

DEPARTMENT OF CURRICULUM AND INSTRUCTION
DFSC Guidelines for the 2006 Calendar Year

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The Mission of the Department of Curriculum and Instruction is to prepare people of diverse backgrounds to teach and provide curricular and instructional leadership in the field of education. The Department seeks to provide leadership in the preparation of educators from the undergraduate level to the doctoral level. The Department's programs of study assert that each educator is a potential leader requiring the knowledge, skills, and commitment necessary for instruction, policy making, research, and administrative roles in a pluralistic, democratic, and globally interdependent world.

I. SELECTION, ORGANIZATION, AND RESPONSIBILITIES OF DFSC

A. Composition and Terms of Office

1. The Department shall have a Department Faculty Status Committee (DFSC). The DFSC shall consist of five (5) probationary tenure or tenured faculty, which includes the department chair. The majority of the elected members must be tenured.
2. The DFSC shall be chaired by the department chairperson, who will be a voting member.
3. The DFSC shall act in accordance with the current Appointment, Salary, Promotion and Tenure Policies of the University as well as the College of Education's Standards.
4. **An untenured faculty member shall not be elected to a term that coincides with the year in which the DFSC is considering the individual for tenure.**

B. Procedures for Selection of Members

1. Eligibility to Vote for DFSC Members
 - a. For election of faculty members to the DFSC: all full-time probationary tenure and tenured members of the Department are eligible to vote.
 - b. Faculty members on leave shall have voting privileges, provided they are at the meeting when such voting takes place or pick up a ballot from their University mailbox in the case of a mail ballot, or return a fax or e-mail by the time of the elections.
2. Election Process

- a. Each year the Elections Committee of the Department shall determine in advance of the election the required qualifications of the candidates for election to the DFSC, taking into account the University requirement that the majority of the members of the DFSC be tenured.
- b. Election of representatives to the DFSC shall be completed by secret ballot by May 1 of each academic year.
- c. In any DFSC election in which no person receives a majority of the votes cast for a particular position, there shall be a run-off election of the two highest vote-getters consistent with eligibility requirements. If the run-off does not resolve the issue, it shall be decided by lots, administered by the chairperson.
- d. Elected representatives to the DFSC will serve two-year staggered terms beginning in the fall semester of the year they are elected. Members may not serve more than two consecutive terms. Representatives on leave for a semester or longer shall relinquish their positions. Vacancies shall be filled by election within one month of their occurrence, utilizing the same election procedures detailed in this section.

C. Responsibilities of the DFSC

1. The DFSC shall be responsible for conducting pre-tenure reappointment reviews.
2. The DFSC shall be responsible for conducting annual performance evaluations of faculty. Performance evaluations shall be used for determining, as detailed in section VIII (ASPT), the amount of performance-evaluated salary increments to be awarded for the coming year. 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 strengths and weaknesses and, when applicable, progress toward achievement of promotion and/or tenure.
3. The DFSC shall conduct informal, non-recorded discussions with faculty, which may focus on the faculty member's performance (annual, long-term and/or future), and when appropriate, on the faculty member's progress toward promotion and/or tenure. One purpose of these discussions is to provide mentoring for faculty who have not reached the rank of Professor. The DFSC provides an opportunity for faculty to ask any questions arising from their annual performance evaluation or any other matter. Informal discussions shall be conducted every other year with faculty who have not been promoted to the rank of Professor. The DFSC shall also conduct a

review every five years for tenured faculty as part of the post-tenure review process (as discussed in section VI, ASPT).

