

**DEPARTMENT OF SPECIAL EDUCATION  
APPOINTMENT, SALARY, PROMOTION,  
AND TENURE (ASPT) POLICIES**

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# DEPARTMENT OF SPECIAL EDUCATION

## APPOINTMENT, SALARY, PROMOTION, AND TENURE (ASPT) POLICIES

Approved by SED faculty Nov 1, 2022

Approved by the COE CFSC Nov 15, 2022

### **DEPARTMENT MISSION**

The Department of Special Education is committed to continued leadership in education through:

- developing the talents of professionals who will empower individuals with disabilities to participate fully in community life;
- engaging in the production, synthesis, and application of new knowledge that contributes positive solutions to contemporary educational problems and societal issues; and
- collaborating with others to improve educational and support systems for learners at all levels.

### **PART I: GENERAL GUIDELINES**

- This SED ASPT document is designed to identify the criteria and processes that individual faculty members may utilize in order to bring their choices for professional emphasis into congruence with the performance evaluation system. The policies and procedures described herein are consistent with College and University standards. University ASPT guidelines are contained in the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies* handbook which is published annually and is effective January 1 of each year. College guidelines are contained in the *College of Education Appointment, Salary, Promotion, and Tenure Policies* document.
- All faculty members, including those who are newly appointed, will be evaluated annually based on evaluation. During the annual performance review, the DFSC shall consider activities performed (or reaching completion) during the calendar year being evaluated but give due attention to long-term contributions made by particular faculty members. Faculty performance in the areas of teaching, scholarship, and service may vary annually in terms of emphasis. At the time of promotion, tenure, and posttenure fifth-year review, faculty performance must be of sufficiently high quality in all three areas and must have shown consistent productivity from the previous review period (for promotion to professor and posttenure fifth-year review) to warrant support from the DFSC.
- The DFSC will conduct its evaluation of faculty in all matters related to annual performance standard salary incrementation, reappointment, tenure, promotion and posttenure review based on the established standards found in the policies and procedures of the Department and not by comparing the performance of one faculty member to that of another.

- The varied factors of merit, market value, and equity relative to other faculty members will be considered in determining additional salary disbursement from the allocated funds provided by the provost's office. Merit is determined by whether a faculty member: (a) meets departmental ASPT guidelines or (b) exceeds departmental ASPT guidelines. See Part III E of this document.
- General Expectations (taken from the *College of Education Appointment, Salary, Promotion, and Tenure Policies*)
  - Responsibility to Students: Student achievement and learning are the primary ends of faculty work. Faculty members are expected to demonstrate a high commitment to students, offering the support and respect that are crucial to student success. It is expected that all faculty members will maintain appropriate, and professional boundaries and relationships with all students (University Policy and Procedures: 1.2 Anti-Harassment and Non-Discrimination Policy; 3.3.12 Code of Ethics).
  - Teaching: The College of Education values outstanding teaching by all faculty members. No probationary faculty member shall be reappointed who does not demonstrate excellence or the promise of excellence in teaching. All courses delivered by College of Education faculty members will be evaluated by students using an instrument with a common core of questions asked of all students in all courses. To ensure student confidentiality, online courses for which evaluations are collected online must originate from and be returned directly to the Department chair. The Department and individual faculty members may add questions to the instrument.
  - Scholarship: Scholarship may take many forms and should be connected to the mission of the College of Education. Scholarship needs to result in products that are open to review by knowledgeable peers. Both individual and collaborative efforts in scholarship are valued.
  - Service: Faculty members shall make internal contributions within the University, College, and Department. They shall also make external contributions to schools, other educational entities, professional associations, or organizations.
- Definitions
  - Satisfactory Performance: Satisfactory performance for faculty members in the Department of Special Education is defined as meeting the criteria of three areas: teaching, scholarship, and service as described in the Appendix.
  - Unsatisfactory Performance: Unsatisfactory performance is the failure to meet the criteria for one or more of the areas of teaching, scholarship, and service as described in the Appendix.

- All faculty members in the Department are responsible for organizing and presenting all information relative to evaluation for annual performance evaluations, salary incrementation, reappointment, tenure, promotion, and posttenure review. Faculty members are responsible for providing clear evidence and submitting documentation of activities utilizing appropriate forms provided by the DFSC and/or CFSC. Furthermore, faculty members will submit said materials by the established deadlines for the DFSC review.
- To the maximum extent possible, faculty members are responsible for providing supervisor or peer evaluations for those nonteaching activities in which they have been involved as part of load assignments.
- For a faculty member who teaches a course or performs a function for another department/unit, it is the responsibility of the faculty member to secure an appropriate evaluation from the supervisor in the other department/unit. In cases where faculty members teach courses for other departments, the COE/SED evaluation form must be used.
- A faculty member on sabbatical leave, educational leave, or serving on the faculty for only a portion of the evaluation period is also responsible for submitting evaluative data by the established deadlines.
- A faculty member assigned time for research, public service, or other nonteaching responsibilities must submit a status report of these activities to the DFSC each year.

## **PART II: DEPARTMENT FACULTY STATUS COMMITTEE (DFSC)**

### I. Composition and Term of Office

- A. The DFSC shall consist of five (5) members. One of the members will be the Department Chairperson who is an ex officio voting member. The Department Chairperson will be Chairperson of the DFSC.
- B. Three elected members will be tenured. One elected member will be untenured. Therefore, the DFSC members will consist of three tenured faculty members, one untenured faculty member, and the SED Chairperson.
- C. Term of office will be for two (2) years. Terms will begin in the fall semester of the academic year elected. The untenured member will be limited to one term. No member, other than the Department Chairperson, may serve more than two (2) consecutive terms.

### II. Election Procedures

- A. Members of the DFSC serve 2-year staggered terms. An election of two members of the DFSC shall be completed by anonymous ballot by May 1 of each academic year. Only tenured or tenure-track faculty vote in this process.
- B. 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.
- C. All full-time probationary tenure-track or tenured faculty members of the Department are eligible to vote.
- D. Faculty members who receive the most votes will be elected to the DFSC, consistent with eligibility requirements. In a DFSC election in which there is a tie there shall be a run-off election of the two highest vote-getters consistent with eligibility requirements. If the run-off election does not resolve the issue, it shall be decided by lot, administered by the Department Chairperson.
- E. DFSC members on leave for one semester or longer shall relinquish their positions. Vacancies shall be filled by election within 1 month of their occurrence, utilizing the same election procedures detailed in this section.

### III. Duties and Responsibilities

- A. DFSC members must act in the best interests of the Department and College consistent with department and university policies. The Department Chairperson, as the permanent member of the DFSC, shall provide a long-term perspective on each faculty member's performance and offer recommendations to the DFSC regarding the work of the DFSC.

