

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS
2013
APPOINTMENT, SALARY, PROMOTION, AND TENURE POLICIES**

The following document outlines the Educational Administration and Foundations Department expectations and the University's Appointment, Salary, Promotion and Tenure (ASPT) policies (approved May 2011, at <http://provost.illinoisstate.edu/downloads/aspt/ASPTmasterAugust2011.pdf>), to provide guidance to faculty in their pursuit of a career at Illinois State University.

MISSION

The mission of the Department of Educational Administration and Foundations is to prepare people of diverse backgrounds for leadership roles in education. The academic programs in the department are based on the assumption that leadership in educational systems is essential for the society successfully to produce an enlightened citizenry. The programs and degrees are grounded in the belief that educational leaders require knowledge, skills, values, and commitment appropriate for administrative, policy, instructional, and research roles in societies striving to realize the democratic ideal.

The goals of the Department ensure that students possess:

1. An advanced understanding of the broad system and dynamic context of education and educational policy.
2. A conceptual understanding of and personal competency in basic interpersonal skills and group processes.
3. An understanding of instructional and learning processes and the leadership and management ability to maintain creative educational systems.
4. An ability to skillfully interpret the legal, political, historical, philosophical, social, economic, technical, and cultural influences operating on and within the educational system.
5. A professional commitment to the field of education and the ethical practice of administration.
6. A continuing concern for the initiation, utilization, and dissemination of scholarly research in education and administration.

The goals of the Department are further enhanced by faculty who:

1. Have demonstrated success in teaching, clinical activities, and knowledge production in the field, and who prepare persons for educational leadership roles in the public and private sector, including positions in administration, instruction, and research.
2. Conduct research and transmit the findings to the professional community.
3. Provide professional service to the university and external constituents such as professional organizations and local, state, and federal agencies, organizations, and institutions.

DEPARTMENT CONTEXT AND EXPECTATIONS FOR FACULTY WORK

The Department of Educational Administration and Foundations includes faculty with diverse expertise and responsibilities in the fields of PK-12 administration, higher education administration, research methodologies, and educational foundations. The Department of Educational Administration and Foundations is the only campus department whose majors are all graduate students. Even so, a vital part of the department's responsibility is academic service in the areas of undergraduate education and graduate research methods. The productivity of the department includes:

1. Responsibility for doctoral dissertations (averaging about 15 dissertations and graduates per year);
2. Responsibility for master's graduates in College Student Personnel Administration and in PK-12 administration (approximately 55 per year);

3. Delivery of service courses in research methodologies to departments in the College of Education and other colleges in the university (approximately 600 students per year);
4. Delivery of service courses for all undergraduate teacher education majors throughout the university (approximately 1300 students per year);
5. Development of off-campus cohorts, throughout the state and other settings.

Faculty members are expected to be productive in the areas of teaching, scholarly and creative productivity, and service. The emphasis and combination of productivity related to each area may vary from faculty member to faculty member and from year to year based on differences in faculty goals, assigned load, funded opportunities, approved leaves, reassigned time, and responsibilities for differing types of teaching (e.g. undergraduate foundations service courses, doctoral dissertation chair) and career stage. Faculty members are expected to be active in furthering the work of the department as well as their individual academic interests.

The department 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.

DEPARTMENT SEARCH COMMITTEE SELECTION CRITERIA

The goal of the EAF Department is for the Search Committee to represent the content area as well as the interests and diversity of the Department as a whole. Once selected, the Search Committee will follow the Department's Search Committee Guidelines.

Search Committee Selection

1. Search committees consist of at least 3 but no more than 7 faculty members with the majority coming from the content area of the approved search (foundations, research, higher education administration, P12 administration). Usually, the committee should constitute an odd number of voting members to avoid ties in deliberations. If a position crosses two areas, members of both areas will serve. Members on the search committee must be able to complete all required activities (receive search training, attend search committee meetings, read all applications, interview all candidates).
2. Individuals interested in serving on a search committee send their name to the Chair and Chair's Advisory Committee for selection.
3. The Department Chair appoints one member as the Chair of the Search Committee. The chair usually will be a content area faculty. The Department Chair does not serve on the Search Committee but provides support and receives the recommendations of the Search Committee.
4. If there are two or more searches at the same time that are in the same content area, one committee may conduct both searches. If multiple searches occur in different areas, members may serve on more than one search committee.
5. When possible, Department graduate students may serve on the search committee as nonvoting advisory members. Faculty send the Committee Chair names of students who can contribute to the committee and meet all requirements. The Chair of the Search Committee will contact and select students. If no student is able to meet the requirements in a particular year, the search committee may continue without a graduate student representative.

