

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Appointment Salary Promotion, and Tenure (ASPT) Policies and Procedures
2012 Calendar Year

In accordance with Realizing the Democratic Ideal, 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 curriculum design and 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 DFSC Committee that consists of 15-20% of the current number of tenure-line faculty members including the Department Chair. The number of committee members shall be an odd number. No less than 75% of the committee must be tenured faculty members. Participation of membership is encouraged from each program. For example, with 39 tenure line faculty members, a DFSC of seven faculty members is appropriate (~17%).
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 (ASPT) Policies of the University beginning (January 1, 2011) 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.
5. An untenured faculty member shall not be elected to a term that coincides with the individual's mid-tenure review.
6. Faculty serving in the Asst. Chair role cannot simultaneously serve on the DFSC committee.

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 by 1) attending the meeting at which voting takes place; 2) by submitting an absentee ballot before the meeting at which voting takes; or 3) voting using the online system.
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 are tenured and that two members can be probationary.

- 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 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 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 annual performance evaluations of faculty. Performance evaluations shall be used for determining, as detailed in Section V (ASPT), the amount of performance-evaluated salary increments to be awarded for the coming year. In addition, they shall formulate recommendations for promotion and tenure, reappointment, conduct post-tenure reviews and dismiss when necessary. 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.
2. The DFSC shall conduct informal 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. The DFSC provides an opportunity for faculty to ask any questions arising from their annual performance evaluation or any other matter.
 - 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 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. It is acceptable for a faculty member to opt out of these informal discussions.
3. 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 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. More than half of the search committee shall consist of tenure track faculty from the academic degree programs and areas of specialization for the position sought. The remainder of the search committee shall consist of tenure track faculty members in other fields within the Department. 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 DFSC members and consulting department faculty feedback results, the search committee shall identify a prospective candidate and recommend him or her to the department chair. Department Search Committee Policies and Procedures shall be followed throughout the search process.
- 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 Department 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.
- B. In the performance evaluation of faculty members, the DFSC shall recognize that individual efforts and activities elicit different types of productivity. The quality and thoroughness of work done by a faculty member in completing an individual self-evaluation constitutes the evidence on which performance evaluation decisions and summative reviews may be based.

IV. ANNUAL PERFORMANCE POLICIES

Annual performance evaluations shall be conducted of each tenure track 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. 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. 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.

V. REVIEW FOR PERFORMANCE EVALUATION

The annual DFSC performance evaluation is an opportunity for faculty members to reflect on their work in the areas of teaching, scholarship and service to report their annual achievements as related to the College's mission and Conceptual Framework (CF).

In turn, the DFSC will evaluate the performance of faculty members as described in the department Annual Performance Review template and in accordance with DFSC Guidelines. In the performance evaluation of faculty members, the DFSC shall recognize that individual efforts and activities elicit different types of productivity and that the quality and thoroughness of work done by a faculty member in completing an individual assignment constitute the criteria on which performance evaluation decisions and summative reviews may be based. (From III B)

Faculty members with research-reassigned time will be expected to demonstrate increased scholarship achievements (i.e. submitted or published research manuscripts). Faculty members with reassigned time for service will be expected to have completed additional service (i.e. leadership, providing technical assistance, etc.) 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 Annual Performance Review to determine whether or not the faculty member has met 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 Review should include activities for the previous calendar year's activities including 8 to 10 pages of narrative, but is limited to 15 typewritten pages. The Annual Performance Review template should be strictly adhered to. Copies of any publications should be made available to the DFSC upon request.

The Annual Performance Review should follow the teaching, scholarship, and service guidelines stated below. DFSC shall not consider any anonymous communications other than student reactions to teaching. The completed report should be submitted in electronic format to the Department Chair of the DFSC.

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 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 in professional development school (PDS) settings. Teaching overload courses may not count as part of assigned duties as determined by the needs of the Department. 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 community and school settings that are not PDSs.

Faculty members strive for excellence in teaching and choose to enhance their knowledge in the field of education. For example, they may choose to write curriculum, experiment with innovative teaching methods, attend and present at conferences or link their research agenda to their teaching. Purposeful and meaningful digital technology that is integrated 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 good teaching.

The supervision of field experiences or the connection to a PDS is 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/liason 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 their teaching. One item that must be considered in the self-report is the faculty member's student course 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 calendar year that reflect a full year's teaching assessment. These course evaluations will be retrieved by DFSC and do not need to be included in the annual report completed by faculty.

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
- Reflection and analysis on course evaluations

The ASPT Policy (2009-2011) document offers an overall view of factors used for evaluation of meritorious teaching in Appendix 2 (p. 58).

