

SCHOOL OF TEACHING & LEARNING  
Appointment Salary Promotion, and Tenure (ASPT) Policies and Procedures  
Revised (04/16/2018)  
Faculty Approval (04/25/2018)  
CFSC Approval (12/10/18)

Mission of School

In accordance with Realizing the Democratic Ideal, the Mission of the School of Teaching and Learning (TCH) is to prepare people of diverse backgrounds to teach and provide curricular and instructional leadership in the field of education. The School seeks to provide leadership in the preparation of educators from the undergraduate level to the doctoral level. The School's programs of study assert that each educator is a potential leader requiring the knowledge, skills, and commitment necessary for curriculum design and instruction, policy making, research, and administrative roles in a pluralistic, democratic, and globally interdependent world.

General Guidelines

The policies and procedures described herein are consistent with the College and University standards. University ASPT guidelines are detailed in the Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies handbook and can be found on the Provost's website at: <http://provost.illinoisstate.edu/resources/tenure-promo/>.

The TCH ASPT document is designed to further outline specific criteria and processes that impact the performance evaluation system. The School Faculty Status Committee (SFSC) will conduct its evaluation of faculty in all matters related to annual performance, salary incrementation, reappointment, tenure, promotion, and post-tenure review based on the established standards in this document and not by comparing the performance of one faculty member to that of another.

**College of Education General Expectations** (taken from the College of Education appointment, Salary, Promotion, and Tenure Policies) include:

- **Responsibility to Students:** Student achievement and learning are the primary ends of faculty work. Faculty members are expected to demonstrate a high commitment to students, offering the support and respect that are crucial to student success. It is expected that all faculty members will maintain appropriate and professional boundaries and relationships with all students (University Policy and Procedures: 1.2 Anti-Harassment and Non-Discrimination Policy 3.3.12 Code of Ethics).
- **Teaching:** The College of Education values outstanding teaching by all faculty members. No probationary faculty member shall be reappointed who does not demonstrate excellence or the promise of excellence in teaching. All courses, with the exception of dissertations, theses, comprehensive exams, etc., delivered by the School will be evaluated by students using an instrument with a common core of questions asked of all students in all courses. To ensure student confidentiality, both face to face and online course evaluations must originate from and be returned directly to the School Director or a designee.

- Scholarship: Scholarship may take many forms and should be connected to the mission of the College of Education. Scholarship needs to result in products that are open to review by knowledgeable peers. Both individual and collaborative efforts in scholarship are valued.
- Service: Faculty members shall make internal contributions with the School and University/College. They shall also make external contributions to schools, other educational entities, professional associations, or organizations.

### **TCH General Expectations**

- All faculty members in the School are responsible for organizing and presenting all information for annual performance, salary incrementation, reappointment, tenure, promotion, and post-tenure review. Faculty members are responsible for providing clear evidence and submitting documentation of activities utilizing appropriate forms provided by the SFSC.
- A faculty member on sabbatical leave, educational leave, or serving on the faculty for only a portion of the evaluation period is responsible for submitting evaluated data by the established deadlines.
- A faculty member with reassigned time (non-teaching responsibilities) must include a status report of these activities to the SFSC each year as part of their annual report.

### Selection, Organization, and Responsibilities of SFSC

#### **Composition and Terms of Office**

- The School Director serves as the chair and ex-officio voting member.
- The SFSC shall consist of 15-20% of the current number of tenure line faculty members, which includes the School Director. Tenure line faculty members shall be elected. The committee will be comprised of an odd number of faculty members. When possible, at least two members will be at the rank of Full. Only one member may be at the rank of Assistant. Participation of membership is encouraged from each program.
- A faculty member shall not be elected to a term that coincides with the individual's mid-tenure review, tenure review, or application for promotion.
- Faculty serving in the Associate Director role cannot simultaneously serve on the SFSC.
- Each term of office consists of two years. Members are limited to two consecutive terms.

#### **Selection of Members**

- All full-time probationary tenure and tenured members of the School are eligible to vote in the election for SFSC members.

- Faculty members on leave shall have voting privileges by using the online system.
- Election of representatives to the SFSC shall be completed by May 1 of each academic year.
- In any SFSC election in which no person receives a majority of the votes cast for a particular position, there shall be a run-off election between the two individuals who received the highest number of votes consistent with eligibility requirements. If the runoff election does not resolve the issue, it shall be decided by lottery, administered by the Director.
- Representatives on leave for a semester or longer shall relinquish their positions for the remainder of their term. Vacancies shall be filled by election within one month of their occurrence, utilizing the same election procedures detailed in this section.
- The Vision and Planning Committee shall conduct the election.

