation. Division coordinators in consultation with division faculty and with approval by the Head may choose to allow research professors to recruit and advise students as primary advisors if that supports the mission of the division. In general, it is expected that research faculty who recruit students will have stable long-term grant support.

The research professor would be expected to attend division and department faculty meetings. In addition, the research professor is welcome and encouraged to attend division colloquia (e.g., brown bag) as time allows. While there would no requirement to do so, the research professor may serve on a student's doctoral dissertation committee.

An annual review will be submitted each academic year (at the same time that other faculty reviews are due) using the format offered in Provost Communication No. 26, which outlines the promotion process for specialized faculty.

There is no set minimum time in rank, but to be evaluated for appointment as research associate professor (or promotion to research associate professor from research assistant professor), a candidate must have at least five years of full-time experience on a university-level faculty *after having completed the terminal degree*. Post-doc experience will not meet this requirement. To be considered for appointment as research full professor (or promotion to research full professor from research associate professor), a minimum of ten years of experience on a university-level faculty after the terminal degree is required. Normally the full-time experience on a university-level faculty will occur at the University of Illinois, but exceptions can be made with appropriate justification. There is no maximum time in rank.

So long as it is feasible, individuals in the research professor ranks will be eligible for three year contracts. Three year contracts will only be offered to individuals who maintain excellence in their research, teaching, and service obligations, as evaluated in the customary annual reviews. Provost Communication 17 provides an overview on Multi-Year Contracts (MYC), including how the department requests an MYC.

Professorial Expectations

The title of "professor" comes with expectations that one engages with and contributes to a scholarly community in ways that go beyond research alone. Research professors will be

engaged in research that comports with one of the main foci of research in the department and/or in an area that promises to be or is of importance to the field of psychological science. The quality of the work is expected to be high and similar in nature to the strategic areas of emphasis in the department, although the expectation for scholarly productivity and/or impact may be less than that of a tenure-track faculty member. Research professors are expected to publish in outlets befitting their field of study and in outlets considered to be appropriate by department faculty who evaluate the candidate's work. This will be discussed upon hiring and in the context of the annual review by the department. It is also expected that research professors will seek external funding for their work.

Research professors engaged in teaching and supervision must meet the expectations for high-quality instruction as assessed by teaching ratings and observations by senior tenure-track faculty members. They are expected to interact with and participate in assessment and evaluation of graduate students according to the procedures established in their affiliated divisions.

Finally, there are service expectations for individuals in the research professor ranks. The service expectations may be fulfilled through service to the department, the college, the campus, or the discipline. Ideally, individuals will contribute in multiple ways at multiple levels in a manner befitting the title of "professor." Some activities that may meet the service expectation include (but are not limited to) serving on departmental or college committees, acting as the faculty supervisor for department or campus student groups, providing peer reviews for conferences or journals, and holding office in professional associations.

Research Assistant Professors

Potential appointments to the rank of *research assistant professor* will be evaluated by a committee appointed by the Head comprised of the Associate Head and Director of Graduate Studies, the Associate Head and Director of Undergraduate Studies and the Coordinator of the Division with which the faculty member affiliates (if they are not affiliated with any particular division, the Head will appoint a senior faculty member to the committee). Based on Committee recommendations, the Head will make final decisions regarding whether to recommend a candidate for a research assistant professor appointment. The Head may consult with the Department Advisory Committee to inform these decisions.

To earn the title of research assistant professor, prospective candidates must provide evidence that they can produce excellent research and that they have a high potential for making an impact on their field both within the department and beyond.

To be considered for appointment as research assistant professor, candidates provide:

1. Their curriculum vitae.
2. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus.
3. Copies of scholarly works (e.g., articles, conference papers).
4. Three letters of reference that address their qualifications related to the position of research assistant professor.

Promotions within the Research Professor Ranks

All promotion cases within the research professor ranks will be evaluated at the department level by the Committee described above. Based on the Committee's recommendation, the Head will

make final decisions regarding whether to put forward a candidate for promotion. The Head may consult with the Department Advisory Committee to inform these decisions.

To be eligible for a promotion, the College of Liberal Arts and Sciences normally requires a minimum of 5 years in the current position. Exceptions can be made with appropriate justification.

Candidates for *research associate professor* must demonstrate that they have established a high-quality research program and will typically have garnered external funding for that work.

Candidates for *research full professor* must meet the same criteria as research associate professors and must demonstrate that they have made a significant impact beyond what would be expected for the associate level.

Promotion to research associate or full professor will come with a salary increase.

To be considered for appointment as research associate or full professor, the department submits the candidate dossier outlined in Provost Communication 26 for a rigorous review of credentials and experience, including letters of support from inside and outside the Psychology Department. Please note- these letters are not the external review letters required by Provost Communication 26.

If teaching has been part of the candidate's activities, as part of the review process, a senior faculty member will observe and evaluate faculty currently at Illinois who are seeking promotion within the research professor ranks. The faculty evaluator will prepare an assessment of the candidate's teaching based on both direct observation of teaching and a review of the candidate's teaching materials (e.g., syllabi, assignments).

Finally, according to Provost Communication 26, promotion within the ranks of research professors (or appointment above the rank of assistant research professor) requires external review by a minimum of "three scholars or professional specialists outside the University." The external reviewers must come from comparable institutions and must not have any conflict of interest in doing an evaluation. If viewed as helpful in a particular case, the Head may also ask for letters of evaluation from individuals outside the department but on campus. Internal to University of Illinois letters would be in addition to the three external review letters. See Communication 26 for more information.