DEPARTMENT FACULTY STATUS COMMITTEE

Membership

The DFSC will consist of the chairperson and four members, elected at-large by tenured and tenure-track members of the EAF faculty. Terms will be two years in length and a member may serve no more than two consecutive terms. Elections will be conducted so that two new members are elected each year. One member of the committee may be a non-tenured member; three must be tenured. Non-tenured faculty members cannot serve on the DFSC during years in which they will be considered for tenure or promotion. In a given year, if the department has few or no eligible tenured faculty members, the department will be guided by “The ASPT Structure” guidelines regarding this situation as outlined in the Illinois State University ASPT policies.

Responsibilities

1. The DFSC has responsibilities for development of departmental ASPT policies and procedures, review of departmental faculty, and reporting as directed by the university appointment, salary, promotion, and tenure policies in effect.
2. The DFSC will provide faculty, if requested, with assistance in the development and achievement of annual and long-term professional goals. Prior to the beginning of a new calendar year, all tenured and tenure-track faculty members may work with the DFSC to develop their professional goals for the coming year. Goals are intended to be flexible and subject to continuous revision. Goals serve the following purposes: to provide the faculty member with guidance regarding the next year’s work; to inform the DFSC and the department of the faculty member’s career direction in the near future; and provide a context for the performance review. Probationary faculty are especially encouraged to take advantage of this peer support.
3. The DFSC will meet and work with faculty who did not achieve a satisfactory rating in each category to develop goals and actions to improve performance for the next annual review. The DFSC will establish procedures for this goal-setting process, and these procedures will be reviewed annually by the faculty at a regularly scheduled faculty meeting.
4. The DFSC will conduct annual assessment of salary equity within the department, college and university and will allocate performance-evaluated increment funds to equity in accordance with that assessment.
5. The DFSC will monitor implementation of the procedures in this document and make recommendations for changes to be voted on by the faculty.

THE FACULTY EVALUATION PROCESS

Criteria for Evaluation of Performance as Satisfactory

The following guidelines identify satisfactory performance in the specific categories of teaching, scholarship, and service.

Teaching is a significant expectation of all EAF faculty. All faculty members are expected to be concerned with student learning and to assess and improve their teaching performance. Teaching includes traditional classroom instruction, distance and on-line instruction, dissertation research, guidance, preparation and evaluation of master’s and doctoral examinations, and leadership of independent studies. See the Illinois State University Appointment, Salary, Promotion and Tenure Policies Appendix 2 for detailed criteria for the evaluation of teaching. In keeping with this document, department evaluation of teaching will include "student reactions to teaching performance" within the context of additional evidence provided by each faculty member regarding one or more of the items listed in Appendix 2 “Factors Used for the Evaluation of Teaching” of the University document.

Scholarly and creative productivity pertains to the production and dissemination of information - - most notably the outcomes of research activities that primarily culminate in peer reviewed journal articles, books, book chapters, paper presentations, on-line documents and web sites, and award and successful implementation of grant funded projects. See the Illinois State University Appointment, Salary, Promotion and Tenure Policies Appendix 2 for detailed criteria for the evaluation of scholarly and creative productivity.

Service includes internal and external contributions. Within the university service includes university, college, and departmental governance, curriculum committees, search committees, and support to a variety of decision-making and service-providing functions of the university. External service includes assisting schools, colleges, agencies, professional organizations and other institutions and holding office in professional organizations. See the Illinois State University Appointment, Salary, Promotion and Tenure Policies Appendix 2 for detailed criteria for the evaluation of service.

Process of Review for Performance Evaluation

Annual evaluation of faculty is based on the calendar year, January 1 - December 31. Each faculty member will annually present to the DFSC a report of progress toward professional goals and activities associated with teaching, scholarship, and service.