4. The DFSC shall be responsible for reviewing the faculty members' professional activities and performance for purposes of determining annual performance evaluations and salary increases, formulating recommendations for promotion and tenure, reappointment, and dismissal, and conducting post-tenure reviews.
 - a. In cases of tenure and promotion, the DFSC shall notify the candidate of its intended recommendation and rationale prior to submitting its recommendation to the CFSC, and shall provide opportunity for the candidate to meet with the DFSC in accordance with University policy.
 - b. The DFSC shall conduct informal, non-recorded discussion at the request of a faculty member that focuses on the faculty member's performance (annual, long-term and/or future), and when appropriate, on the faculty member's progress toward promotion and/or tenure.
5. The DFSC shall conduct post-tenure reviews of faculty as specified in section VI.
6. The DFSC shall conduct merit reviews in accordance with ASPT policies.

D. DFSC Reporting Requirements

1. The DFSC shall inform faculty members in writing of its recommendations (and the chairperson's recommendations, if required by University policy) regarding their rank, tenure status, and salary increments according to the University's ASPT Calendar for Reappointment, Promotion and Tenure, Performance-Evaluation, and Post-Tenure Review.
2. The DFSC shall report its recommendations regarding performance evaluations, promotions, and tenure to the CFSC in accordance with University ASPT policies.

II. APPOINTMENT POLICIES

- A. Initial tenure and tenure-track faculty appointments shall ordinarily have the approval of the majority of the DFSC members.
- B. Search Committees may be formed by the chairperson to aid in the recruitment and selection of prospective faculty. The Search Committee shall narrow the pool of applicants for a faculty vacancy to a short list of those who will be invited to campus. After a meeting with the DFSC and consulting with department faculty, a

prospective new hire shall be identified and recommended by the department chair.

- C. The department chairperson, in consultation with the DFSC, shall make appointment recommendations to the College Dean in accordance with the University ASPT policies.

III. FACULTY ASSIGNMENTS

- A. The chairperson 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 and any reassigned teaching time for the completion of non-classroom activities. Because spring semester course assignments may not be specifically known at the time annual faculty assignments are prepared, the chairperson may indicate the number of spring courses faculty are scheduled to teach at the time assignments are distributed, and provide faculty with specific spring course assignments when they are known.
- B. As part of their annual performance evaluations, faculty shall provide the DFSC with reports specific to their assignments. Annual evaluation is based on the performance period of January 1 to December 31.

IV. ANNUAL PERFORMANCE EVALUATION POLICIES

Annual performance evaluations shall be conducted of each tenure-line faculty member by the DFSC. In conducting such evaluations, the DFSC shall take into consideration the particular assignment provided to each faculty member by the chairperson. The primary principle guiding the DFSC's performance evaluation of faculty shall be the *quality* of work produced rather than the quantity. While focusing on the activities of the preceding year, the performance evaluation should also consider short-term and long-term contributions and accomplishments of the faculty member. The DFSC views the faculty member's annual report as a professional portfolio representing faculty member's annual performance.

V. REVIEW FOR PERFORMANCE EVALUATION

The annual DFSC performance evaluation is an opportunity for faculty members to reflect their year's work, to apply their year's activities to Departmental expectations, and to report their accomplishments to a committee of their peers.

Every faculty member shall submit an annual report to the DFSC of their accomplishments and activities associated with teaching, scholarship, and service. The DFSC will evaluate the performance of faculty members as described in their Performance Evaluation Report in light of Departmental expectation.

Departmental expectations shall include accomplishments and activities in each of the areas of teaching, scholarship, and service. The DFSC will also consider each faculty

member's teaching load and assigned responsibilities when making evaluations. Faculty members who have heavier teaching loads will be expected to have a stronger focus on teaching. (Teaching overload courses will not count as part of assigned duties.) Faculty members with research-reassigned time will be expected to complete scholarship expectations. Faculty members with reassigned time for service will be expected to have completed additional service activities. The faculty will be evaluated based on performance assessment in all three areas of teaching, scholarship, and service.

The DFSC will review each faculty member's Performance Evaluation Report to determine whether or not the faculty member has met the Departmental expectations. A faculty member who has met Departmental expectations will be deemed to be an integral member of the departmental community and will be eligible for a merit raise.