- B. The DFSC shall be responsible for making recommendations regarding faculty contracts and appointments, reappointment and nonreappointment, performance evaluation, salary adjustments, promotion and tenure recommendations, and dismissal.
- C. The DFSC shall conduct posttenure reviews of faculty members every fifth year after the date of each faculty member's achievement of tenured status.
- D. The DFSC shall be responsible for conducting annual performance evaluations of faculty members. Performance evaluations shall be used for determining, the amount of performance-based salary increment to be awarded for the coming academic year. Annual performance evaluations shall be provided to all tenured and tenure-track faculty members in writing in accordance with University policies. A letter shall provide an assessment of the faculty member's strengths, areas that need improvement, and when applicable, progress toward achievement of promotion and/or tenure.
- E. The DFSC shall offer each faculty member the option of having an informal non-recorded discussion 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. One purpose of these discussions is to provide an opportunity for faculty members to ask any questions arising from their annual performance evaluation letter or any other matter. In addition, any faculty member may request an informal discussion with the DFSC at any time.
- F. The DFSC will recommend faculty members for appropriate college and university awards in the areas of teaching, scholarship, and service.

#### IV. Reporting Requirements

- A. The DFSC shall inform departmental faculty members in writing of the DFSC recommendations and the Department Chairperson's recommendations (if required) pertaining to their rank, tenure status, and salary increments according to the annual University ASPT calendar. The DFSC shall also report its recommendations regarding performance evaluations, promotions, and tenure to the CFSC.
- B. Any DFSC member may submit a minority report.
- C. 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.
- D. In reporting DFSC actions and recommendations to the CFSC, a record of the numeric vote shall be included.

- V. Procedures for Evaluating Members of the DFSC
  - A. A member of the DFSC shall be evaluated by the other members of the DFSC on his/her performance and, where relevant, progress toward promotion and tenure.
  - B. Each member shall be absent from the room during his/her annual performance evaluation.



### **PART III: FACULTY SEARCH, APPOINTMENT, AND PERFORMANCE EVALUATION**

- Faculty Role in Search Process
  - The Department Chairperson will notify the faculty when the Department has been granted permission to search for a new tenure-track position.
  - The Department Chairperson will appoint a tenure-track faculty member to serve as Chairperson of the Search Committee.
  - The Department Chairperson and Chairperson of the Search Committee will consult to form a Search Committee. The following parameters will apply:
    - The Department Chairperson will serve as an ex-officio, non-voting member of the Search Committee.
    - Including the Department Chairperson, at least two members of the Search Committee must have tenure in the Department of Special Education, one may be a nontenure track faculty member, and one may be a student.
  - The Search Committee shall advertise the position and recruit candidates in accordance with University rules.
  - The Search Committee shall narrow the pool of applicants to a short list of candidates who will be invited to campus.
  - The Search Committee shall seek feedback from faculty regarding the candidates who are invited to campus.
  - The Search Committee shall make recommendations for hiring (or not hiring) to the Department Chairperson. The Department Chairperson shall make appointment recommendations to the College Dean in accordance with University ASPT policies.
- Appointment
  - All tenured and tenure-track faculty members shall be given an opportunity to respond to a proposed hire through the “Recommendation For Academic Appointment To A Tenure-Track Position” form.
  - Initial appointments shall have the approval of the majority of all SED DFSC members and the majority of tenured faculty in the Department of Special Education.
  - A letter of intent to hire shall be issued from the Department Chairperson upon final approval of the appointment. The letter should set forth essential terms of

the employment and provide information regarding University policies. The letter of intent must be approved by the COE Dean and Provost. Employment shall not begin until the University issues an appointment contract.

- Reappointment
  - The probationary period is that period of professional service during which a faculty member does not hold tenure and is carefully and systematically observed by colleagues for the purpose of evaluation of professional qualifications. At the end of this period, the faculty member either receives tenure or is not reappointed. For a faculty member's initial reappointment and subsequent appointment decisions, the DFSC will utilize the following criteria:
    - Faculty members in the first probationary year will be recommended for reappointment upon documentation of satisfactory performance in teaching, scholarship, and service as defined in Part I, Section C of this document. First-year faculty members will be recommended for reappointment if the DFSC determines that the first-year faculty member has demonstrated:
      - commitment to students
      - excellence or promise of excellence in teaching
      - a strategy for developing as a scholar
      - willingness to engage in service
      - willingness to participate in the work of the Department as a colleague

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.

- Faculty members in and beyond the second year who are not tenured will be recommended for reappointment if the DFSC determines the faculty member has demonstrated:
  - a high commitment to students
  - excellence or developing excellence in teaching
  - performance of scholarly productivity connected to the mission of the College of Education and/or Department of Special Education that is open to review and validation by knowledgeable peers

- involvement in internal university service and external service to schools, other educational entities, professional associations, or organizations
  - participation in the work of the Department as a colleague.
- During the probationary period beyond the first year, performance in teaching, scholarly and creative productivity, and service should gradually increase, with the expectation that a faculty member will be highly productive across the areas during the years prior to the tenure decision. The DFSC will not recommend continued reappointment of a faculty member who fails to demonstrate competence in teaching, scholarship, or service appropriate to the college and department context.
- The SED DFSC will meet within the first 2 weeks of the fall semester to discuss the possibility of nonreappointment for a “second-year and beyond” faculty member. The SED DFSC will discuss the possibility of nonreappointment for a first-year faculty member in January upon receipt of annual performance evaluation materials (see Part III, Section C.6 of this document).
- Any member of the DFSC can call a meeting of the DFSC at any time to discuss the possibility of recommending nonreappointment for a faculty member who is in his or her probationary years of employment. The SED DFSC always has the option of requesting additional materials from a faculty member in order to make a decision regarding a recommendation for nonreappointment.
- Annual Performance Evaluation
  - The DFSC shall conduct annual performance evaluations of each tenure-line faculty member. In conducting such evaluations, the DFSC shall take into consideration the particular load assignment of each faculty member. The primary principle guiding the DFSC’s performance evaluation of a faculty member shall be the *quality* of work. While focusing on the activities of the preceding year, the performance evaluation should also consider the long-term contributions and accomplishments of the faculty member. There shall be no consideration of anonymous communications other than student evaluation of teaching.
  - Each faculty member will be evaluated according to the criteria outlined in the Appendix for teaching, scholarship, and service to determine: 1) whether or not his/her performance in the past year warrants a satisfactory performance rating in each of the areas and 2) whether or not the work in each area was meritorious, exceptionally meritorious, or not meritorious.
  - Satisfactory for each area will be evaluated according to the criteria outlined in the Appendix for teaching, scholarship, and service to determine
  - Performance-based shall be evaluated as “meritorious” “exceptionally

meritorious,” or “not meritorious” according to the criteria specified in Part I, Section C of this document and shared with the faculty member.