### **Responsibilities of the SFSC**

- The SFSC shall formulate recommendations for promotion, tenure, reappointment, and dismissal, as well as conduct post-tenure reviews in accordance with the TCH and university ASPT policies.
- Annual performance evaluations shall be provided to all tenured and tenure-track faculty in writing in accordance with University policies. This letter shall provide an assessment of the faculty member's performance and, when applicable, progress toward achievement of promotion and/or tenure.
- The SFSC shall provide an opportunity for faculty to ask any questions arising from their annual performance evaluation or any other matter in accordance with the University ASPT policies.
- SFSC members should disclose to the SFSC any conflict of interest for annual performance reviews and/or tenure and promotion cases. A SFSC member should recuse him/herself from deliberations if a conflict of interest exists.

### **Appointment**

Search committees and their Chairperson shall be appointed by the Director to aid in the recruitment and selection of prospective faculty. If possible more than half of the search committee shall consist of tenure track faculty from the academic degree program and areas of specialization for the position sought. A search committee shall consist of no more than five members of the faculty, including the chair. NTT and non-faculty members (AP, CS, students, alumni) may be members of the search committee at the discretion of the Director. The School Director shall apply due consideration to diversity issues such as rank, discipline, gender, and ethnicity when appointing the members of the search committee.

The search committee shall narrow the pool of applicants for a faculty vacancy to a list of finalists who will be invited to campus after a review of all materials provided and phone interviews. After campus interviews, meeting with available SFSC members and soliciting School faculty feedback, the search

committee shall provide a summary of each candidate and a recommendation to the School Director.

The School Director, in consultation with the SFSC, shall make appointment recommendations to the College Dean in accordance with the University ASPT policies. All faculty shall have an opportunity to review the credentials of candidates on a campus visit. All tenured faculty shall be given the option to respond to a proposed appointment on the Recommendation for Academic Appointment form.

Initial tenure-track faculty appointments shall have the approval of the majority of the SFSC members and tenured faculty who respond on the Recommendation for Academic Appointment form. An official offer letter shall be issued from the Director upon final approval of the Dean and the Provost's office. The letter shall set forth essential terms of the employment and provide information regarding University policies.

### Annual Reappointment

First-year faculty will be recommended for annual reappointment if the SFSC determines that the first-year faculty member has demonstrated:

- A commitment to students.
- The ability to deliver high quality instruction and treat students respectfully (see: Teaching section, Required Criteria).
- Evidence of scholarship.
- A willingness to engage in service and participate in the work of the school.
- A willingness to engage in the work of the school and form collaborative relationships with colleagues.
- Use of research-based pedagogical practices.

### Third-Year Report

Faculty entering their third year will submit a report that describes their performance over the first three years. This report provides the foundation for the application materials for tenure and shall include:

- A current curriculum vitae;
- A copy of each Annual Report to the SFSC;
- A copy of each SFSC Annual Review Letter;
- A faculty-compiled report that provides evidence of the faculty member's performance in teaching, scholarship, and service.

The School Director shall provide an outline of the required report to the faculty member. It is important to note that faculty members undergoing the three-year review are expected to meet with the SFSC *before* compiling their report in order to discuss the review process and have their questions answered.

### Reappointment for Third-Year Faculty

Faculty entering their third year who are not tenured will be recommended for reappointment if the SFSC determines the faculty member has demonstrated:

- A high commitment to students;
- Developing excellence or excellence in teaching;

- Performance of research that is open to peer review and connected to the mission of the College and/or School;
- Involvement in School, College/University and external service to schools, other educational entities, and professional associations or organizations.

It is expected that a faculty member will meet standards that indicate high quality instruction, scholarly productivity, participation in service activities, and positive professional and collegial contributions to the School during the years prior to the tenure decision. The SFSC will not recommend continued reappointment of a faculty member who fails to demonstrate competence in teaching, scholarship, or service appropriate to the School, College, and University.

### Promotion

#### **For Promotion from Assistant Professor to Associate Professor**

Promotion from Assistant Professor to Associate Professor is guided by Illinois State ASPT policies which are outlined in section VIII Promotion Policies (pp. 24-26). A faculty member who intends to submit an application for promotion must inform the School Director of his/her intent and discuss the submission and organization of the application prior to preparing the promotion application.

A candidate for promotion from assistant professor to associate professor must meet the University ASPT policies. The candidate must submit to the SFSC a portfolio of work in teaching, scholarly and creative productivity, and service. According to University ASPT, the SFSC expects “sufficient stature in their field and profession, as attested to by regionally and nationally recognized accomplishments (publications, external grant awards, art shows, performances, honors, etc.) ... (p. 25).”

