ILLINOIS STATE UNIVERSITY

FACULTY APPOINTMENT, SALARY, PROMOTION, AND TENURE POLICIES

Appendix 2 (Revised)

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and were approved by the Faculty Caucus
on

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These pages shall replace pages 84 – 88 of
the printed version of the ASPT booklet that
became effective January 1, 2023.

Appendix 2

University Guidelines and Criteria for Faculty Evaluation

Faculty contributions are evaluated in three areas: teaching, scholarly and creative productivity, and service. Because these areas are mutually supportive, the activities undertaken in one area may at times overlap another. Each area has its own definition, its own activities, and its own guidelines and criteria for evaluation. Many faculty contributions integrate two or all three areas; therefore, contributions may be recognized proportionately in each relevant area. Teaching, scholarly and creative productivity, and service that all align with and promote the University's core values are to be both encouraged and recognized in the evaluation processes.

The teaching, scholarly and creative, and service activities referred to in this Appendix are illustrative rather than prescriptive.

The lists that follow are not exhaustive, so faculty contributions that are not listed can be recognized. Faculty may submit evidence of the value or impact of their contributions; such evidence can be especially important when contributions are novel or unusual (for example, a pedagogical innovation or dissemination of scholarly or creative activity in a new venue or medium).

Departmental/school guidelines for evaluating teaching, scholarly and creative productivity, and service must be consistent with University guidelines. Departments/schools are expected to adapt these guidelines to their own unique situations, as outlined in Section V.B.1 of the Faculty Appointment, Salary, Promotion and Tenure Policies. When departments/schools develop guidelines and criteria for evaluation, they must consider that the purpose of the guidelines is to provide frameworks for faculty to demonstrate the quality of their accomplishments and the impact of their contributions in light of department/school, college, and university standards of excellence and core values.

A. Criteria for the Evaluation of Teaching

The majority of direct instructional activities by Illinois State University faculty are undertaken within classrooms, laboratories, studios, etc. Faculty and student interaction within the traditional classroom is the most common teaching venue. At the same time, as new instructional technologies develop and as a variety of forms of out-of-class learning experiences become more important, Illinois State University faculty members will engage increasingly in such activities, devoting more time to modes of instruction that occur outside of the traditional in-person classroom. This is an especially important consideration in light of growing research demonstrating the benefits of high-Impact educational practices, which may take place outside of formal classroom settings and usually feature some degree of individualized attention, active learning, collaboration, the application of knowledge, and reflection on learning experiences. Any mechanism for the evaluation of teaching must be comprehensive enough to encompass a wide variety of activities and technologies, including innovative efforts pertinent to the discipline. Moreover, scholarly teaching contributions likewise may focus not only on traditional classroom instruction but also on other forms of teaching such as conducting laboratories, mentoring interns and graduate students, tutoring individual students, student advising, directing community-based and service learning activities, supervising and actively involving students in research experiences, leading study abroad, and providing similar educational experiences.

Therefore, teaching is here defined as faculty and student interaction or faculty contributions in which the focus is on student gains in skills, knowledge, understanding, and personal growth. This definition clearly encompasses traditional classroom instruction, but it also includes a broader array of learning activities in a wide variety of contexts.

Common Teaching Activities

Below are listed some of the common teaching activities together with the forms that they might assume.

Group Instruction

1. Instructing students in courses, labs, clinics, studio classes or community-based service-learning activities
2. Instructing participants in workshops, retreats, seminars
3. Managing a course (grading, planning, maintaining records)
4. Leading community-based and service-learning activities
5. Leading study abroad or similar programs
6. Facilitating student learning in collaborative and/or community-engaged group projects or community partnerships
7. Development of new and effective techniques of instruction including techniques that meet the needs of all learners, including those who are underrepresented in the field of instruction
8. Basing pedagogical choices on evidence-based teaching practices, applied as appropriate to their disciplines ("scholarly teaching")

Advising, Supervising, Guiding, Mentoring, or Coordinating Study-abroad programs

1. Training and supervising students in research or creative activities
2. Advising and mentoring students
3. Supervising teaching assistants
4. Supervising students with internships and clinical experiences
5. Supervising students in independent study
6. Directing or serving as a reader on student research projects, theses, and dissertations
7. Advising co-curricular activities
8. Leading professional development activities that support the growth of colleagues as teachers (i.e., serving as a "teacher of teachers")
9. Mentoring colleagues in their development as teachers
10. Supervising students in faculty lead study abroad programs
11. Supervising students in community-engaged research or advocacy

Developing learning activities

1. Developing, reviewing, and redesigning courses
2. Developing and revising curriculum
3. Developing teaching materials, manuals, software
4. Developing and managing distance learning courses
5. Developing computer exercises and other technologically-mediated learning activities
6. Developing and/or coordinatingstudy-abroad programs
7. Developing community-based and service-learning activities and/or Co-creating community engaged curricula, service-learning projects, and assessments with community partners