The annual Performance Evaluation Reports should include activities for the previous calendar year's activities and is limited to 15 typewritten pages. Copies of any publications should be attached in an Appendix.

Performance Evaluation Reports should follow the teaching, scholarship, and service guideline stated below.

A. Teaching Guidelines

The following is a compilation of guidelines that can be used in the assessment of teaching for the purposes of recognition and reward. The intent of these guidelines is to provide objective, valid, and observable evidence of exemplary teaching. Among the criteria for evaluating faculty in the domain of teaching are the following: knowledge of subject matter and content standards, effectiveness of presentation, assessment of students, accessibility and responsibility to students, student feedback, and supervision of field experiences (if applicable).

Teaching may be defined as instruction in traditional, on-campus settings, in off-campus graduate cohort locations, and professional development school (PDS) settings. Teaching may also occur through technological means such as distance education and on-line courses. 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 doctoral committees. Faculty should understand that teaching and learning are 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, at PDS sites, and in school settings that are not PDSs.

Faculty members who are striving for excellence in teaching may enhance their knowledge in the field of education relative to their content areas by writing curriculum, aligning curriculum to standards, attending and presenting at conferences, and linking their research agenda to their teaching. Engaging in these activities improves faculty members' knowledge base, reflective abilities, and

teaching effectiveness. Technology that is woven throughout the teaching and learning process can also reflect excellence in teaching.

Student-faculty contact is an important variable of student motivation and involvement. Good teaching means being available and responsive to students, in person as well as technologically, for mentoring, project discussions, advising, journaling, independent studies, honors projects, etc. An understanding of diversity, individual differences, and learning styles, while still maintaining high standards, is essential in order to create learning environments that will help students reach their potential. Creating a classroom community where students have the opportunity to excel as well as providing experiences such as collaborative learning tasks and peer teaching can enhance learning and can be evidence of exceptional teaching.

The supervision of field experiences or the connection to a PDS are important components of teaching. These endeavors can link the University with teaching in the public schools. Faculty who are involved in PDS partnerships or pre-clinical supervision/liaison roles should be recognized for their time-consuming, collaborative ventures. Specifically, they should be recognized through the promotion and tenure process for their time spent in delivering instruction to sites away from campus, and for their overall efforts which result in making the PDS and clinical experiences high-quality and beneficial to all stakeholders.

When a faculty member is evaluated in the area of teaching, all pieces of evidence should be considered in relation to one another in order to form a complete picture. A two to four page narrative should provide an overview for the committee that illustrates the faculty member's accomplishments in teaching and conceptualizes those accomplishments for the reviewers. This narrative may include such details as a brief statement of philosophy, evidence of goal setting and professional development, and examples of innovations in teaching. Furthermore, the faculty member may choose to highlight any of the many roles of the teacher as mentor, the teacher as scholar/researcher, the teacher in service/leadership roles, etc. In addition to the narrative, faculty should include documentation for growth and/or effectiveness in teaching.

In addition to summary of student evaluations, faculty should include documentation that offers both formative and summative assessment of teaching. One item that *must* be included in the self-report is a summary of the faculty member's student evaluations of teaching, placed in the context of Departmental norms, and including means, and standard deviations. The timing of the DFSC review necessitates using student evaluations from the previous spring, summer, and the current school year's fall term to reflect a full year's teaching assessment.

The following are examples of potential evidence which may be included:

- Student comments and/or feedback regarding teaching
- Teaching ratings by peers through a review of instructional materials
- Teaching ratings by peers through classroom observations

- Reactions about teaching from alumni
- Evidence of student achievement as a result of instruction
- Demonstration of breadth of teaching by describing various settings and conditions in/through which one has taught
- Indicators of course creation and/or revision
- Evidence of effective advising and/or mentoring of students
- Sponsorship of organizations and/or co-curricular activities related to the development of teachers
- Development or review of teaching materials
- Development or revision of teaching techniques
- Service as a resource to other professors
- Teaching awards
- Grants written for the improvement of teaching

The ASPT Policy (1/1/2001) document offers an overall view of factors used for evaluation of meritorious teaching in appendix 2 (p. 43). These ideas may include a broader interpretation of #7 (p. 42) to include the professional development school framework for teaching evaluation.