- The DFSC shall recognize that individual efforts and activities elicit different types of productivity (e.g., grant buyout). However, the quality of work completed by a faculty member in conducting an assignment constitutes the criteria on which performance evaluation decisions and summative reviews may be based. The DFSC and faculty member will negotiate and specify performance evaluation criteria that reflect an individual’s assignment in situations in which that assignment varies significantly from a standard assignment in teaching, scholarship, and service. In such cases, specific performance evaluation criteria will be delineated in writing and must be signed by the Chairperson of the DFSC and the faculty member.
- The DFSC will follow the ASPT calendar for performance evaluation review. The review dates are provided with the actions listed below. If the University is officially closed, the action scheduled for that date must be complete on the last working day prior to the closing.
  - By January 5<sup>th</sup>, faculty members must submit materials to the DFSC for an annual performance evaluation of their activities and accomplishments of the preceding year. Faculty members shall submit appropriate evidence of their accomplishments on forms provided by the DFSC. Additionally, each faculty member must submit an updated vita.
  - The DFSC must provide the faculty member with the annual performance letter by February 1<sup>st</sup>.
  - The DFSC must make the final recommendation for the performance evaluation to the faculty member and to the CFSC by February 15<sup>th</sup>.
  - Each faculty member has the right to appeal his or her annual performance evaluation to the CFSC. The faculty member must file an appeal with the CFSC by March 1<sup>st</sup>. Procedures for appealing are found in the University ASPT document [XIII F].
- Salary Incrementation
  - Standard Salary Increment
    - Per Section XII A. 2.b of the University ASPT document, 20% of the Department’s allocation shall be distributed as a standard increment payable as an equal percentage of base salary to all raise-eligible faculty members who receive Satisfactory Performance ratings.
    - Those faculty members receiving an Unsatisfactory Performance rating will not receive a standard salary increment for that year. Two consecutive Unsatisfactory Performance evaluations may lead to the

initiation of processes for the revocation of tenure and the termination of employment process (see Section XI of the *Faculty Appointment Salary Promotion and Tenure Policies*).

- Additional Salary Increment
  - Per Section XII A. 2.c of the University ASPT document, 80% of the Department's allocation shall be distributed as additional increments based on merit, market value, and equity adjustments.
  - All faculty members who receive Satisfactory Performance ratings will be considered for additional increments in one or more of the following areas. If there is an unsatisfactory performance rating overall, no standard-based increment or additional increment is provided.
    - Merit, Market Value, and Equity Adjustments  
All faculty members who have received a Satisfactory Performance rating will be reviewed for merit, market value, and equity adjustments to ensure that faculty salary increments:
      - based on merit are determined by whether a faculty member: (a) meets departmental ASPT guidelines (i.e., meritorious performance in all three areas or (b) exceeds departmental ASPT guidelines (i.e., exceptionally meritorious in one or more areas)
      - are competitive in terms of market value so that the Department can reward and retain a productive faculty; and
      - are competitive in terms of equity, so that faculty members at the same rank who have made comparable contributions to the Department over time (i.e., salary differential is not linked to a pattern of lower performance evaluations) do not have salaries that are significantly different.
    - Faculty members who qualify will receive merit, market value, and equity allocation determined by the DFSC.
  - Long-Term Contribution (LTC)
    - As a part of the 5-Year Posttenure Review all eligible tenured faculty members will submit an LTC Addendum to the DFSC materials entitled, "Long-Term Contribution" in teaching, scholarship, and service.

- The LTC Addendum shall include but not be limited to the following:
- A qualitative assessment of the significant accomplishments for the five years 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).
  - A set of goals for extending teaching, scholarship, and service over the coming 5 years. The faculty member may also wish to identify specific needs, opportunities to teach or develop courses in new areas, annual assignments that include a different mix of activities, support for pedagogical or scholarly work that involves request for new equipment or facilities, etc.

Faculty members who receive a positive 5-year review shall qualify for an LTC allocation determined by the DFSC. If a positive 5-year review (i.e., posttenure review) is received in a year when the University does not provide an annual raise to tenure-track faculty members, a faculty member can submit an LTC Addendum to the DFSC materials entitled, “Long-term Contribution” in teaching, scholarship, and service to the following year’s DFSC and request that he or she receive another post-tenure review in order to qualify for an LTC allocation determined by the DFSC. However, the faculty member must submit posttenure materials again 5 years after the first review (i.e., 5 years following the year when the University did not provide an annual raise to tenure-track faculty members).

- Short-Term Contribution (STC)

Faculty members receiving a Satisfactory Performance rating will be reviewed for additional compensation for their Short-Term Contribution (STC). Faculty members who submit evidence of performance in the areas of STC that is consistent with the criteria specified in Part I, Section C of this document and the Appendix in the areas of teaching, scholarship, and/or service will be considered for an STC allocation determined by the DFSC.

- Reporting to Faculty  
Salary increases will be allocated on the basis of performance evaluations and

will take into account market value and equity, Long-Term Contributions, and Short-Term Contributions. Each year, after the salary increase process is complete, the Department Chairperson will provide to each faculty member the amount of salary incrementation dollars awarded to each component.

#### **PART IV: TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

- A. Each year in its annual performance review letter to the faculty member, the DFSC will provide a formative evaluation of the extent to which the candidate is progressing toward meeting criteria for tenure and promotion in each area of work performance: scholarship, service, and teaching.
- B. A tenure review shall be conducted as a necessary step in the formulation of a written recommendation concerning tenure. This review shall support a departmental recommendation concerning tenure and be completed by the DFSC. Typically, probationary faculty apply for tenure and promotion during the year negotiated at the time of hire. As allowed by university policy (ASPT V.C.2.b), probationary faculty may apply for early tenure in unusual circumstances.
- C. For most faculty members, the reviews for tenure and promotion to Associate Professor will be concurrent.
- D. Individuals whose initial appointment was at the Associate level are expected to meet the tenure requirements stated in part G below in the sum of their credited time prior to initial appointment at ISU and their time at ISU.
- E. Untenured faculty members and those below the rank of Professor are urged to carefully consult the University ASPT policies to monitor their progress toward tenure and promotion.
- F. COVID Impact: The Department of Special Education recognizes the significant disruptive impact the COVID-19 pandemic had on many faculty's work in 2020 and 2021, with continued impact in 2022. To account for the varying nature and intensity of such disruption, adjustments to tenure and promotion criteria have been made, as explained in each area of work performance below.
- G. Specific criteria for each of the three areas of performance are below:

##### 1. Teaching

A candidate for tenure and promotion to Associate Professor will submit to the DFSC evidence of high-quality teaching. This evidence should communicate relevant pedagogical knowledge and the delivery of high-quality educational experiences for students.