Specifically, the SFSC requires a record of accomplishments in teaching, scholarship, and service that reflect a balance of continued professional growth and that represent internal and external recognition and validation of professional contributions to the respective fields of study. Successful candidates for Associate Professor must document scholarly accomplishments that, among other scholarly/creative activities, include blind peer-reviewed publications. The ordinary expectation for promotion and tenure to Associate Professor is an average of one or more refereed publications per year; however, quality is emphasized over quantity (see: Scholarship Guidelines). Probationary faculty must demonstrate engagement in scholarship as a continual, on-going process across the probationary period. Additionally, a candidate for Associate Professor must demonstrate excellence in teaching and growth in service activities.

ASPT guidelines require that “the candidate’s continuing professional growth and professional activities should be of sufficient quality to warrant promotion to Associate Professor” (p. 25). Ordinarily faculty members in the College of Education will not be granted promotion to the rank of associate professor prior to recommendation for tenure, except in unusual circumstances.

In addition to appropriate materials and narrative to represent the candidate’s work in teaching, scholarly and creative endeavors, and service, the professional portfolio shall include a copy of the candidate’s vitae and copies of prior annual performance reviews.

Faculty eligible for tenure and/or promotion may request an external review. This option is voluntary. The SFSC will consider all external reviews in their deliberations. Decisions for tenure or promotion are

made by the SFSC and are not the result of external reviews. Faculty choosing this option will submit a list of three names by May 1. Candidates should not propose reviewers with whom they have closely studied (e.g., dissertation chairs, mentors) or with whom they have closely worked professionally (e.g., co-writers, co-editors). The SFSC will choose an additional three names and share those with the candidate by May 8 to allow an opportunity for the candidate to veto SFSC's picks with just cause. SFSC will choose up to three external reviewers by May 15. External reviewers will be asked to evaluate scholarship and teaching materials in relation to current work in the field. The School Director will solicit reviews and communicate school expectations for tenure and promotion by June 1. Materials will be sent to external reviewers by September 1 and the reviews must be returned to SFSC by November 1. Per University ASPT Policies, external reviews shall not be made available to the candidate unless prior written permission is obtained.

### **Promotion from Associate Professor to Professor**

Promotion from Associate Professor to Professor is guided by Illinois State ASPT policies which are outlined in section VIII Promotion Policies (pp. 24-26). A faculty member who intends to submit an application for promotion must inform the School Director of his/her intent and discuss the submission and organization of the application prior to preparing the promotion application.

A candidate for promotion from Associate Professor to Professor must meet the University ASPT policies. The candidate must submit to the SFSC a portfolio of the candidate's work in teaching, scholarly productivity, and service. According to University ASPT, the SFSC expects "highly recognized stature in the field and profession, as attested to by regionally and nationally recognized accomplishments (publications, external grant awards, art shows, performances, honors, etc.) ... (p. 26)."

Specifically, the SFSC requires a record of productivity that reflects an increasing contribution at the local, national and/or international levels, and external recognition and validation of professional contributions and impact in the respective fields of study. Examples of external recognition may include a significant record of publications at prestigious professional outlets, significant leadership at all levels (school, college/university, and professional field), external and internal grant awards, acknowledgments, citations, adaptations, review and use of the candidate's professional work since the last promotion to an Associate Professor. The candidate must demonstrate both internal and external impact of their contributions. The narrative justification and evidence of impact should be clearly explained in the promotion materials.

Additionally, ASPT guidelines require that the "candidate's professional activities shall demonstrate an excellence of quality that reflects sustained past performance and is indicative of meritorious future performance (p. 26)." Consequently, the rank of professor is reserved for those individuals who have achieved a distinctive standing in their work and reflects both quality and quantity of demonstrated expertise in teaching and advising, scholarly productivity, and leadership in service to the profession and to Illinois State University. Such distinctive performance and sustained professional growth must be evident in the annual performance-evaluation reviews that must accompany the application.

The professional portfolio shall include a copy of the candidate's vitae and copies of prior annual performance evaluation reviews while being at Associate rank at Illinois State University.

## Tenure

Tenure policies at Illinois State University are described in the current ASPT Document. Faculty who are considering submitting their materials for tenure are recommended to discuss their candidacy with the School Director and SFSC prior to preparing their application and supportive materials. Faculty members applying for tenure will receive a review of productivity in the areas of teaching, scholarship, and service. Tenure will be awarded only to faculty members who demonstrate excellence in the three areas during the years prior to the tenure decision. The SFSC will not recommend tenure to a faculty member who fails to demonstrate continuous productivity in teaching, scholarship, and service.

A faculty member applying for tenure, in addition to meeting the requirements outlined in the current copy of the University ASPT document (IX), will be asked to submit to the SFSC a professional portfolio of appropriate materials and narrative representing the candidate's work in teaching, scholarship, and service. When a faculty member is applying for both tenure and promotion simultaneously, only one portfolio is submitted for consideration of both tenure and promotion. The Committee will evaluate the candidate's record of work that reflects a balance of continued professional growth, internal and external recognition, and validation of professional contributions to the respective field and/or fields of study. The professional portfolio shall include a copy of the candidate's vitae, previous annual reports, and previous annual performance reviews.