7. *Breadth of teaching ability such as this is illustrated by effective teaching in different classroom settings, effective teaching of different types of students, preparation of new courses, or significant modification of established courses.*

B. Scholarship Guidelines

The Scholarship Guidelines were developed with four purposes in mind: (1) to align the Scholarship Guidelines with the standards of the College of Education ASPT document and the missions of the College and University; (2) to affirm the value and worth of diverse and ongoing scholarship; (3) to encourage inquiry from multiple research-oriented paradigms; and (4) to recognize the value and worth of individual and collaborative scholarship towards tenure and promotion.

The Scholarship Guidelines were also developed to encourage faculty in their role as scholars to undertake a variety of endeavors and to develop evolving goals that allow for scholarly work that honors process, results in products, and continues to inform curricula, instruction, teaching, learning and related educational forums. The individual goals of faculty will be realized within a community of active scholars that supports one another's work and values each other's differences, while recognizing the critical importance of maintaining the high standards and expectations of the College of Education, Illinois State University, and the larger community of scholars outside this University.

1. Section 1 – Scholarship Agenda

Section 1 should consist of a 1 to 2-page narrative that describes the faculty member's current and future scholarship and/or grant endeavors

and their related projects and should be written in such a way that conceptualizes the faculty member's research agenda. This could be done by providing an overarching framework and rationale that describes the essence and logic of the scholarship agenda and its significance for the field or discipline.

The narrative should be followed by a listing of scholarly work in progress using the following headings: Initial Conception of Scholarly Research, In Preparation, Submitted, Accepted/Awarded.

2. Section 2 – Report of Scholarly Productivity

This section should be a listing of completed scholarly work, including grants submitted and/or awarded and scholarship that has been published and/or presented during the prior calendar year. This listing should be organized by the thirteen categories identified in the Evaluation Guidelines and Criteria for Scholarly and Creative Productivity (see ASPT Policy book, pp. 44-45). Each item included in this listing should be accomplished by the name of the journal, forum, agency, or outlet in which the scholarship was published or presented, and a brief statement describing why that particular outlet was chosen for the work.

C. Service Guidelines

Service in the Department of Curriculum and Instruction necessarily 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 Department, College, and University. Internal service is defined by our collaboration and cooperation 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 progresses in one's professional career. When reporting service activities, designate citations by national, state, and local levels. Furthermore, services cited should reflect the degree of time committed as well as role and responsibilities.

Service external to the University may include educational leadership and involvement in schools, professional and educational organizations, and government or social agencies. External service may involve consultation, program development, staff development, program evaluation and other endeavors primarily related to faculty expertise in education.

The Service section should begin with a 1-page narrative that describes the faculty member's current service endeavors and how it relates to the faculty member's professional goals or service agenda.

VI. Annual Faculty Reports

According to University schedule each year, faculty must submit materials to the DFSC for annual performance evaluation of their activities and accomplishments of the preceding year. Faculty members shall submit a narrative of up to fifteen pages summarizing their accomplishments of the prior year, and appropriate evidence of these accomplishments. Faculty are encouraged to refer to current DFSC Policies and CFSC Standards, as well as the University ASPT Policies, concerning guidance regarding expectations in the areas of teaching, service, and scholarship.

VII. Evaluation of Annual Faculty Report

The DFSC shall be guided by the Departmental policies, the College Standards, and the University's ASPT Policies. The DFSC/Chair will provide faculty with a narrative of performance feedback.

VIII. Reappointment Review

The following criteria will be considered when probationary faculty members are being reviewed annually regarding recommendations for reappointment or non-reappointment.