Developing as a teacher

1. Providing constructive feedback and assessing the teaching of colleagues with the aim of improving teaching.
2. Engaging in the scholarship of teaching and learning (instructional and classroom research) to better understand students' learning experiences in or out of the classroom
3. Attending professional development activities to enhance teaching skills and remain current on evidence-based and/or inclusive educational practices.
4. Attending professional development activities to develop cultural competency in the classroom.
5. Developing (and updating) a statement of teaching philosophy
6. Setting and evaluating progress toward teaching goals in ways that demonstrate continuous growth.
7. Developing (and updating) reflective self-assessments on teaching practices that incorporate peer and student feedback of teaching and utilize data on students' learning
8. Cultivating partnerships for community engaged and service-learning experiences to develop collaborative teaching practices

Contributions that Can Be Considered in the Evaluation of Teaching

Guidelines and criteria for the evaluation of teaching are based on common teaching activities, such as those listed above. Adequate evaluation of teaching requires consideration of a variety of contributions that result from these activities, including valuing student feedback. Departments/schools must use three or more types of contributions to evaluate teaching performance, only one of which shall be student reactions to teaching performance, because of mounting research highlighting the biases and limitations inherent in such student reaction surveys. Examples of contributions that may be used to assess the quality of teaching contributions include, but are not limited to, the following:

1. A record of student reactions to teaching performance assessing the faculty member's professionalism and engagement
2. Documented reflection on instruction, including reflections on student reactions to teaching performance
3. Documentation and assessment of plans to adjust teaching activities in light of student reactions, peer evaluations, and/or professional development activities
4. Teaching assessments by peers through review of instructional materials
5. Teaching assessments by peers through classroom observation
6. Teaching reactions by alumni or community partners
7. Evidence of including diversity and equity content, goals, and discussions into teaching activities
8. Evidence that the faculty member's instruction results in their students' cognitive or affective gain
9. Evidence that the faculty member's students enact skills ethically and effectively in community-based settings
10. Documentation of engagement in professional development activities that enhance teaching (including, but not limited to, enhancing cultural competency and/or community engagement)
11. Evidence of the promotion of an inclusive, respectful, and culturally responsive classroom climate that promotes all students' learning through teaching practices (methods of instruction)
12. Evidence of ongoing assessments of student learning to make timely adjustments to teaching for specific students or groups of students
13. Evidence of the provision to students of timely formative (e.g., developmental or ungraded) and summative (e.g., graded) feedback that promotes their learning
14. Evidence that the faculty member collects regular feedback from students about both classroom learning and the environment that subsequently employ the feedback to make timely

adjustments to teaching or to enhance students' learning experience in the classroom (e.g., daily or weekly feedback forms, midterm-chats, etc.)

15. Evidence that the faculty promotes self-regulation, empowerment, and a self-efficacy in their students through teaching and assessment practices
16. Syllabi from various courses that feature clarity of instructional objectives, clear organization of material, commitment to inclusive teaching practices, and equitable and understandable criteria for the evaluation of student work
17. Evidence of alignment among course learning outcomes, course assessments, and classroom activities that promote student learning
18. Evidence of designing a new course or reviewing or redesigning a course
19. Breadth of teaching ability, which can be illustrated by effective teaching in different settings, effective teaching of different types of students, or effective teaching of different types of curriculum content
20. Evidence of meritorious supervision of students in research and creative activity, independent studies, internships, clinical experiences, laboratories, community-based and/or service learning projects, and fieldwork
21. Creditable advising and mentoring of students in their preparation of research projects, theses, and dissertations
22. Creditable advising and mentoring of students in support of their academic, professional, and personal growth
23. Positive contributions as a sponsor or advisor to a student organization and/or co-curricular activity
24. Development or review of teaching materials (textbooks, workbooks, reading packets, computer-mediated materials, curriculum guides, etc.)
25. Development of new teaching techniques (video, independent study modules, computer-based activities, instructional technologies, etc.)
26. Acting as a master teacher to others (e.g., leading professional development activities for other faculty, conducting teaching workshops, supervising or mentoring colleagues, coaching performances, etc.)
27. Recognition of meritorious teaching exemplified via teaching awards
28. Submitting successful competitive grant proposals related to teaching
29. Artifacts reflecting the use of inclusive and equity-minded teaching practices (e.g., syllabi, assignments, grading rubrics, etc.)
30. Artifacts reflecting use of evidence-based and high impact educational practices (e.g., community engagement, service-learning projects; student research, etc.)
31. Evidence of scholarship of teaching and learning projects conducted in or out of the classroom that helps others better understand students' learning and classroom experiences

B. Criteria for the Evaluation of Scholarly and Creative Activities

The term "scholarly and creative activities" comprises a variety of efforts, including those typically defined as research. Because activities considered to be scholarly and creative productivity vary considerably from discipline to discipline, the University recognizes that scholarly and creative activity includes all forms of discovery and integration of knowledge, critical analysis, and products and performances. These activities encompass a wide array of contributions to knowledge, including those that advance understanding of equitable access and diversity in education and other systems. All faculty are expected to adhere to relevant University Policies regarding integrity in research, scholarly and creative activities (see University Policy 1.8).