The Department of Special Education values the research that has been conducted on student responses to teaching, particularly the research that indicates that student responses to teaching have inequitable and negative impact on faculty from underrepresented communities and women ([Anderson & Smith, 2005](#); [Boring et al., 2016](#); [Fan et al., 2019](#); [Heffernan, 2021](#); [Hutson, 2005](#); [MacNell et al., 2015](#); [Valencia, 2020](#)). The materials upon which faculty members are evaluated shall include student reactions to teaching performance. However, the DFSC will consider data from student responses to teaching only within the context of other teaching artifacts and the candidate's reflection on teaching development, limiting the weight of student surveys and giving more

weight to the candidate's artifacts and reflections.

The University's Framework for Inclusive Teaching Excellence includes six dimensions. Candidates should include evidence of excellence for the dimension of Impact of Course Design and two additional dimensions of the framework (Science of Learning, Evidence-Based Pedagogy, Classroom Climate & Culture, Feedback & Assessment Loop, or Data-Informed Reflection; see Appendix II). The candidate's narrative and supporting materials should evidence excellence in teaching as represented by ongoing, sustained, and reflective development. The DFSC must consider contextual factors that impact teaching performance, such as number of course preps, number of students, number of course redesigns, or contributions to continuity in a course the program. Candidates should include a paragraph summarizing these contextual factors.

Successful candidates will have evidence of some teaching activities that involve mentorship in student research, honors projects, independent studies, dissertation, including service on dissertation committees at other institutions, thesis committees, and mentorship of students. Additionally, the DFSC will recognize the impact of formal and informal mentorship provided in support of traditionally marginalized populations and faculty are encouraged to include their work in this narrative.

**Covid Impact:** For individuals applying for tenure in 2022, 2023, 2024, and 2025, a narrative of their professional growth and adjustments made to course delivery resulting from the pandemic, with supporting materials, may be used in lieu of one dimension of the Framework for Inclusive Teaching Excellence.

## 2. Scholarly activity

Generally, a successful record of scholarship productivity for tenure will include active scholarship engagement evidenced by **at least ten of the following scholarship activities:** published articles and book chapters, books, monographs, conference presentations, conference proceedings, data collection, grant progress and final reports, grant proposals, multimedia products, progress reports on in-process research projects, policy briefs, public scholarship products, published essays or opinion pieces, technical papers, and video or audio productions.

Of those ten scholarship activities, a **minimum of five must be journal articles or book chapters, with at least three of those five publications being peer-reviewed journal articles.** Publications clearly in press are counted toward those five publications, as well as publication during the calendar year of hire. The application narrative should include future scholarly goals. External grant awards for which the candidate is Principal Investigator or Co-Principal Investigator would typically reduce the expected number of publications to no fewer than three. Authorship or editorship of a book would typically reduce the expected number of publications to no fewer than three.

**Covid Impact:** The Department of Special Education recognizes that the COVID-19 pandemic disrupted scholarship for many faculty members. Faculty members may have lost access to school and community research sites, may have increased time to publication because of COVID-induced or amplified bottlenecks



in review processes, may have necessarily shifted additional workload time to teaching to meet the complicated demands of the time, and may have had personal COVID impact factors that impacted scholarship. For these reasons, the following adjustments will be made to criteria for successful tenure applications in regard to scholarship:

The DFSC recognizes that COVID may have an impact on individuals applying for promotion and tenure in upcoming years. For individuals submitting materials for promotion and tenure **in 2022, 2023, 2024, or 2025**, a successful scholarship portfolio will include **at least six of the following scholarly activities**: published articles and book chapters, books, monographs, conference presentations, conference proceedings, policy briefs, multimedia products, grant proposals, grant progress and final reports, public scholarship products, technical papers, published essays or opinion pieces, data collection, progress reports on in-process research projects, and video or audio productions. For individuals submitting materials **in 2022, 2023, 2024, or 2025** a successful scholarship portfolio will include a minimum of three peer-reviewed journal articles or book chapters.

3. Service

At a minimum, a service record worthy of tenure is demonstrated by documented service to the Department, College, University, and/or the profession outlined in the Appendix.

H. Procedures (all dates are determined by University ASPT policies)

1. By September 1, the Department Chairperson seeks notification from all faculty members who are eligible for tenure and promotion to Associate Professor.
2. The DFSC suggests a possible mentor to each individual for assistance with completion of the application portfolio.
3. By November 1, candidates submit materials to the DFSC, using the CFSC form.
4. By November 15, the DFSC notifies candidates of intended recommendations. The DFSC or candidates may request a meeting to discuss recommendations.
5. By December 1, the DFSC informs candidates of final recommendations.
6. By December 15, the DFSC forwards recommendations to the CFSC.

I. See the University ASPT document (Section XIII) for appeal policies and procedures.

## **PART V: PROMOTION TO FULL PROFESSOR**

- A. The DFSC may initiate a recommendation with respect to promotion in rank. In addition, faculty members may request consideration for promotion and provide the documentation supporting the request. In either case, the DFSC shall conduct a promotion review culminating in the formulation of a written recommendation.
- B. The attainment of successively higher academic ranks marks professional growth and the achievement of status within a discipline. Further, such status is generally expected to be demonstrated by a sustained record of professional competence. Hence, promotions are neither automatic nor the product of any set formula based on yearly performance-evaluation ratings.

### C. Specific Criteria

A candidate for promotion from associate professor to professor, in addition to meeting requirements outlined in the University ASPT document, will submit to the DFSC a portfolio of organized and selected materials representing the candidate's work in teaching, scholarly 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 productivity, and service to the profession and to Illinois State University. The portfolio must also include copies of prior annual performance-evaluation reviews.

### D. Procedures

1. By September 1, the Department Chairperson seeks notification from all persons applying for promotion to Professor for the following academic year.
  2. The DFSC suggests a possible mentor to each individual for assistance with completing the application materials.
  3. By November 1, candidates submit materials to the DFSC, using the CFSC form.
  4. By November 15, the DFSC notifies candidates of intended recommendations. The DFSC or candidates may request a meeting to discuss recommendations.
  5. By December 1, the DFSC informs candidates of final recommendations.
  6. By December 15, the DFSC forwards recommendations to the CFSC.
- E. See the University ASPT document (Section XIII) for appeal policies and procedures.