In terms performance evaluation, the DFSC shall consider the stage of each faculty member's career. The DFSC recognizes that the natural ebb and flow of careers is reflected in variable performance across time within the areas of teaching, scholarship, and service. Anonymous communications (other than officially collected student reactions to teaching performance) shall not be considered in any evaluative activity.

The Performance Evaluation will consider each faculty member's load. The DFSC recognizes that every faculty member is responsible for being productive in the areas of teaching, scholarship, and service; the university anticipates that "an individual faculty member may complete several types of assignments during the course of several years" (2011 Illinois State University ASPT Document, p. 25). The DFSC also recognizes that not all responsibilities and activities of a faculty member are reflected in the official load assignment.

Load responsibilities for teaching include: course assignments, dissertation leadership, advisement, and coordination of doctoral examinations.

Load responsibilities for scholarship include: assigned time for research (including time bought out via internal and external grants).

Load responsibilities for service include: assigned time for service within the Department, College, University, or designated external organizations.

The DFSC will assign each faculty member a designation of either "satisfactory" or "unsatisfactory" for each category (teaching, scholarship, service) and for overall performance. Colleagues who earn an overall designation of "satisfactory" are deemed by the DFSC to be a valued, contributing members of the EAF faculty, worthy of continued employment. To receive an "overall satisfactory" rating, one must receive

1) satisfactory ratings in each of the three areas of teaching, scholarship, and service
or receive

2) a satisfactory rating in teaching and in one of the other two areas as long as the other area was not identified as one that needed improvement in a previous annual review.

The DFSC will meet and work with faculty who did not achieve a satisfactory rating in each category to develop goals and actions to improve performance for the next annual review.

Reappointment Review

In general, the EAF Department conducts reappointment reviews for probationary faculty as part of the annual review process. See University guidelines and timelines for notification of nonreappointment. (XI.A.2., p. 38; and Appendix 1.A.b., p. 57).

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

1. First-year probationary faculty will be recommended for reappointment if the DFSC determines that the faculty member has demonstrated:
 - a. Commitment to students.
 - b. Excellence or promise of excellence in teaching.
 - c. A strategy for developing as a scholar.
 - d. Willingness to engage in service.
 - e. Willingness to participate in the work of the department.

During the first year of appointment a strong emphasis will be placed on teaching. A faculty member who does not show promise of excellence in teaching will not be reappointed as a result of the 1st year review.

2. Second year and beyond faculty who are not tenured will be recommended for reappointment if the DFSC determines the faculty member has demonstrated:
 - a. A high commitment to students.
 - b. Excellence or developing excellence in teaching.
 - c. Performance of research connected to the mission of the College of Education and/or Department of Educational Administration and Foundations that is open to review by knowledgeable peers.
 - d. Involvement in internal university service and external service to schools, other educational entities, professional associations, or organizations.
 - e. Willingness to participate in the work of the department.

During the probationary period beyond the first year the department expects that a faculty member will be increasingly productive across the areas of teaching, scholarship and service during the years prior to the tenure decision. These accomplishments may include classroom, thesis and dissertation teaching; scholarly projects and studies and the resulting products; scholarly achievements including published works, reports, studies, and presentations; and service accomplishments at department, college, and university levels and beyond the university. The DFSC will not recommend for tenure a faculty member who fails to demonstrate a competence in teaching, scholarship, or service appropriate to the college and department context.

Summative Review for Promotion

Promotion policies are described in the Illinois State University ASPT policies (pp. 26-29). Candidates for promotion are encouraged to discuss submission and organization of materials with the department chair and DFSC prior to preparing the promotion for application.

Department procedures for promotion are described in the following paragraphs:

For Promotion from Assistant Professor to Associate Professor.

A candidate for promotion from assistant professor to associate professor, in addition to meeting requirements outlined in the 2011 copy of the University ASPT document, will be asked to submit to the DFSC committee a portfolio of organized and selected materials representing the candidate's work in teaching, scholarly and creative productivity, and service. The committee will anticipate a record of work that reflects sustained professional growth with increasing external recognition and validation of professional contributions to the respective field of study. Indicators of such recognition might include a continuous development of significant publications, presentations, acknowledgements, citations, adaptations, review and use of the candidate's professional work. The portfolio must also include copies of prior annual performance evaluation reviews. 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.