Definition of Research

A large subset within the area of scholarly and creative activity is commonly called research. The term "research" has been defined by the University Research Committee, and the faculty evaluation system shall continue to recognize the University Research Committee's definition of research and modes of documenting research. The University definition for research is given below:

> A formal procedure that contributes to the expansion of basic knowledge or applies such knowledge to the solution of problems in society or exemplifies creative expression in a specific field of study. The results of research are communicated to professionals outside the University through a peer-reviewed process in a manner appropriate to the discipline.

The University recognizes the scholarship of discovery, the scholarship of integration, the scholarship of teaching and learning, and the scholarship of application. The scholarship of discovery contributes to the stock of human knowledge and involves the pursuit of new knowledge for its own sake. The scholarship of integration interprets, draws together, and brings new insight to bear on research findings. The scholarship of teaching and learning focuses on the discovery, integration, and application of knowledge specifically with respect to educational processes in higher education. The scholarship of application brings knowledge to bear on significant practical problems and societal issues, and thus leads to new knowledge as such applications are tested, evaluated, and refined. The scholarship of application can include community-engaged scholarship that involves the faculty member in a mutually beneficial community partnership and is academically relevant work addressing disciplinary concerns, fulfilling campus and community objectives, and/or sharing discipline-specific authority with community partners.

Evaluation Guidelines and Criteria for Scholarly and Creative Activity

The evaluation of scholarly and creative activity requires consideration of a variety of factors and must consider the quality and significance of each contribution. Contributions that can be considered in the evaluation of scholarly and creative activity include, but are not limited to, the following:

1. Authorship or co-authorship of published materials that undergo peer-review, refereeing, or jurying as appropriate for the discipline. Examples of such materials include journal articles, abstracts, monographs, books, book chapters, book reviews, case studies, artistic works, software, or other professional and technical documents; Written review of a published work.
2. Authorship or co-authorship of published materials such as editorially reviewed books, articles, abstracts, translations, software, case studies, artistic works, or other professional and technical documents;
3. Development or co-development of software applications or intellectual property that is licensed or patented;

4. Production and presentation of radio and television works; films and videos; or podcasts, websites, blogs, and other digital content that contribute to the scholarly or creative discipline;
5. Contributions listed in items 1 through 4 that include student collaborators as authors or co-authors;
6. Peer-reviewed/refereed presentations and papers delivered at local, regional, national, and international meetings;
7. Community-partner reviewed/refereed presentations and papers delivered at local, regional, national, and international meetings;
8. Local, regional, national, or international performances, exhibitions, or other creative activities;
9. Managing or serving as a consultant for exhibitions, performances, and other scholarly creative activities;
10. Submitting proposals for competitive grants, internal or external;
11. Resource development activities related to scholarly and creative activity;
12. Obtaining competitive external or internal grants related to scholarly and creative activity;
13. Writing and submitting required grant and contract reports;
14. Receiving internal or external awards obtained for scholarly or creative activity;
15. Providing evidence that scholarly or creative work has been submitted for review;
16. Documenting scholarly or creative works in progress;
17. Demonstrating leadership of teams conducting scholarly or creative work, especially where that leadership contributes to the success of other faculty, students, or staff;
18. Producing policy documents for community partners or legislators that apply disciplinary knowledge to the proposed policy;
19. Providing evidence that peer review from community partner(s) has enhanced scholarship and provided reciprocal benefits to the community partner(s).

C. Criteria for the Evaluation of Service

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/schools, colleges, and other components of the University.

Evaluation Guidelines and Criteria for Service Activities

The evaluation of service requires consideration of a variety of factors that include both professional service and University service. The amount and quality of service contributions must both be considered. Factors used to evaluate service include, but are not limited to, the following:

1. Holding office or completing a major assignment with a regional, national, or international professional organization;
2. Consultation and service to civic organizations, social agencies, government, business, or industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University (Typically, consulting service provided for extra salary is considered outside employment and therefore not included in the evaluation of the faculty member's performance in the ASPT system.);
3. Responsibility for planning workshops, seminars, or conferences for department/school, college, University, or professional groups;
4. Chairing or leading department/school, college, or University committees;
5. Nomination for or receipt of an award that recognizes service to department/school, college, University, or to groups outside of the University;
6. Serving as program chair or another instrumental role for a professional state, regional, national, or international meeting or conference;
7. Serving as consultant, advisor, or board member to educational, civic, social, business or other groups;
8. Reviewing, refereeing, or editing journal articles, grant proposals, and book manuscripts;
9. Serving on accreditation or evaluation teams externally; or conducting reviews, collecting data, and writing reports for internal program reviews or accreditation;
10. Chairing or moderating a session at a professional state, regional, national, or international meeting or conference;
11. Submitting competitive grant or contract proposals for activities related primarily to service;
12. Obtaining a competitive grant or contract for activities related primarily to service;
13. Service on a University, college or department/school committee;
14. Administering areas or programs within the department/school, college, or University;
15. Using state-of-the-art disciplinary/interdisciplinary knowledge to facilitate change in community organizations or institutions;
16. Using disciplinary/interdisciplinary knowledge to make substantive contributions to public policy.