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 to undertake a variety of scholarly endeavors and to develop evolving scholarship goals 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 theoretical and analytical (?) 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 development endeavors and related projects. This portion of the narrative should be written in such a way that it conceptualizes the faculty member's ongoing process of scholarship that involves a planned research trajectory that is modified by findings.

The narrative should follow the Annual Performance Review template provided by the department.

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. 59-60). Each publication included in this listing should be accompanied by the name of the publication including citation information according to the most recent edition of the APA guidelines (e.g. volume; date; issue). Reporting of journal acceptance-rejection rates is strongly encouraged.

3. 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 his or her professional career. This would include leadership service such as chairing search committees, leading program revision work, chairing a department, college, or university committee. When reporting service activities, faculty should designate citations by national, state, and local levels as well as at the department, college, and university 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 leadership roles 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 calendar year, appropriate evidence of these accomplishments and prepare the report in accordance with the template provided by the department. The supporting evidence for the achievements listed in the report must be made available upon request by the DFSC. 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. Faculty will be evaluated as satisfactory and not satisfactory in each of the areas of teaching, scholarship and service and also be provided with an overall rating of satisfactory or not satisfactory. Faculty with two or three satisfactory ratings in the areas of teaching, scholarship and service will result in an overall rating of satisfactory for the calendar year. However, having an unsatisfactory rating in the same area two years in a row will result in an overall unsatisfactory rating as it keeps a faculty member from successful progress in their career. Any pattern of unsatisfactory ratings across a three year period in multiple areas may result in an unsatisfactory rating overall.

VIII. Formative Review for Reappointment

Faculty completing their third year will submit a report that describes their performance up to that point.

- 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. Evidence of potential as a developing scholar. (e.g. conference presentations, small-grant development)
 4. Willingness to engage in service.
 5. Willingness to participate in the work of the Department.

During the first and second year of appointment an emphasis will be placed on teaching. A faculty member who does not show promise of research based best practices in teaching will not be reappointed.

- B. Faculty entering their third year and beyond who are not tenured will be recommended for reappointment 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, it is expected that a faculty member will meet standards that indicate satisfactory performance in teaching, scholarly productivity, and service 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 25 through 28 of the 2009-2011 ASPT Document. Faculty who are 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.

While not a requirement, should a faculty member choose to use external peer evaluations, a waiver of confidentiality by the external evaluator must be utilized. This waiver states that the faculty member does not have access to the written assessment of the faculty member by the external evaluator.

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 2009-2011 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 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 cannot qualify for promotion to Associate Professor without also qualifying for tenure.

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 current year 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 28 through 32 of the 2009-2011 ASPT 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 2009-2011 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 including Cumulative Post-Tenure Reviews

Upon being awarded tenure, faculty will be expected to provide the DFSC a document to supplement the annual performance report. A faculty member, who receives an unsatisfactory performance rating for any two years of a three-year period, will submit a supplemental document consisting of three sections: 1) summary of teaching, 2) scholarly productivity and 3) service for the specified time period as designated by the DFSC.

1. A qualitative assessment of the significant accomplishments for the prior pre-designated period of time 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).
2. A set of goals for extending teaching, scholarship, and service over the specified period of time as designated by the DFSC.

Faculty will be expected to reference their professional agenda to departmental goals.

The DFSC will provide the faculty member with a letter acknowledging the accomplishments described and offering support for the goals and plans outlined.

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. All recommendations are forwarded to the President 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.

B. Tenured Faculty

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

XIII. Salary Incrimination

Faculty salary typically occurs in two ways: rank promotion and annual performance-evaluated salary incrimination. The 2009-2011 ASPT document (XII.A.5) guarantees a minimum salary increment for faculty promoted from Assistant Professor to Associate Professor and for faculty promoted from Associate Professor to Professor. Funds for promotion salary incrimination are allocated to the Department specifically for the promoted faculty regardless of any other salary increments from any other sources. The 2009-2011 ASPT document (XII.A.2) also describes a policy for annual performance evaluation and salary incrimination. Funds available for annual performance-evaluated salary incrimination 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 incrimination. Faculty whose annual performance evaluation is unsatisfactory will not be considered raise-eligible and will not receive any annual salary incrimination.

B. Merit Increment

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 as (but not limited to):

1. The development or incorporation of instructional innovations that significantly enhance the C&I curriculum;
2. Authorship of a groundbreaking book or article;
3. External service activities that enhance the statewide or national reputation of the University and that make documented, positive contribution to education; and
4. 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):

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

Equity and Other Special Circumstances, such as:

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