## Faculty Assignments

The School Director or Associate Director shall communicate to all faculty members in writing and in a timely manner their assignments for the academic year. Such assignments ordinarily include the courses they are expected to teach, any reassigned teaching time, and a School service commitment.

The Associate Director for Scheduling and Contractual Personnel in conjunction with members from the Vision and Planning Committee will communicate to the Director their recommendations for course assignments. Course assignments are based on the following criteria with undergraduate courses as a priority.

1. Needs of the School
2. Primary area of expertise
3. Prior course evaluations

Faculty assignments are based on a five-part load and include a 9-credit hour course load, a 3-credit hour reassignment for research, and participation on a standing School committee (see page 8 for details).

## **Graduate Course Assignments**

Faculty with either associate or full graduate faculty status are eligible to teach graduate courses. (For complete TCH guidelines for graduate faculty status, see Appendix C). In consultation with the Graduate Coordinator, the Associate Director and the Vision and Planning committee will prioritize graduate teaching assignments (1) after undergraduate needs have been met, (2) individual faculty requests, (3) evidence of effective teaching at the graduate level and (4) satisfactory ratings in scholarship and teaching on previous annual reports.

SFSC will consider nominating a faculty member for full graduate status after his/her third-year review and each subsequent year until the faculty member receives full graduate status.

### **Online Teaching**

Faculty members who wish to teach a course delivered 100% online must first complete professional development related to online course design or online teaching that is approved by the School Director. Options for this professional development may include courses offered by CTLT or School faculty. Individual faculty members may submit to the School Director alternative paths of professional development for consideration of this requirement.

Online courses shall be offered based on student learning rather than faculty convenience or financial consideration. Faculty must first discuss and get approval from program faculty to offer a course 100% online prior to requesting this delivery format to the Associate Director for Scheduling and Contractual Personnel. The School Director shall have final approval.

### **Summer Teaching**

The summer schedule consists of prioritized courses based on student needs. Teaching in the summer is optional. The Associate Director in consultation with the Vision and Planning Committee and the School Director will make summer course assignments based on student needs and faculty expertise. Faculty receiving an unsatisfactory rating in teaching on their annual performance review will not be assigned to teach in the summer.

A rotation schedule created by the Vision and Planning Committee is used to assign a second and/or third course during the summer. If two or more faculty members are equally qualified to teach a summer course, the Associate Director or Director will assign the course to the faculty member with fewer summer courses and the faculty member who requested but did not receive a course in the previous summer semester.

After initial summer course assignments are made, courses must have a minimum number of students to remain on the schedule. If an instructor's course is cancelled because of low enrollment, he/she does not have the right to "bump" another faculty member out of a course.

Teaching assignments for a 3-credit hour course shall receive one month of pay with the expectation that the faculty member also contribute to other School duties during the time he/she is teaching (e.g., dissertation advisement, committee work). Summer courses must not be perceived as less important by students or faculty members than courses offered during the fall and spring semesters.

### **Overload Teaching**

When courses qualify for full cost recovery, tenure track faculty members will be offered those courses on overload at a stipend of \$7,000 or 85% of their monthly salary, whichever is higher. Assignment of an overload course will be on a rotation based on qualifications and course needs.

### **Individualized Professional Plans**

Tenured faculty members are eligible to submit an individualized professional plan for SFSC review. An individualized professional plan allows a faculty member to propose an alternative load assignment for special projects. The individualized professional plan should detail the proposed distribution for scholarship, teaching, and service over a three-year period.



Individualized professional plans must be submitted to the SFSC prior by October 1 for consideration for the following academic year. The SFSC will review all proposals and submit a recommendation to the faculty member by December 15. Should an individualized professional plan be approved, the faculty member will be held accountable to that plan in subsequent annual reports.

### School Standing Committees

In addition to participation on a TCH program committee and other internal service described below, faculty will serve the School through participation on one standing committee: Student Interests, Faculty Interests, Vision & Planning, Graduate Studies, and SFSC. A complete description of individual committee responsibilities is included in Appendix B. Each committee consists of a chairperson and a secretary (determined by each committee, except SFSC, Graduate, and Vision & Planning). The chairperson is responsible for facilitating meetings, reporting on the work of the committee at each faculty meeting, and preparing both a fall and spring report for SFSC. The secretary is responsible for assisting the chairperson in his/her tasks and recording meeting minutes. The following will guide the selection/composition of each committee.