A. First year faculty will be recommended for reappointment if the DFSC determines that the first year faculty member has demonstrated:

1. Commitment to students.
2. Excellence or promise of excellence in teaching.
3. A strategy for developing as a scholar.
4. Willingness to engage in service.
5. Willingness to participate in the work of the Department.

During the first year of appointment an emphasis will be placed on teaching. A faculty member who does not show promise of excellence in teaching will not be reappointed.

B. Second year and beyond faculty who are not tenured will be recommended for reappointed if the DFSC determines the faculty member has demonstrated:

1. A high commitment to students.
2. Excellence or developing excellence in teaching.
3. Performance of research connected to the mission of the College of Education and/or Department of Curriculum and Instruction that is open to review by knowledgeable peers.
4. Involvement in internal University service and external service to schools, other educational entities, professional associations, or organizations.
5. Willingness to participate in the work of the Department.

During the probationary period beyond the first year, performance in teaching, scholarly and creative productivity, and service should gradually increase, with the expectation that a faculty member will be highly productive across the areas during the years prior to the tenure decision. The DFSC will not recommend continued reappointment of a faculty member who fails to demonstrate a competence in teaching, scholarship, or service appropriate to the college and Department context.

IX. Summative Review for Promotion

Promotion policies for academic ranks at Illinois State University are described in pages 19 through 21 of the 2001 Appointment, Salary, Promotion and Tenure Policies Document. Faculty who are considered submitting their materials for promotion are recommended to discuss their candidacy with the Department Chair and DFSC prior to preparing their application and supportive material.

A. For Promotion from Assistant Professor to Associate Professor

A candidate for promotion from assistant professor to associate professor, in addition to meeting the requirements outlined in the 2001 copy of the University ASPT document, will be asked to submit to the DFSC a professional portfolio of appropriate materials and narrative representing the candidate's work in teaching, scholarly and creative endeavors, and service. The Committee will evaluate the candidate's record of work that reflects a balance of continued professional growth, which represents internal and external recognition, and validation of professional contributions to the respective field and/or fields of study. Indicators of such recognition might include a record of paper presentations and publications at prestigious professional outlets, acknowledgments, review and use of the candidate's professional work. The professional portfolio shall include a copy of the candidate's vita and copies of prior annual performance evaluation reviews while serving at this rank at Illinois State University. **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.**

B. For Promotion from Associate Professor to Professor

A candidate for promotion from associate professor to professor, in addition to meeting the requirements outlined in the 2001 copy of the University ASPT document, will be asked to submit to the DFSC a professional portfolio of appropriate materials and narrative representing the candidate's record of work that reflects a balance of continued and increased professional growth which represents internal and external recognition and validation of professional contributions to the respective field and/or fields of study with additional emphasis being placed on external contributions at the national and/or international level since the last promotion. Indicators of such recognition might include a record of paper presentations and publications at prestigious professional outlets, acknowledgments, citations, adaptations, review and use of the candidate's professional work.

The rank of professor is an acknowledgement of those individuals who have a distinctive stature of their work, and reflects increased quality of demonstrated expertise in teaching and advising, scholarly and creative productivity, and service to the profession, and to Illinois State University. The professional portfolio shall include a copy of the candidate's vita and copies of prior annual performance evaluation reviews while being at this rank at Illinois State University.

X. Summative Review for Tenure

Tenure policies at Illinois State University are described in pages 21 through 24 of the 2001 Appointment, Salary, Promotion and Tenure Policies Document. Faculty who are considering submitting their materials for tenure are recommended to discuss their candidacy with the department chair and DFSC prior to preparing their application and supportive materials. Faculty members applying for tenure will receive a review of productivity in the areas of teaching, scholarly and creative endeavors, and service. Tenure will be awarded only to faculty members who demonstrate continual productivity for the three areas during the years prior to the tenure decision. The DFSC will not recommend tenure to a faculty member who fails to demonstrate productivity in teaching, scholarship, and service.

