

## **COLLEGE OF EDUCATION STANDARDS FOR APPOINTMENT, SALARY, PROMOTION AND TENURE**

Policies and procedures developed by Department Faculty Status Committees (DFSCs) within the College of Education will be performance-based, fair, clear, consistent with the mission of the College, and in conformity with College standards stated herein, effective January 1, 2001.

### **Our Heritage**

Founded in 1857 as the first public university in Illinois, Illinois State University has a “rich heritage as the state’s leader in all facets of teacher education, from classroom instruction to educational administration and statewide policy setting” (Educating Illinois, 2001). The College of Education provides leadership in teacher education through delivery of programs in Curriculum and Instruction, Special Education and Educational Administration; coordination of the Council for Teacher Education; and dissemination of research that informs policy and practice.

The College of Education is a comprehensive and complex organization that prepares educators for the full range of education professions. Students may select from early-childhood through administrative majors, bachelors through doctorate degrees. The College also provides a wide range of professional development for education professionals. Graduates are teachers, principals, superintendents, college and university presidents, student affairs personnel, professors, researchers and policy makers.

Today, nearly one in seven teachers in the state has graduated from Illinois State, making Illinois State the sixth largest teacher preparation institution in the nation. The University has taken a strong leadership role in providing educators for the state of Illinois and beyond. The College of Education enrolls more than 3,000 students who choose from a wide array of teacher preparation programs, including elementary education, early childhood education, middle school/junior high, reading, and all areas of special education. Graduate programs are offered in Curriculum and Instruction, Instructional Technology, K-12 Administration, Higher Education, Special Education, and Reading.

The College of Education is one of only 85 in the nation that maintains laboratory schools. Thomas Metcalf and University High schools provide a unique educational option from pre-kindergarten through the senior year for approximately 1,000 students in the community. The schools also serve as sites for clinical experiences that are critically important to the College’s future teachers.

Now, as always, the College of Education remains committed to preparing future leaders in the grand enterprise of education.

### **Our Values**

Illinois State University has an “enduring commitment to educate teachers who will be responsible to the moral and intellectual demands a democratic society places on them” (Realizing the Democratic Ideal, 2000).

Educating Illinois identifies five values driving the action plan for our University:

- Individualizing attention: providing the supportive environment of a small college;
- Public opportunity: assuring students access to the opportunities of a large university;
- Active pursuit of learning: educating the complete student;
- Diversity: encouraging community and an informed respect for all differences among students, faculty and staff; and
- Creative response to change: facilitating personal growth of students, faculty, and staff.

In the College of Education, these five values can best be realized through the conceptual framework, *Realizing the Democratic Ideal* (2000):

To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible.

This democratic conception of education, as well as the policy statement on the Art and Science of Teaching, informs the College of Education vision, mission, and goals.

### **Our Vision**

Illinois State University will significantly contribute to Illinois' and the nation's capacity to provide quality education for every learner.

### **Our Mission**

The College of Education will provide state and national leadership in teacher and administrator education, educational research, and educational policy.

### **College Standards for Appointment, Salary, Promotion, and Tenure Policies**

1. **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.
2. **DFSC Responsibility:** DFSC members must act in the best interests of the Department and College. The Chair, as the permanent member of the DFSC, shall provide a long-term perspective on each faculty member's performance and offer recommendations to the DFSC regarding the work of the DFSC.
3. **Performance Expectations:** All faculty members, including those who are newly appointed, will be evaluated annually based on their record of performance between January 1 and December 31 for the calendar year of their evaluation. During the annual performance review, the DFSC shall consider activities performed (or reaching completion) during the calendar year being evaluated but give due attention to long-term contributions made by particular faculty. Faculty performance in teaching, research, and service may vary annually in terms of emphasis. At the time of promotion, tenure, and post-tenure fifth-year review, faculty performance must be of sufficiently high quality in all three areas and must have shown significant productivity from the previous review period to warrant support from the DFSC.
  - **Teaching:** The College of Education values outstanding teaching by all faculty members. No probationary faculty member shall be reappointed who does not demonstrate promise of excellence or excellence in teaching. All courses delivered by College of Education faculty members will be evaluated by students using an instrument with a common core of questions asked of all classes. Departments and faculty members may add questions to the instrument. In their policies and procedures, DFSCs must describe the acceptable mechanism(s) for the evaluation of teaching performance beyond that of student evaluations to be used within the Department.

- **Research:** Research may take many forms (see University definition). Research should be connected to the mission of the College of Education. Research needs to result in products that are open to review by knowledgeable peers. Both individual and collaborative efforts in research are valued.
- **Service:** Faculty members shall make internal contributions within the University, College, and Department. They shall also make external contributions to schools, other education entities, professional associations, or organizations.

4. **Promotion and Tenure:**

*Promotion to Associate Professor:* Earning the rank of associate professor requires a level of accomplishment that is expected to take most entry-level faculty members six years to achieve.

*Tenure:* Probationary faculty must show evidence of sustained and consistent performance in all three areas as defined above, promise of outstanding contributions in the future, and connection to the mission of the College.

*Promotion from Associate Professor to Professor:* Earning the rank of professor requires a level of accomplishment of the highest quality and sustained productivity across all three areas of performance expectations.

*Application Format:* In order to ensure uniformity and simplicity in the presentation of evidence from candidates for promotion or tenure, all DFSCs will use the College format for documentation. This format will be disseminated annually by the CFSC with the college standards.

4. **Salary Review:** The annual salary reviews should be directed toward ensuring that faculty salaries are consistent with the performance records of faculty in accordance with the expectations established by the DFSC and CFSC. DFSC criteria may also include equity and/or market adjustments for individual faculty. Except in unusual circumstances, salary recommendations may not be of equal shares (e.g. percents, dollars) across faculty.

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