## **PART VI: POSTTENURE REVIEWS**

- a. The DFSC shall conduct 5-year reviews of all tenured faculty members. These reviews provide an opportunity for better planning and coordination of responsibilities between the Department and individual faculty members, as well as an opportunity for faculty members to view their work in a multi-year context. It also represents an opportunity to reward faculty members for their Long-Term Contributions to the Department, College, University, and the field.
- b. In the year of the 5-year posttenure review, faculty members shall submit, along with their annual performance evaluation materials, a Long-Term Contribution (LTC) Addendum as described in Part III, Section D.2.b of this document.
- c. The DFSC shall offer each faculty member undergoing a posttenure review the option of having an informal nonrecorded discussion that focuses on any questions or concerns regarding the DFSC's post-tenure review. In addition, any faculty member may request an informal discussion with the DFSC at any time.
- d. If the DFSC recognizes after having conducted a posttenure review that serious, unresolved deficiencies exist, the faculty member in consultation with the DFSC shall develop a plan for remediation of these deficiencies. The faculty member shall provide ongoing documentation to the departmental chair of progress toward remediation of deficiencies outlined in the plan. Future annual summative reviews of performance shall assess the extent to which the plan has been acted upon until the deficiencies are eliminated.

## **PART VII: TERMINATION**

### A. Probationary Faculty

A recommendation for nonreappointment 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. In accordance with section XI.A.2. of the University ASPT Policies, notice of termination shall be given no later than March 1 of the first academic year of service; or, if a 1-year appointment terminates during an academic year, at least 3 months in advance of its termination; no later than February 1 of the second academic year of service; or, if the appointment terminates during an academic year, at least 6 months in advance of its termination; at least 12 months before the termination of an appointment after 2 or more years of service. Nonreappointment can also be the result of a negative tenure review.

### B. Tenured Faculty

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

## **PART VIII: REVIEW OF DEPARTMENTAL POLICIES AND PROCEDURES**

- A. These policies and procedures will be reviewed every five years; whenever changes in University policies and procedures are made; and/or whenever a majority of the tenure-track faculty requests a review.
- B. Amendments may be made by approval of two-thirds of the probationary tenure-track and tenured faculty members in the Department.
- C. Revisions of the policies and procedures described herein must be approved by the SED faculty and submitted to the CFSC by May 1 of any year.
- D. Approved revisions must be distributed to faculty members no later than December 15 of any year.

**DEPARTMENT OF SPECIAL EDUCATION  
ASPT APPENDIX**

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## **PREFACE TO APPENDIX**

The attainment of successively higher academic ranks at Illinois State University marks professional growth and the achievement of status within a discipline. Further, such status is generally expected to be demonstrated by a sustained record of professional competence. Hence, promotions are neither automatic nor the product of any set formula based on yearly performance-evaluation ratings (Appointment Salary Promotion Tenure [ASPT], Section VIII.A.). This Appendix addresses Annual Performance criteria in the Department of Special Education.

At any time, if there are changes to any other section of the Department of Special Education ASPT that affects the Appendix, the Department Faculty Status Committee (DFSC) shall consult with the faculty about appropriate changes to the Appendix in accordance with University ASPT policy (ASPT V1 (a) & (b)). This document shall be effective upon College Faculty Status Committee (CFSC) approval. Once approved by the CFSC, the effective date will be recorded here: November 6, 2020

## **A. TEACHING**

To document contributions in the area of teaching, faculty members shall submit student course evaluations and syllabi for all courses taught during the evaluation period. Faculty members must also submit at least one other artifact documenting teaching contributions and provide the DFSC a reflection/explanation that puts the artifact(s) in context.

### **Satisfactory and Meritorious Performance in Teaching**

An annual “satisfactory” in teaching requires that faculty adhere to 1.17 Code of Ethics, 1.17A Code of Ethics: Professional Relationships, 1.1 Equal Opportunity/Non- Discrimination Statement and Policy, 1.12 Anti-Harassment and Non-Discrimination Policy 3.3.12A. Faculty Responsibilities to Students, current consensual relations policy, and/or any other current Illinois State University policy as it relates to teaching.

In addition, an annual “satisfactory” teaching record is demonstrated by meeting all of the criteria under Factors Used for Evaluating Teaching and a total of four activities representing at least two different areas under Common Teaching Activities. Judgments will be based on individual course assignments. Consistent patterns over time, course syllabi, student evaluations, and other methods of evaluation (e.g., peer, portfolio) will be used for documentation. The criteria for Meritorious Performance in teaching is the same as Satisfactory; however, Meritorious Performance has to with merit pay and Satisfactory is the indicator of overall performance in the area.

### **I. Factors Used for Evaluating Teaching**

#### **A. Factors Used for Evaluating Teaching**

1. Provide students with current syllabi that make expectations clear, are well organized, and contain clear evaluation procedures and appropriate course objectives.
2. Handle clerical duties related to teaching promptly and efficiently to support student learning (e.g. releasing grades and/or giving feedback with enough time for students to make informed decisions, submitting final grades, filing independent study forms).
3. Ensure that classes meet as scheduled in the course catalog and syllabus. Obtain prior approval from the Chairperson to modify changes in delivery or schedule. Planned absences are covered in a professional manner with appropriate documentation.

#### **B. Pedagogy**

1. Demonstrate versatility and flexibility to successfully teach assigned courses with a variety of students and provide accommodations according to University policy.
2. Provide students with prompt, ongoing, formative and summative feedback that



supports student learning.

3. Involve students in the learning process.
4. Provide learning activities that are related to the goals and objectives of the course.
5. Provide learning activities that are related to the goals and objectives of the course.
6. Demonstrate the use of a variety of instructional strategies according to the level of students, course content, and course outcomes being taught.

#### C. Interaction with Students

1. Treat students fairly without exploitation and without discrimination based on irrelevancies as detailed in the Illinois State Equal Opportunity and Affirmative Action policies.
2. Provide structure and feedback to facilitate students' ability to critically and respectfully engage in discussion.
3. Demonstrate accessibility by posting and observing a reasonable number of regular office hours during which the faculty member will be available for student conferences.
4. Respond to students in a timely fashion during the typical workweek and academic calendar while under contract.

#### D. Content

1. Provide course content that is reflective of best practices in the discipline.
2. Provide content that is matched to the goals and objectives of the course.

## **II. Common Teaching Activities**

#### A. Advising, Supervising, Guiding, and Mentoring

1. Serving on a thesis or dissertation committee.
2. Mentoring a master's capstone project.
3. Chairing a thesis or dissertation committee.
4. Mentoring an honor's project or an independent study.