A faculty member applying for tenure, in addition to meeting the requirements outlined in the 2001 copy of the University ASPT document, will be asked to submit to the DFSC a professional portfolio of appropriate materials and narrative representing the candidate's work in teaching, scholarly and creative endeavors, and service. The Committee will evaluate the candidate's record of work that reflects a balance of continued professional growth, which represents 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 vita and copies of prior annual performance evaluation reviews prior to applying for tenure.

XI. Post-Tenure Five-Year Review

University ASPT policy states (X, pp. 25-26, as of January 2005) that: Post-tenure review can occur in one of several ways at Illinois State University. First, tenured faculty are evaluated annually (as are all faculty at Illinois State) for the purpose of yearly accountability and for assessment of merit relative to salary incrementation programs. Second, faculty members who receive an unsatisfactory performance rating, as defined by the ASPT guidelines during this annual process for any two years of a three-year period are required to undergo a cumulative post-tenure review. Third individual academic departments may require, as a feature of their internal ASPT guidelines, a cumulative review of all tenured faculty on a recommended three-to five-year cycle. Finally, tenured faculty members may wish to voluntarily submit their dossiers for a cumulative post-tenure review at certain junctures of their careers.

The Curriculum and Instruction DFSC has selected the second alternative from those listed above and will thus require a cumulative post-tenure review for any faculty member who has received an unsatisfactory performance rating, as defined by the ASPT guidelines during the annual process for any two years of a three-year period. That review shall follow guidelines established by the department for what was previously the five-year post-tenure review:

(2005 language with modifications consistent with revised policy.)

Upon being awarded tenure, faculty will be expected to provide the DFSC a document to supplement the annual performance report, if the faculty member has received an unsatisfactory performance rating for any two years of a three-year period. This document will consist of three sections. The first shall summarize the teaching, scholarly productivity, and service conducted in previous five years. The second section shall describe the goals and plans for the next five years regarding teaching, scholarly productivity, and service. The third section is long-term contribution in teaching, scholarship, and services.

The Long Term Contribution shall include but not be limited to the following:

- a. A qualitative assessment of the significant accomplishments for the prior five years in the appropriate areas of teaching, scholarship, and service. A rationale for each area(s) of contribution(s) and appropriate supporting evidence for each area(s) of contribution(s).
- b. A set of goals for extending teaching, scholarship, and service over the coming five years. The formulated goals for the future may include “specific needs opportunities to each or develop courses in new areas, annual assignments that include a different mix of activities, support for pedagogical or scholarly work that involves request for new equipment or facilities, etc.” (Appointment, Salary, Promotion and Tenure Policies, 2001, page 25.)

The DFSC will provide the faculty member with a letter acknowledging the accomplishments described and offering support for the goals and plans outlined. Faculty will be expected to reference their professional agenda to Departmental goals. If, having received post-tenure review documents, the DFSC judges the performance of the faculty member as lacking, the faculty member shall develop under the guidance of the DFSC a plan for remediating these deficiencies. This plan of remediation shall be evaluated in each successive, annual, summative review of the DFSC until the deficiencies are eliminated. See Illinois State University ASPT Policies (p. 25) regarding responsibilities of the DFSC and faculty members in the case of deficiencies being identified in a post-tenure review-

XII. Termination

A. Probationary Faculty

A recommendation for non-reappointment of a probationary faculty member prior to a tenure decision shall be made by the DFSC in consultation with the Dean and

Provost according to the University ASPT Policies. Non-reappointment can also be the result of a negative tenure recommendation.