For Promotion from Associate Professor to Professor.

A candidate for promotion from associate professor to professor, in addition to meeting requirements outlined in the 2011 copy of the University ASPT document, will be asked to submit to the DFSC committee a portfolio of organized and selected materials representing the candidate's work in teaching, scholarly and creative productivity, and service. The committee will anticipate a record of work that reflects sustained professional growth with increasing external recognition and validation of professional contributions to the respective field of study. Indicators of such recognition might include a continuous development of significant publications, presentations, acknowledgements, citations, adaptations, and use of the candidate's professional work. Special attention will be given to professional activities since the last promotion. The rank of professor is reserved for those individuals who have achieved a distinctive stature in their work, and reflects both quality and quantity of demonstrated expertise in teaching and advising, scholarly and creative productivity, and service to the profession, and to Illinois State University. The portfolio must also include copies of annual performance evaluation reviews.

Summative Review for Tenure

Tenure review is described in the Illinois State University ASPT Policies (pp. 29-34). Each EAF faculty member applying for tenure will receive a review of productivity in the areas of teaching, scholarly and creative productivity, and service. Tenure will be awarded only to faculty members who are highly productive across the areas during the years prior to the tenure decision. The DFSC will not recommend tenure for a faculty member who fails to demonstrate productivity in teaching, research, and/or service.

A faculty member applying for tenure, in addition to meeting requirements outlined in the 2011 copy of the University ASPT document, will be asked to submit to the DFSC committee a portfolio of organized and selected materials representing the candidate's work in teaching, scholarly and creative productivity, and service. The committee will anticipate a record of work that reflects sustained professional growth and increasing external recognition and validation of professional contributions to the respective field of study. In addition, the portfolio should include:

1. current and comprehensive vita.
2. copies of annual performance evaluation reviews.
3. a narrative that addresses what the faculty member considers significant accomplishments of the prior years in areas of teaching, scholarly and creative productivity, and service.

A faculty member applying simultaneously for tenure and promotion should submit only one portfolio addressing requirements for both decisions.

POST-TENURE REVIEW

The Department follows the revised post-tenure review process as described in the 2011 ASPT document (pp. 34-38).

SALARY INCREMENTATION

Faculty salary increases typically occur in two ways: rank promotion and annual performance-evaluated salary incrementation. The 2011 ASPT document (XII.A.5) guarantees a minimum salary increment for faculty promoted from Assistant Professor to Associate Professor (\$3000 per year), and for faculty promoted from Associate Professor to Professor (\$5000 per year). 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 2011 Illinois State University 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 EAF DFSC document.

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

STANDARD INCREMENT (Linked to Satisfactory Performance)

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 2011 ASPT document, "Standard increments shall be payable as an equal percentage of base salary to all raise-eligible faculty who receive at least minimum overall satisfactory performance ratings" (p. 41). The remaining 80% will be distributed by the DFSC for performance-evaluated increments, including equity considerations.

PERFORMANCE-EVALUATED INCREMENT (LINKED TO QUALITY OF SHORT AND LONG-TERM ACCOMPLISHMENTS)

According to the Illinois State University 2011 ASPT document "eighty percent of each Department/School'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. 42). The DFSC will conduct an annual salary review each year for the purpose of assigning each faculty member a "performance-evaluated increment based upon activities completed during the evaluation year but also on long-term faculty contributions" (Illinois State University ASPT document, p. 43). 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. Once the DFSC has determined a faculty member to have achieved a performance evaluation of "overall satisfactory," (See "Criteria for Evaluation of Performance as Satisfactory" in this document.) the DFSC will apply its professional judgment to determine further the quality of a faculty member's annual accomplishments and the amount of any performance evaluated increment. The DFSC will consider, for each individual faculty member, the extent and quality of each faculty member's accomplishments as described below in "Annual Accomplishments in Teaching, Research and Service," "Significant Personal

Professional Performance,” “Career Milestones,” and “Equity and Other Unique Circumstances.” The order of the types of accomplishments does not imply a hierarchical value of one type over another.

Each year, the Department chairperson shall review the raise process with the faculty at a regularly scheduled faculty meeting.