5. Mentoring a doctoral student through practice teaching or a research project.
6. Advising or mentoring a student through an informal or formalized mentorship program.
7. Advising or sponsoring student organizations or co-curricular activities.
8. Serving on a dissertation or thesis committee at another university.
9. Coordinating certificate or degree programs.

#### B. Developing Learning Activities

1. Developing, reviewing, managing, and redesigning courses.
2. Developing and revising curriculum for a new or revised program.
3. Developing or reviewing teaching materials, manuals, or software.
4. Conducting study-abroad programs and submitting relevant documentation (e.g., reflection, student products, study evaluations).
5. Developing service learning and civic engagement within courses.
6. Embedding culturally responsive pedagogy.

#### C. Developing as a Teacher

1. Evaluating teaching of colleagues.
2. Conducting instructional and classroom research (e.g., SOTL).
3. Participating in college, department, or university-facilitated staff development opportunities (e.g., CTLT, university-sponsored conferences, brown bags).
4. Participating in professional development opportunities directly linked to teaching and learning that enhance instruction.
5. Nomination or receipt of teaching award.

6. Participating in activities to enhance and develop cultural competencies as a teacher educator.

### **Exceptionally Meritorious Performance in Teaching**

Teaching designated as Exceptionally Meritorious will meet ***all*** the criteria listed under “Factors used for evaluating teaching” in the Satisfactory/Meritorious category, ***PLUS at least one additional activity.***

**Use the guidelines and definitions below to explain and elaborate on the extent to which your work in the area of Teaching has met Exceptionally Meritorious standards.**

Teaching activities that may be considered exceptionally meritorious recognize the off-load commitments (e.g., time, effort, resources) to the development of our students at all levels. Activities that support, empower, or elevate the work of others in the department may also be recognized as exceptionally meritorious if adequately described/documented. Finally, teaching activities that are considered exceptionally meritorious include clearly demonstrated characteristics of responsiveness to students and/or the field, consistent personal goal-setting and growth, purposeful reflective practice, or alignment with department, college, or university strategic mission and goals. Faculty should provide information regarding the situation (context), role, and broader view of the results of their work.

Teaching activities that may be considered exceptionally meritorious reflect:

- ***Depth*** – Faculty demonstrate consistency and growth in specific professional goals/areas related to teaching and/or student support (e.g., advising).
- ***Innovation*** – Faculty demonstrate that their work and activities in teaching are continually and consistently informed by research and evidence-based practice in each respective field/specialty (e.g., Deaf education). Faculty apply for grants to support the development of teaching (e.g. technology grants). Faculty demonstrate ways in which they deliver instruction and support student learning in a variety of new and/or innovative ways.
- ***Impact*** – Faculty demonstrate the impact of their teaching and related activities by showing the ways that they have:
  - Applied their professional learning and development to their teaching
  - Articulated the impact of their teaching on students, colleagues, and/or field
  - Successfully reviewed and implemented accessibility or equity (EDIA) standards
  - Shown the alignment of their teaching activities to department, college, and/or university goals (e.g., Framework for Inclusive Teaching Excellence)
  - Included and applied service learning/civic engagement activities in teaching
  - Engaged the local community (e.g., local schools, community groups) in student learning

- **Collaboration** – Faculty plan and engage in meaningful collaborations across specialty/major areas (e.g., LBS, LVB, DHH), content areas, disciplines/departments that enhance and extend student learning.

Some activities that may be considered Exceptionally Meritorious may include (but not limited to):

- Item(s) from the lists under Teaching, section A, parts 1-2 (p. 24-26 in ASPT Appendix)
  - Supervising multiple independent study projects (including undergraduate honors projects)
  - Supervising multiple masters capstone research projects
  - Chairing a dissertation committee
  - Sitting on multiple dissertation committees
  - Leading/facilitating a course team (i.e., group of instructors who are teaching the same course/s)
  - Developing or significantly revising a curriculum, course sequence, or program in the department
  - Conducting an accessibility /EDIA audit that results in intensive & significant course revision or re-design
  - Coordinating/leading study abroad courses
  - Receiving internal or external teaching awards

### **Unsatisfactory Performance in Teaching**

An annual “unsatisfactory” teaching record is demonstrated by a lack of achievement of the criteria for Satisfactory Performance in Teaching. Additional factors that must be considered that can result in an unsatisfactory teaching record include documented evidence of a violation of University policy and/or permissible formal findings of violations from other University guiding bodies that include a recommendation for the finding to be considered by the DFSC for evaluation purposes in the Annual Review process. Examples include, but are not limited to:

- Failure to meet classes as scheduled without authorization by the Department Chairperson.
- Failure to implement any required actions as stated in previous DFSC annual performance letters.
- Reoccurring pattern of not responding to reasonable student requests for information and assistance.

## **B. SCHOLARSHIP**

An annual “satisfactory” in scholarship requires that faculty adhere to 1.17 Code of Ethics, 1.17A Code of Ethics: Professional Relationships, 1.8 Integrity in Research and Scholarly Activities, 1.1 Equal Opportunity/Non-Discrimination Statement and Policy, 1.2 Anti-Harassment and Non-Discrimination Policy, or any other current University policy as it relates to scholarly activities.

In addition, an annual “satisfactory” record of scholarship is demonstrated by submitting at least ONE product from Publications, Presentations, Grants, and Reviews; and at least ONE product from any of the five groups described below. The categorization of the items in the Appendix under scholarship do not necessarily describe their value in terms of contribution toward tenure and promotion or merit pay. For guidance on tenure and promotion requirements, faculty should read the sections on tenure and promotion in the Department, College, and University ASPT documents. For guidance on merit pay, faculty should read Departmental documents related to merit pay

### **Satisfactory and Meritorious Performance in Scholarship**

#### **A. Publications**

1. Authoring published peer-reviewed journal articles, chapters, monographs, conference proceeding, or books.
2. Authoring published editorially reviewed books, articles, chapters, conference proceedings, technical documents, computer programs, etc. that are disseminated to a regional, state, national, or international audience.
3. Authoring published written materials, films/videos, tapes, computer programs, open letters, responses, manuals, monograph, book review, letter to the editor, etc. that are disseminated to a regional, state, national, or international audience.
4. Authoring an in-press publication.

#### **B. Presentations**

1. Delivering a scholarly presentation at a state, regional, national, or international conference.
2. Delivering an invited or keynote presentation.
3. Delivering a scholarly presentation through an online platform (e.g., a webinar).