- Faculty representatives on SFSC, Academic Senate or Council for Teacher Education are exempt from participation on a standing School committee.
- SFSC consists of elected members of the faculty (see specific guidelines above). Faculty not serving on SFSC, Academic Senate, or CTE, will be dispersed among the remaining four standing committees. The Vision & Planning Committee advises the School Director on committee composition.
- Faculty rank order their committee choices after SFSC elections in the Spring. School Director cross-checks with SFSC annual reviews if necessary before making appointments.
- Faculty serve two-year terms with half of the committee rotating off (always have half of committee consistent from year to year).
- Pre-tenured faculty move to a new committee after one term. Tenured faculty may not serve on one committee for more than two consecutive terms.
- First-year faculty will be placed on Student Interests or Faculty Interests Committees.

### Performance Evaluation

ASPT guidelines require that a faculty's annual performance rating include an overall rating of satisfactory or unsatisfactory. The overall ratings of satisfactory and unsatisfactory in the three areas (teaching, scholarship, and service) and the criteria that define satisfactory and unsatisfactory are intended to provide guidance to faculty regarding their annual performance. They are also intended to provide SFSC members with clear guidelines in reviewing and rating annual performance reports (ASPT, pp. 23; 60).

The SFSC will consider performance during calendar year being evaluated but give due attention to long-term contributions (ASPT, pp. XII, B3a, 39).

## **Definitions**

1. Overall Satisfactory performance for faculty members in the School of Teaching and Learning is defined as meeting the criteria as described below in at least two of the three areas under review: teaching, scholarship, and service.
2. Overall Unsatisfactory performance is the failure to meet the criteria as described below in two or more areas in a given year or in one area across two consecutive years.

## **Teaching**

Teaching in the School of Teaching and Learning involves instruction in traditional, on-campus, off-campus, online, and professional development school (PDS) settings. In addition, teaching includes indirect instructional components such as curriculum/course development, working with students both in and out of the classroom, graduate student advising, independent studies, and serving on thesis/doctoral committees. Faculty should understand that teaching and learning are holistic, enhanced through collegial interactions with students, university peers, and classroom teachers. Team efforts such as these can be developed through engaged learning in the college classroom and at PDS sites.

Performance evaluation will be based on individual assignments, positive and consistent student evaluation patterns over time, an informed and contextual understanding of teaching productivity based on the annual performance report, the constructive reflection and analysis of teaching, individual rank, and other methods of evaluation (e.g., peer review) used for documentation (ASPT, pp. 60-62). These criteria are documented throughout the ASPT document, Student Course Evaluations, and ISU teaching policies. A satisfactory teaching record is demonstrated by meeting the following expected criteria.

### Required Criteria

- Course evaluations show patterns of positive course evaluations means. As a way to critically examine one's teaching performance, the SFSC recommends that faculty submit constructive reflection and analysis on course evaluation items, especially those individual item that fall below 3.5 on a 5 point scale.
- Completing duties related to teaching including but not limited to submitting grades, filing appropriate course forms, planning, being regularly available to students, etc.
- Ensuring that classes meet as scheduled and that planned absences are covered according to School and University policies.
- Providing students with appropriate and constructive feedback related to their performance and progress and attending to student requests for information and assistance in a timely fashion.
- Providing students with an appropriate syllabus, proper university accommodations, and learning activities that are related to the goals and objectives of the course.
- Providing a variety of current and relevant instructional materials and strategies that are developmentally appropriate, culturally and pedagogically responsive to students' needs, equitable for marginalized populations, and related to the goals and outcomes of the course.

### Additional Criteria

In addition to the required criteria stated above, your teaching activities should include one or more of the additional criteria listed below.

- Participating in professional development opportunities directly related to teaching and learning.
- Engaging in curriculum/course development and redesign.
- Participating in undergraduate and/or graduate student advising, independent studies, and serving on Master's/Doctoral committees.\*
- Experimenting with innovative teaching methods
- Receiving favorable teaching ratings by peers through a review of instructional materials and/or classroom observations.
- Participating in effective sponsorship of organizations and/or co-curricular activities related to the development of pre/in-service teachers. \*
- Submitting and obtaining successful grants written for the improvement of teaching.
- Serving as a point person for TCH courses.\*
- Supervising honors projects.
- Other teaching activities/examples not listed.

An unsatisfactory teaching record is demonstrated by a lack of achievement in one or more of the following criteria for the year under review or a pattern across years. An unsatisfactory rating is reflective of the following criteria.

