

ILLINOIS STATE UNIVERSITY
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY
COLLEGE FACULTY STATUS COMMITTEE STANDARDS
FOR APPOINTMENT, SALARY, PROMOTION, TENURE
Effective January 1, 2017

Overview

The CFSC for the College of Applied Science and Technology (the College) provides herein a statement of standards that further interpret University ASPT Policies. The Department Faculty Status Committees (DFSCs) and School Faculty Status Committees (SFSCs) in the College have, by majority vote, accepted these standards. The standards are subject to on-going revision and interpretation by the CFSC as inquiries and cases come before the Committee. The CFSC, DFSCs, and SFSCs will follow the guidelines as described in the *Faculty ASPT Policies, January 1, 2017*.

Composition of CFSC

The six elected members of the CFSC must be tenured and hold the minimum rank of Associate Professor. At least three elected members of the CFSC must hold the rank of Professor.

Recusal Policy

The members of the CFSC accept the obligation to render opinions that are derived from the evidence submitted to the committee and that are fair, without prejudice, and based on the appropriate and applicable rules as described in the Faculty Appointment, Salary, Promotion and tenure Policies, effective January 1, 2017. Members of the committee may be present during, and participate in, deliberations in cases where faculty members from the same department or school may be under review, but must recuse themselves from rendering an opinion by voting as to the merit of any case where a faculty from the same department or school is under consideration for tenure or promotion. This recusal policy applies to any and all appeals that may come forward by a member of the faculty.

General Statement on Teaching

Teaching is central to the mission of the College. Documentation submitted for evaluation should provide multiple indicators of teaching quality; one of these must be student reactions to teaching performance. For illustrative examples of teaching activities and evaluation factors that may be used, see pages 60-62 of the *Faculty ASPT Policies, January 1, 2017*.

General Statement on Scholarship

Scholarship is a fundamental responsibility for tenure and promotion considerations. Reviews of scholarly and creative productivity by the CFSC, DFSCs, and SFSCs are broadly defined to recognize scholarship that includes discovery, integration, application and outreach. Evaluation materials should document a scholarly approach to the development, performance and communication of these activities. For illustrative examples of scholarly activities that may be recognized see pages 62-63 of the *Faculty ASPT Policies, January 1, 2017*.

General Statement on Service

Faculty are expected to provide service to their departments, the College, and the University as well as to their professional organizations and practitioners. The applied nature of programs in the College provides multiple opportunities for faculty members to engage in service activities. Service in which faculty members apply their unique expertise to improve professional practice or to enrich community life is highly valued. For illustrative examples of service activities that may be pursued see pages 63-64 of the *Faculty ASPT Policies, January 1, 2017*.

Granting of Tenure

Probationary tenure-track faculty members are responsible for demonstrating that the granting of tenure is warranted through their performance during the probationary period. An annual Performance Review and Department Chair/School Director oversight, through ongoing supervision and communication, will guide probationary faculty members.

To be granted tenure, faculty must document high-quality professional contributions, throughout the probationary period, in all three areas of performance review. Their work should demonstrate a positive impact on teaching, scholarship, and service in their department and discipline. Faculty must show evidence of developing a focused area of scholarly expertise and demonstrate the ability to function as a contributing colleague within the culture of their Department or School College and University. An individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be recommended for tenure.

Promotion In Rank

Associate Professor. Except in unusual circumstances, promotion to this rank will not be granted prior to recommendation for tenure. Earning this rank requires a level of accomplishment that is expected to take most entry-level faculty members six years to achieve.

Specifically, promotion to the rank of Associate Professor requires a high level of competence as a teacher. Successful candidates for promotion to Associate Professor will document an ability to teach courses important to the department's mission. They will have a record of high quality teaching. They will have contributed to curriculum development in their department, demonstrated good mentoring of students in and out of the classroom, and/or demonstrated an ability to help students apply theory to practice. Successful candidates for Associate Professor must document scholarly accomplishments that include, among other scholarly and creative activities, peer reviewed publications and a developing, focused area of scholarship. These accomplishments must establish a level of expertise recognized at least at the regional level by their colleagues in higher education and/or industry. Successful candidates for Associate Professor must document significant departmental service and active involvement in College, University and discipline based service activities. Documentation of high quality teaching and scholarly productivity is more critical to being promoted to Associate Professor than service.

Professor. This is the highest rank faculty may earn and it is not attained solely by time as an Associate Professor. Successful candidates must demonstrate teaching, research, and service accomplishments that exceed minimal criteria for satisfactory annual performance. Successful candidates for this rank will provide evidence of continuing high quality teaching and significant participation in their Department/School teaching mission, which may include involving students

in their area of scholarship, influencing curriculum development in their department, and/or mentoring junior faculty. Successful candidates for Professor will document their expertise and scholarship are important to society or to the work of other scholars and/or the practices and policies of their professional area. Successful candidates for Professor will document that their provision of service is meaningful and has had a demonstrable impact to their Department or School, College, University, professional organizations and/or society. Promotion to this rank requires sustained accomplishments across all three areas of performance review over a significant period of time. Successful candidates for Professor must be truly outstanding in at least one area of performance review.

Candidates submitting materials for promotion to Professor are encouraged to include written evaluations from peer evaluators external to ISU who are qualified to comment on contributions to the discipline. The strongest evidence of performance in the area of scholarship and creative activity comes from one's peers within the discipline. Generally, those who can best judge the quality of such work are those who have similar academic interests and work outside of this University. On the other hand, the best evaluations of the quality of a faculty member's teaching and service are peers within the academic department.

Salary Incrementation

Department/School policies must maintain the ability to make significantly different awards for differential performance.

Departments/Schools may not develop policies that circumvent the need to make salary incrementation awards to faculty members based on performance in the three areas of performance review.

Procedures

Faculty members are responsible for submitting their documentation for performance, promotion or tenure evaluation. They must submit their documentation in the CFSC required formats and must include all files requested and all teaching performance data that is required by the College. DFSC/SFSC reports on each candidate for tenure and promotion are to be submitted on the form provided by the CFSC and should be accompanied by the files requested.

Review of DFSC/SFSC Policies and Procedures

The CFSC is responsible for reviewing and approving the criteria developed by each DFSC/SFSC. At a minimum, these criteria must implement the ASPT Policies as well as the CFSC Standards.

Approved by the CFSC April 4, 2005

Approved by the College DFSCs and SFSCs April 14, 2005

Approved by the URC August 30, 2005

Approved by the CFSC November 13, 2009

Approved by the CFSC October 21, 2011

Approved by the CFSC February 22, 2018

Approved by the URC April 26, 2018