Expected Annual Performance in Teaching, Research, and Service

The Department recognizes that most faculty members strive to achieve high levels of performance over the course of their careers. The following DFSC guidelines concerning “Quality of Annual Accomplishments in Teaching, Research, and Service” were written accordingly. (Note that the order of this list is not intended to imply any hierarchy of importance or significance.)

Teaching

University guidelines note that departments must use two or more types of factors to evaluate teaching performance, one of which shall be student reactions to teaching performance. The Department strives to facilitate the purposive faculty self-reflection that characterizes an academic learning community. The DFSC encourages faculty to identify and communicate their teaching and learning goals, to specify current areas of growth in teaching and learning, and to share this work with their peers.

The DFSC will consider teaching performance as documented by the faculty member's annual summary of teaching responsibilities, roles, and activities that include all forms of teaching. Faculty members are asked to provide a description of their teaching activities, student evaluations, and a reflective self-evaluation of one's teaching as outlined in the University's 2011 ASPT document. See Appendix 2, University Guidelines and Criteria for Faculty Evaluation pp. 62-66.

Research

University guidelines note “the faculty evaluation system shall continue to recognize the University Research Committee's definition of research and modes of documenting research.” The definition states, “The results of research are communicated to professionals outside the University through a peer reviewed process in a manner appropriate to the discipline.” In addition, “The University recognizes both the scholarship of discovery and scholarship of integration.” The DFSC committee further values the scholarship of teaching and learning (SoTL) and field-based scholarship due to their contributions to the field of education.

The DFSC will consider scholarly performance as documented by the faculty member's annual summary of progress on goals and activities related to scholarship. Faculty members are asked to provide a summary of one's publications, presentations, and other forms of scholarship, and a reflective self-evaluation of one's scholarship as outlined in the University's ASPT document. (See Appendix 2, University Guidelines and Criteria for Faculty Evaluation pp. 62-66.)

Service

University guidelines note “Illinois State University recognizes under the category of service two major sub-categories: professional service and university service. Professional service is the application of faculty professional expertise to needs, issues, and problems in service to professional associations as well as to business, government, not-for-profit enterprises, and the general citizenry. University service is the application of faculty expertise to the operation and governance of the University, including academic programs, departments, colleges, and other components of the University.”

The DFSC will consider service performance as documented by the faculty member's annual summary of progress on goals and activities related to professional and university service. Faculty members are asked to provide a description of one's Department, College, University contributions, a description of one's local, state, national, or international service contributions, and a reflective self-evaluation of one's service as outlined in the University's ASPT document. . The EAF Department recognizes, among other activities, service to P-12 schools, community colleges, other universities, educational agencies, and other educational organizations and entities as part of one's local, state, national or international service. See Appendix 2, University Guidelines and Criteria for Faculty Evaluation pp. 62-66.

Exceptional Annual Performance

The DFSC will also consider "Exceptional Annual Performance" that exceeds expected annual achievements, but does not reflect a career milestone. Such performances may include (note: order of list is not intended to imply hierarchy of importance or significance):

1. distinctive contributions toward academic development of students.
2. award of a significant grant to support research or development.
3. publication in recognized, high quality, peer-reviewed or juried media.
4. chairing a committee addressing an issue of signal importance for the college, university, or profession.
5. developing or teaching a new course or significantly redesigning an existing course or program.
6. other indicators of exceptional annual performance not included above.

Extraordinary Accomplishments

The DFSC will also consider extraordinary accomplishments that may have begun in previous years but come to fruition (or result in significant impact, recognition, or award) in later years.

These accomplishments shall take the form of teaching, scholarship, and/or external service activities that enhance the statewide or national reputation of the university and that make a documented, positive contribution to education.

Equity

The DFSC will also consider issues of equity that will include but not be limited to rectifying disparities in compensation. Considerations for equity adjustments may occur through the following mechanisms:

1. results of the DFSC's annual review of salary equity within the department, college, and university.
2. names forwarded by the Chair, DFSC members, or individual faculty members to be considered for equity adjustments. In addition, if faculty wish to be considered for equity adjustments, they may submit to the DFSC their evidence and rationale by January when the DFSC meets to conduct their annual performance evaluation.
3. nomination of individual faculty for unique circumstances that relate to contributions or special assignments not otherwise recognized in the ASPT process.