### **C. Grants**

1. Awarded external national, state, or regional grant.
2. Awarded internal university grant.
3. Submitting competitive external national grant proposal(s).
4. Submitting competitive external state or regional grant proposal(s).
5. Submitting internal university grant proposal(s).
6. Maintaining ongoing awarded grant-related duties.
7. Writing and submitting required grant and contract reports.

### **D. Reviews**

1. Serving as a journal editor or editorial board member, refereeing or editing journal articles, grant proposals, and book manuscripts.
2. Serving as a guest editor of a state, national, or international publications.
3. Reviewing articles or monographs for editors (field/guest reviewer).
4. Reviewing book manuscripts for a publisher.

### **E. Work in Progress**

1. Submitting scholarly work from 1.a., 1.b., and 1.c.
2. Documenting scholarly works in progress from 1., 2., 3., and 4.

## **Exceptionally Meritorious Performance In Scholarship**

If two (2) of the items you include under Satisfactory/Meritorious are on the list below, then your work qualifies for the Exceptionally Meritorious designation.

1. Peer-reviewed journal articles
2. Book chapters
3. Books
4. Conference proceedings that are the equivalent of a peer-reviewed manuscript
5. Awarded external competitive grants
6. Submitting competitive external grants.
7. Ongoing grant implementation and reporting
8. Awarded internal competitive grants
9. Receiving internal or external research awards.

In some cases, a single research activity from the list above (rather than two) may be considered Exceptionally Meritorious if that research activity involves substantial work and contribution to the field; however, it is the DFSC that decides if this exception is warranted. The faculty member should explain why that one product is equivalent to two products from the list above.

The DFSC acknowledges and values all kinds of scholarship methodologies (e.g., quantitative, qualitative, single case, etc.) and all avenues of peer-reviewed publication (e.g., research journal, practitioner journal, open access, etc.), regardless of the level of authorship awarded.

### **Unsatisfactory Performance in Scholarship**

An annual “unsatisfactory” scholarship record is demonstrated by a lack of achievement of the criteria for Satisfactory Performance in Scholarship. Additional factors that must be considered that can result in an unsatisfactory scholarship record include documented evidence of a violation of University policy and/or permissible formal findings of violations from other University guiding bodies that include a recommendation for the finding to be considered by the DFSC for evaluation purposes in the Annual Review process. Examples include, but are not limited to documented instances of:

- Misrepresenting scholarly accomplishments.
- Failing to complete assigned duties related to a grant award. Demonstrating unprofessional behaviors in scholarly endeavors, e.g., misrepresentation of scholarship, not maintaining IRB protocol, misuse of funds.
- Participating in intentionally unethical research practices.
- Failure to implement any required actions as stated in previous DFSC annual performance letters.

## C. **SERVICE**

### **Satisfactory and Meritorious Performance**

An annual “satisfactory” in service requires that faculty adhere to 1.17 Code of Ethics, 1.17A Code of Ethics: Professional Relationships, 1.1 Equal Opportunity/Non- Discrimination Statement and Policy, 1.2 Anti-Harassment and Non-Discrimination Policy, or any other current University policy as it relates to internal and external service.

Further, your participation in faculty meetings is expected as part of our shared governance model. An annual “satisfactory” service record is demonstrated by documentation of involvement in at least TWO activities from any of the three groups described below. At least one activity must come from Group 1: Service to the Department. Faculty within their first year of appointment are not required, per contract, to participate in Department, College, or University committees.

#### 1. Service to the Department

- a. Developing partnerships with and supporting schools for the purposes of scholarship, clinical placements, and enhancing teaching.
- b. Planning for workshops, seminars, or conferences for the department.
- c. Chairing or leading a Department committee.
- d. Active involvement as a member of a Department standing committee.
- e. Active involvement as a member of an ad hoc committee, task force in the Department.
- f. Major involvement with curriculum development, program review, policy document review, etc. for the department.
- g. Serve as an advisor to Department sponsored RSO.
- h. Providing other services to the Department.

#### 2. Service to the College/University

- a. Active involvement as a member of a College or University standing committee.
- b. Active involvement as a member of a College or University ad hoc committee or task force.
- c. Chairing or leading a College or University committee.



- d. Planning and/or implementing workshops, seminars, or conferences for the College or University groups.
  - e. Nomination or receipt of an award from the College or University that recognizes service related to the profession.
  - f. Serve as an advisor to a non-departmental sponsored RSO.
  - g. Providing other services to the College/University.
3. Service to the Profession (e.g., schools, agencies, organizations)
- a. Providing staff development workshops.
  - b. Providing consultation services.
  - c. Conducting an evaluation for a program, agency, or accreditation organization.
  - d. Reviewing curriculum or curricular materials.
  - e. Submitting or obtaining a competitive grant proposal for an external entity for activities related primarily to service.
  - f. Serving as an advisor or board member to an educational, civic, social, business, or other groups related to the profession.
  - g. Holding office in a state or national professional organization related to education.
  - h. Reviewing state or federal grant proposals.
  - i. Providing volunteer services to the education community and profession.
  - j. Serving on a state or national task force.
  - k. College or University groups.
  - l. Nomination or receipt of an award from groups outside of the University that recognizes service related to the profession.
  - m. Serving as a conference program chairperson (state, regional, national, or international).
  - n. Chairing a strand or special interest group for a state, regional, national, or international conference.

## Exceptionally Meritorious Performance in Service

Professional service designated as Exceptionally Meritorious will meet ***all*** of the criteria listed in the Satisfactory/Meritorious category, ***PLUS documentation of additional internal or external service activities in multiple areas.***

**Use the guidelines and definitions below to explain and elaborate on the extent to which your work in the area of Service has met Exceptionally Meritorious standards.**

- Item(s) from the lists under Service, section A, parts 1-3 (p. 31-32 in ASPT Appendix)
- Provide information about your role/responsibilities and the expectations of the context of your service engagements
- Provide information about internal or external service awards

Some professional service activities that may be considered exceptionally meritorious include, but are not limited to:

- Serving as an elected member of multiple committees
- Serving in a leadership role as an elected member of a committee (e.g., Chair of College of Education Council).
- Work that is significantly time-consuming.

## Unsatisfactory Performance in Service

An annual “unsatisfactory” service record is demonstrated by a lack of achievement of the criteria for Satisfactory Performance in Service. Additional factors that must be considered that can result in an unsatisfactory service record documented evidence of a violation of a University policy and/or permissible formal findings of violations from other University guiding bodies that include a recommendation for the finding to be considered by the DFSC for evaluation purposes in the Annual Review process. Examples include, but are not limited to:

- Misrepresenting service accomplishments.
- Failing to fulfill service commitments and attend required committee or task force meetings within the Department, College, and University.
- Demonstrating unprofessional behaviors in service activities.
- Failure to implement any required actions as stated in previous DFSC annual performance letters.