- Course evaluations and student comments on course evaluations that show a pattern of negative evaluations are problematic. Faculty who fail to submit constructive reflection and analysis regarding negative course evaluations will likely be rated as unsatisfactory in teaching.
- Failing to complete duties related to teaching including but not limited to: submitting grades on time, planning, filing appropriate course forms, being regularly available to students, etc.).
- Failing to hold classes as scheduled without authorization by School Director.
- The lack of providing students with appropriate constructive feedback related to their performance and progress and ignoring reasonable student requests for information and assistance.
- Failing to provide students with an appropriate syllabus, proper university accommodations, and learning activities that are related to the goals and objectives of the course.
- Failing to demonstrate flexibility and respect for students.
- Failing to provide a variety of current and relevant instructional materials and strategies that are developmentally appropriate, culturally and pedagogically responsive to students' needs, equitable for marginalized populations, and unrelated to the goals and outcomes of the course.
- Failing to engage in one or more of the additional criteria listed above.

\* This item may be counted as teaching or service but not both. Please explain in your narrative how it relates to either teaching or service.

### **Scholarship Guidelines**

This section should be a listing of completed scholarly work, including grants submitted and/or awarded and scholarship that has been published, submitted, presented, or is currently in progress for the performance period under review.

Satisfactory Performance:

A satisfactory record of scholarship is demonstrated by documenting products from any of the six groups described below (for a complete list, refer to Illinois State University's Faculty ASPT Policies, Appendix 2, pp. 60-64). While each product may come from one category (for example, two conference presentations) to merit a satisfactory rating for the year, it is important to note that TCH requires blind peer-reviewed publications, as they are necessary for promotion and tenure. A pattern related to a lack of publications in peer-reviewed outlets will be noted by the SFSC and may result in a rating of unsatisfactory in any given year.

Additionally, diversification of scholarship is important, and publishing in a variety of outlets and/or levels is encouraged.

**1. Publications**

- a. Submitting or publishing refereed or edited books, articles, book chapters, case studies, artistic works, software, abstracts, monographs or other professional and technical documents to state, regional, national, or international venues for publication.
- b. Submitting or publishing reports or studies of research for publication.
- c. Authoring refereed composed material, films, tapes, computer programs, laboratory manuals, etc. that have state/regional/national/international acceptance.
- d. Invited chapters or other manuscripts/opinion pieces.

**2. Presentations**

- a. Delivering a scholarly presentation or paper at a local, state, regional, national, or international meeting.

**3. Grants & Reports**

- a. Receiving competitive external regional, state, or national grants.
- b. Submitting competitive external regional, state, or national grant proposal(s).
- c. Receiving internal university grant(s).
- d. Submitting internal university grant proposal(s).
- e. Writing and submitting required grant report(s).
- f. Creating professional or technical document(s).
- g. Managing grant(s)

**4. Reviews**

- a. Submitting or publishing a book review.
- b. Reviewing articles or monographs for editors (field reviewer).\*\*
- c. Reviewing book manuscripts for a publisher.

\*\*This item may be counted as scholarship or service but not both. Please explain in your narrative how it relates to either scholarship or service.

**5. Editorial Work**

- a. Serving as an editor or co-editor of a state, national or international publication or journal.

**6. Work in Progress**

- a. Conducting research with the goal being publications or presentations in state, regional, national, or international outlets appropriate to the profession.

**Unsatisfactory Performance:**

An unsatisfactory rating for scholarship is demonstrated by a lack of achievement of the criteria for satisfactory Performance in Scholarship. Failure to satisfactorily complete assigned scholarship duties might also include:

1. Having no research initiatives in progress.
2. Failure to publish in a blinded peer-reviewed venue for two consecutive years during a faculty's probationary period. Lack of submitting written work for publication, funding or professional conferences/meetings.

**Service**

Service in the School of Teaching and Learning involves service that is both internal and external to the University. Internal service supports the day-to-day governance, decision-making, and operation of our School, College, and University. Internal service is defined by collaboration with colleagues, with students, and with administrators. It includes committee participation and program coordination. Service is an expectation of the profession, and one's service role should reflect widening circles as one advances in his or her professional career.

A satisfactory service record is demonstrated by active involvement across three areas of service: School, College/University, and Service to the Profession. Faculty must participate in mandatory School service and at least one activity from additional School service, College/University service, and Service to the Profession. It is important to note that multiple service activities at the School, College/University, and professional levels are required for tenure and promotion. Serving in leadership at the various levels is strongly recommended for promotion to full professor.