B. Tenured Faculty

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

XIII. Salary Incrementation

Faculty salary typically occurs in two ways: rank promotion and annual performance-evaluated salary incrementation. The 2000 ASPT document (XII.A.5) guarantees a minimum salary increment for faculty promoted from Assistant Professor to Associate Professor (\$250/month), and for faculty promoted from Associate Professor to Professor (\$333/month). Funds for promotion salary incrementation are allocated to the Department specifically for the promoted faculty regardless of any other salary increments from any other sources. The 2000 ASPT document (XII.A.2) also describes a policy for annual performance evaluation and salary incrementation. Funds available for annual performance-evaluated salary incrementation are allocated to the Department for distribution to eligible faculty according to the procedures described in this section of the C&I DFSC document.

Individual faculty may submit, as a part of their annual performance evaluation, a written self-nomination for equity increment consideration, or may be nominated for such by the Chair or any member of the DFSC. The DFSC will consider all nominations and the criteria justifying each nomination. The DFSC may award none, part, or up to all of the allocated equity increment monies to one or more nominated faculty (up to the maximum 10% for the entire Department).

A. Faculty Performance Review

Each year the Department will conduct a performance evaluation of all faculty in the Department. Faculty whose annual performance evaluation is satisfactory will be considered raise-eligible and will receive an annual salary incrementation. Faculty whose annual performance evaluation is unsatisfactory will not be considered raise-eligible and will not receive any annual salary incrementation.

Standard Increment

Twenty percent (20%) of the Departmental performance-evaluated salary increment monies will be distributed as a standard increment to all raise-eligible faculty. In keeping with Section XII of the Illinois State University 2000 ASPT document, "Standard increments shall be payable as an equal percentage of base salary to all raise-eligible faculty who receive at least minimum satisfactory performance ratings" (p. 29). The remaining 80% will be distributed by the DFSC for performance-evaluated increments, including equity considerations.

B. Merit Increment

According to the Illinois State University 2000 ASPT document “eighty percent of each Department’s allocation shall be distributed as performance-evaluated increments to faculty members based on established Department policies... shall recognize equity, and short-term and long-term contributions... payable to raise-eligible faculty” (p. 29). The DFSC will conduct an annual salary review each year for the purpose of assigning each faculty member a “performance-evaluated merit increment based upon activities completed during the evaluation year but also on long-term faculty contributions” (Illinois State University ASPT document, p. 31). Members of the DFSC shall not participate in the deliberations concerning their own salary increments.

Members of the DFSC, in making salary assignments, are entrusted by their colleagues in the Department with a very difficult series of decisions that must be based in trust, good judgment, and goodwill. The Department recognizes that most faculty members strive to achieve high levels of performance over the course of their careers and that ordinarily each faculty member would expect to receive an appropriate performance evaluated salary increment. The DFSC will consider the following in assigning each raise eligible faculty member a performance-evaluated increment:

Career Milestones, such (but not limited to):

- a. The development or incorporation of instructional innovations that significantly enhance the C&I curriculum;
- b. Authorship of a groundbreaking book or article;
- d. External service activities that enhance the statewide or national reputation of the University and that make documented, positive contribution to education;
- e. Internal service activities that help solve longstanding University problems or that result in a documented, positive contribution to student and faculty life.

Significant Personal Professional Development, such as (but not limited to):

- a. Consistently high quality work as a member of the Department of profession;
- b. Award of a significant grant to support research or development;
- c. Publication in peer-reviewed or juried media;
- d. Chairing a committee addressing an issue of single importance for the college or University;
- e. Developing and teaching a new course.

Equity and Other Special Circumstances, considering:

- a. Results of the DFSC’s annual assessment of salary equity.

- b. Nomination of individual faculty for salary equity consideration
 - Individual faculty members may submit, as a part of their annual performance evaluation, a written self-nomination for equity consideration, or
 - Individual faculty members may be nominated for such by the Chair or any member of the DFSC.
- c. Nomination of individual faculty for special circumstances consideration that relate to contributions or special assignments not otherwise recognized in the ASPT process.
 - Individual faculty members may submit, as a part of their annual performance evaluation, a written self-nomination for special circumstances consideration, or
 - Individual faculty members may be nominated for such by the Chair or any member of the DFSC.