**DEPARTMENT OF SPECIAL EDUCATION  
ASPT ADDENDUM**

# **DEPARTMENT OF SPECIAL EDUCATION**

## **APPOINTMENT, SALARY, PROMOTION, AND TENURE (ASPT) ADDENDUM I**

### **2020 FACULTY EVALUATION AND PRODUCTIVITY DUE TO CORONAVIRUS DISEASE**

The DFSC recognizes that this unique time during the COVID-19 pandemic necessitates flexibility regarding faculty evaluation. The DFSC acknowledges that sociocultural and historical inequities become amplified in such times of crisis. These sociocultural and historical inequities impact the work that faculty engage in both inside and outside of the academy. The DFSC must acknowledge these broader circumstances as they conduct 2020 Annual Performance Reviews.

The DFSC would like to emphasize that faculty are neither expected nor required to disclose specific personal and family events or situations. Rather, faculty are invited to describe and contextualize how additional or shifting professional and academic activities due to the current pandemic have impacted their performance and/or productivity. The DFSC recognizes that while additional and/or shifting aspects of faculty work are often not quantifiable, they still matter.

In recognizing that most faculty members shifted their workload from a traditional balance across the three areas to an almost exclusive focus on teaching and in recognizing the unique challenges of teaching during a pandemic, the DFSC will use new criteria for the 2020 Annual Performance Review.

The criteria are:

#### **Teaching**

Satisfactory performance in teaching for 2020 is defined as having taught assigned courses. Unsatisfactory performance in teaching for 2020 is defined as having failed to teach assigned courses.

#### **Scholarship**

Satisfactory performance in scholarship for 2020 is defined as having engaged in at least one activity from any of the scholarship activities listed in Appendix A or having submitted a one- to two-paragraph reflection of how the pandemic impacted scholarship activities in 2020. Unsatisfactory performance in scholarship for 2020 is defined as having engaged in no activities from any of the scholarship activities listed in Appendix A and not having submitted a reflection on how the pandemic impacted scholarship activities in 2020.

#### **Service**

Satisfactory performance in service for 2020 is defined as having engaged in at least one activity from any of the service activities listed in Appendix A or having submitted a one- to two-paragraph reflection of how the pandemic impacted service activities in 2020.

Unsatisfactory performance in service for 2020 is defined as having engaged in no activities from any of the service activities listed in Appendix A and not having submitted a reflection on how the pandemic impacted service activities in 2020.

Overall performance will be assessed as satisfactory if at least one of the three areas (teaching, scholarship, and service) is assessed as satisfactory. Overall performance will be assessed as unsatisfactory performance if none of the three areas (teaching, scholarship, and service) are assessed as satisfactory.

For the 2020 Annual Performance Review, each faculty member must submit their curriculum vita. Faculty members have two options for submitting productivity reports. First, faculty members have the option of submitting a full portfolio, using the existing data-collection and including the accompanying artifacts, to receive thorough, formative feedback regarding progress toward promotion and tenure based on expectations in the current ASPT document. Second, faculty members also have the option to share a brief reflection statement of one to two paragraphs for each of the three areas of evaluation. Student response surveys are not a required component of either productivity report option.

# **DEPARTMENT OF SPECIAL EDUCATION**

## **APPOINTMENT, SALARY, PROMOTION, AND TENURE (ASPT) ADDENDUM II**

### **2021 FACULTY EVALUATION AND PRODUCTIVITY DUE TO CORONAVIRUS DISEASE**

The DFSC recognizes that this unique time during the COVID-19 pandemic necessitates flexibility regarding faculty evaluation. The DFSC acknowledges that sociocultural and historical inequities become amplified in such times of crisis. These sociocultural and historical inequities impact the work that faculty engage in both inside and outside of the academy. The DFSC must acknowledge these broader circumstances as they conduct 2021 Annual Performance Reviews and applications for tenure and/or promotion submitted in 2021.

The DFSC would like to emphasize that faculty are neither expected nor required to disclose specific personal and family events or situations. Rather, faculty are invited to describe and contextualize how additional or shifting professional and academic activities due to the current pandemic have impacted their performance and/or productivity. The DFSC recognizes that while additional and/or shifting aspects of faculty work are often not quantifiable, they still matter. The DFSC recognizes that for many faculty members the disruptive impacts of the pandemic did not cease simply because they adjusted to online teaching, learning, and working.

In recognizing the varying, ongoing effects of the pandemic during 2021, which includes ongoing impact, the need for recovery, and a thoughtful transition back to campus, the DFSC will use the following criteria for the 2021 Annual Performance Review.

The criteria are:

#### **Teaching**

Satisfactory performance in teaching for 2021 is defined as having taught assigned courses. Unsatisfactory performance in teaching for 2021 is defined as having failed to teach assigned courses.

#### **Scholarship**

Satisfactory performance in scholarship for 2021 is defined as having engaged in at least one activity from any of the scholarship activities listed in the SED ASPT policy document or having submitted a one- to two-paragraph reflection of how the pandemic impacted scholarship activities in 2021.

Unsatisfactory performance in scholarship for 2021 is defined as having engaged in no activities from any of the scholarship activities listed in SED ASPT policy and not having submitted a reflection on how the pandemic impacted scholarship activities in 2021.

#### **Service**

Satisfactory performance in service for 2021 is defined as having engaged in at least one activity from any of the service activities listed in SED ASPT policy or having submitted a one- to two-paragraph reflection of how the pandemic impacted service activities in 2021.

Unsatisfactory performance in service for 2021 is defined as having engaged in no activities from any of the service activities listed in SED ASPT policy and not having submitted a reflection on how the pandemic impacted service activities in 2021.

**Overall Performance**

Overall performance will be assessed as satisfactory if at least one of the three areas (teaching, scholarship, and service) is assessed as satisfactory. Overall performance will be assessed as unsatisfactory performance if none of the three areas (teaching, scholarship, and service) are assessed as satisfactory.

For the 2021 Annual Performance Review, each faculty member must submit their curriculum vita. Faculty members have two options for submitting productivity reports. First, faculty members have the option of submitting a full portfolio, using the existing data-collection and including the accompanying artifacts, to receive thorough, formative feedback regarding progress toward promotion and tenure based on expectations in the current ASPT document. Second, faculty members also have the option to share a brief reflection statement of one to two paragraphs for each of the three areas of evaluation. Student response surveys are not a required component of either productivity report option.