1. Mandatory service to the School includes:
  - a. Membership on one of the TCH standing committees: SFSC, Faculty Interests, Student Interests, Vision and Planning, and Graduate Committee. Anyone serving on the Academic Senate or the Council for Teacher Education (CTE) is exempt for School service.
  - b. Participation in Program Committees
2. Additional service to the School includes:
  - a. Successfully leading program revision work.
  - b. Active involvement as a member of an ad hoc committee or task force in the School.
  - c. Major involvement with curriculum development, program review, policy/document review, etc. for the School.
  - d. Chairing or serving on search committees.
  - e. PDS Liaison and any other service related to partnerships.\*
  - f. Point/lead faculty for TCH course(s).\*
  - g. Attending one or more activities such as Honor's Day, Parents Weekend, Red, COE Visit Days, Commencement, and research presentations for faculty searches.
  - h. Serving as an academic advisor to undergraduate/graduate students.\*
  - i. Facilitating program meetings

3. Service to the College/University includes:
  - a. Active involvement as a member or chair of a College or University standing committee.
  - b. Active involvement as a member of a College or University ad hoc committee or task force.
  - c. Serving on dissertation/thesis committees in other schools/departments.\*
  - d. Serving as a faculty advisor to a student organization.\*
  - e. Attending activities such as Homecoming, student research symposia or other University-sponsored events.
  
4. Service to the Profession (e.g., schools, agencies, organizations):
  - a. Providing staff development workshops.\*
  - b. Providing consultation services to a school, agency, or organization.\*
  - c. Conducting an evaluation of a program or service under contract to a school, agency, or organization.
  - d. Reviewing curriculum or curricular materials under contract to a school, agency, or organization.
  - e. Writing a grant proposal for a school district, agency, or organization. \*\*
  - f. Serving as a member or chair of an organization or agency board.
  - g. Holding office in a state, national or international professional organization related to education.
  - h. Educational leadership and involvement in schools, professional and educational organizations, and government or social agencies.
  - i. Consultation, program development, staff development, program evaluation, and other endeavors primarily related to faculty expertise in education
  - j. Reviewing state or federal grant proposals.\*\*
  - k. Providing volunteer services to the education community and profession.
  - l. Participating as an evaluation team member for accreditation bodies of professional organizations.
  - m. Serving on a state, national or international committees or task forces.
  - n. Obtaining a competitive grant or contract for activities related primarily to service.
  - o. Reviewing conference proposals.
  - p. Serving on dissertation/thesis committee at another university.\*
  - q. Reviewing articles or monographs for editors.\*\*

An unsatisfactory service record is demonstrated by a lack of achievement in one or more of the above criteria for the year under review or a pattern across years. Failure to satisfactorily complete assigned service duties would include:

1. Lack of participation in relevant service activities within the School, College, and University.
2. Lack of successfully completing assignments related to service activities internal or external to the University.

\*This item may be counted as teaching or service but not both. Please explain in your narrative how it relates to either teaching or service.

\*\*This item may be counted as scholarship or service but not both. Please explain in your narrative how it relates to either scholarship or service.

## Annual Performance Review Templates/Expectations

The SFSC recognizes that faculty careers necessarily vary in focus over the years. Faculty members are expected to establish annual and long-range goals that reflect these variations, including laying the groundwork for, and/or achieving extraordinary accomplishments in teaching, scholarship, and service.

In terms of performance evaluation, the SFSC shall consider the stage of each faculty member's career. The SFSC recognizes that natural ebb and flow of careers is reflected in variable performance across time within the areas of teaching, scholarship, and service.

When faculty are assigned unique responsibilities within and outside the School equal to or exceeding .25 FTE, they are responsible for submitting a summary statement reflecting on expectations, responsibilities, and accomplishments for that reassigned time.

Submission of documentation should be made electronically using reports generated from Digital Measures. Faculty should include a full vitae, a report of the annual productivity, a self-analysis/narrative of each area of evaluation (teaching, research, and service), and supporting evidence (uploaded to Digital Measures). Your self-analyses/narratives should contextualize your professional efforts and provide insights into your work for the SFSC members reviewing your reports. Faculty are encouraged to contextualize time commitments, such as long-distance driving to clinical sites, for SFSC deliberation. Faculty should also include a statement of future professional goals in teaching, scholarship, and service for the next applicable time period.

## Salary Incrementation

Faculty salary typically occurs in two ways: rank promotion and annual presidential authorization. The ASPT document guarantees a minimum salary increment for faculty promoted from Assistant to Associate and for faculty promoted from Associate to Full. Funds for promotion salary are allocated to the School specifically for the promoted faculty regardless of any other salary increments from any other sources.

The Director will use annual performance ratings completed by SFSC, consider long-term contributions, and equity issues to make initial recommendations to the SFSC for raise-eligible faculty who have received an overall rating of satisfactory. Per Section XII A. 2.b and c of the University ASPT document, 20% of the School's allocation shall be distributed as a standard increment, and 80% of the School's allocation shall be distributed as performance evaluated increments to faculty members. Of this 80%, the SFSC will reserve 10% for equity adjustments.

Annual performance ratings are based on the guidelines above for satisfactory and unsatisfactory performance in teaching, research, and service (see Performance Evaluation section, p. 8-12).

## Post-Tenure Review

Post-Tenure Reviews Including Cumulative Post-Tenure Reviews are guided by Section X of Illinois State University's Faculty ASPT Policies, pp. 31–35.

Annual reviews will serve as post-tenure reviews for tenured faculty members unless a faculty member's performance is deemed unsatisfactory during two years in a three-year period, in which case the SFSC will conduct a cumulative post-tenure review. Cumulative post-tenure reviews may also be conducted by the SFSC at a faculty member's request.

Upon being awarded tenure, faculty will continue to be evaluated annually (as are all faculty at Illinois State University) for the purpose of yearly accountability and assessment of merit relative to salary incrementation. Faculty who receive an overall unsatisfactory performance rating for any two years of a three-year period are required to undergo a cumulative post tenure review.

It is expected that the cumulative post tenure review will incorporate, reflect, and build upon the previous three to five years, or a specified time period as determined by the SFSC. Emphasis shall be placed on the positive role played by the cumulative post-tenure review in enabling faculty members to shape their continuing careers.

The documentation required for a cumulative post-tenure review shall consist of three sections:

- 1) Summary of Teaching
- 2) Scholarly Productivity
- 3) Summary of Service

Each section should contain a narrative explaining what the faculty member considers significant accomplishments, providing assessment and evaluation of work for the previous three to five years or for a specified period as determined by the SFSC. Also required for each section are clearly labeled supporting evidence and a set of goals for extending teaching, scholarship, and service for the next three to five years or for a specified period of time as determined by the SFSC. Faculty will be expected to reference their professional trajectories to School goals.

The SFSC will provide the faculty member with a letter acknowledging the accomplishments described and offering support for the goals and plans outlined. If the SFSC recognizes, after having received a cumulative post-tenure review document, that serious unresolved deficiencies exist, the SFSC, in consultation with the faculty member, shall develop a plan for remediation of these deficiencies. This plan must accompany a final recommendation to the faculty member. Future annual summative reviews of performance by the SFSC are to assess and evaluate the extent to which the plan has been acted upon until the deficiencies have been eliminated.

#### Termination

A recommendation for non-reappointment of a probationary faculty member prior to a tenure decision shall be made by the SFSC in consultation with the Dean and Provost according to the University ASPT policies. All recommendations are forwarded to the Office of the Provost who makes the final decision. If after the first-year non-reappointment is to take place, a faculty member must be notified by February 1 of their second year of service.

Dismissal of a tenured faculty member shall be in accordance with Section XI of the University ASPT policies.

#### Timeline for Periodic Review of School Guidelines

Every five years, the SFSC shall conduct a thorough review of the School ASPT policies and invite input from faculty. Annually by April 30th, the SFSC shall review these policies and procedures based on that academic year's work and any informal faculty input, in order to identify areas that may need updating, either immediately or at the next five-year review.



SCHOOL OF TEACHING AND LEARNING  
GRADUATE FACULTY MEMBERSHIP PROCEDURES

Membership Criteria

Associate Status

1. Demonstrated agenda for scholarly inquiry and productivity as outlined in the University ASPT document.
2. A terminal degree in a field of study directly related to curriculum offered by the School.
3. Ability to serve on master's thesis and doctoral dissertation committees.
4. An orientation session with the graduate coordinator.

Full Status

1. On-going scholarly inquiry and productivity as outlined in the University ASPT document.
2. Evidence of effective teaching and/or mentoring at the graduate level.
3. Service on at least one doctoral dissertation.
4. The ability to supervise master's thesis and doctoral dissertations and previous experience serving on thesis or dissertation committees.
5. Engagement in activities, which are recognized or commended by professional organizations in the candidate's field.
6. An orientation session with the graduate coordinator.

Procedures for Notification

- A. Prior to October 1 of each academic year, the graduate coordinator will notify new and associate members of their graduate faculty status; inform them of the criteria for membership; process for application; time lines for the process; and provide the appropriate written forms and guidelines for the preparation of application material.
- B. Faculty seeking associate and full graduate status must attend an orientation session with the graduate coordinator prior to the submission of their application.
- C. The School Faculty Status Committee (SFSC) will make decisions on applications for associate and full membership status. The graduate coordinator will notify faculty as to the action on their application. Faculty wishing to appeal the decision may request a review based upon existing or expanded application material. Such a request for review must be made in writing within two calendar weeks of notification to faculty. SFSC will conduct that review expeditiously within the operational university time lines. Further appeal will be to the Dean of the College of Education.

Continued Membership

1. Evidence of effective teaching at the graduate level as determined by student evaluations and/or peer review.
2. Evidence of participation on thesis and/or dissertation committees.
3. On-going scholarly inquiry and productivity as outlined in the ASPT document.

For more information about Graduate School policies related to membership go to <http://grad.illinoisstate.edu/faculty/membership/>