

ILLINOIS STATE UNIVERSITY

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

DEPARTMENT FACULTY STATUS COMMITTEE POLICIES AND PROCEDURES

The Department Faculty Status Committee (DFSC) in the Department of Family and Consumer Sciences has developed this document to further interpret University ASPT policies outlined in the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. The DFSC shall observe strict confidentiality regarding its deliberations and recommendations. Updated and approved by the faculty May 11, 2023.

I. Department Faculty Status Committee

A. Composition and Elections

The DFSC is composed of three elected faculty members whose locus of tenure is within the Department of Family and Consumer Sciences and the Chairperson of the Department, who is an ex officio voting member and Chairperson of the Committee. The majority of the elected committee members must be tenured. Faculty members are elected for two-year staggered terms. No faculty member shall serve for more than two consecutive terms. 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. A DFSC member may not participate in deliberations regarding their own evaluations or those of spouses or other relatives by law or by consanguinity. The elected members of the DFSC are voting members of the committee but shall be recused from voting in their own review without being replaced on the committee. A faculty member may also request the recusal of one member of the DFSC without specifying a reason. In this situation, the recused member will not be replaced. Recusal requests must be submitted electronically to the Chairperson by the date that dossier materials are due, in accordance with the Illinois State University ASPT calendar. Full-time vacancies for the DFSC must be filled using the election process. Election procedures including search committee appointments are outlined in the Operating Code of the Department of Family and Consumer Sciences.

B. Department Faculty Status Committee (DFSC) Responsibilities

1. The DFSC is responsible for conducting pre-tenure reappointment reviews. A pre-tenure reappointment review is an evaluation of a probationary faculty member's professional activities and performance that culminates in a recommendation with regard to whether or not the probationary faculty member shall be reappointed for the coming year. Pre-tenure reappointment reviews shall be conducted annually until such time as the faculty member has been recommended for tenure in the University or has been given a notice of non-reappointment.
2. The DFSC is responsible for conducting annual summative reviews of a faculty member's professional activities and performance for purposes of determining performance-evaluated salary increments.
3. The DFSC is responsible for conducting reviews of a faculty member's professional activities and performance for purposes of formulating recommendations for promotion and tenure.
4. The DFSC is responsible for conducting reviews of a faculty member's professional activities and performance for purposes of conducting post-tenure reviews in accordance with Department, College and University policies.

5. The DFSC is responsible for conducting reviews of a faculty member's professional activities and performance for purposes of addressing cases for dismissal.

In support of any of these evaluative activities, the DFSC shall collect information from each faculty member that includes, but shall not be limited to, systematically gathered student reactions to teaching performance. The anonymity of students shall be preserved as far as possible. Anonymous communications (other than officially collected student reactions to teaching performance) shall not be considered in any evaluative activities. The DFSC shall make every reasonable effort to consider the most reliable evidence available for use in their deliberations.

C. Policies and Procedures

1. Following appropriate faculty input, the DFSC shall develop policies and procedures for appointment, reappointment, performance evaluation, promotion, tenure, and post-tenure reviews. These policies and procedures must be approved by the majority vote of the Department prior to January 1 of the year in which the policies and procedures take effect. Copies of these policies and procedures shall be distributed to each Department faculty member.
 - a. Annually by March 31, the DFSC will review the Department policies and procedures based on that academic year's work and any informal faculty input, in order to identify areas that may need updating, either immediately or at the next five-year review.
 - b. At least every five years, the DFSC shall formally invite input from Department faculty at a Department meeting regarding recommended revisions to the Department policies and procedures included recommended updates to areas of policy that should reflect innovations, cutting-edge types of productivity, and changes in scholarly/creative/pedagogical topic areas and methods. Based on this input, the DFSC shall present to faculty the revisions that it endorses. Following discussion and possible amendments, the Department faculty will vote upon the proposal revisions as per I.C.1.

II. General Statements on Teaching, Scholarship and Service

A. Teaching

Teaching is central to the mission of the Department. *Teaching includes all interactions between faculty and students that focus on the enrichment of student skills, knowledge, understanding, and personal growth. Such interaction is not limited to the classroom but rather occurs in a broad variety of settings.* Satisfactory performance in teaching would include (but not be limited to): 1) good faculty evaluations by students, superiors and peers, where appropriate, 2) positive comments from students, 3) organized course syllabi with course expectations and objectives clearly outlined, 4) evidence of teaching methods that coincide with a faculty member's teaching philosophy, 5) incorporation of diversity in classes, and 6) learning activities that are appropriate to the content, course type and course level.

Documentation submitted for evaluation should provide multiple indicators of teaching quality; one of these must be student reaction to teaching from the Individual Development and Educational Assessment (IDEA) teaching evaluation system. It is the policy of the Department of Family and Consumer Sciences to conduct student evaluations of all courses taught during the spring, summer, and fall semesters. All student evaluations will be considered by the DFSC when evaluating teaching performance. In addition, faculty in the Department of Family and Consumer Sciences are also asked to provide evidence of incorporation of diversity (including cultural, ethnic, racial, disabilities, age, and gender) in their teaching activities.

Faculty should demonstrate contributions to curricular development and improvement, good mentoring of students in and out of the classroom, and an ability to help students apply theory to practice. For illustrative examples of these teaching activities and evaluation factors that may be used in the portfolio, see pages 84-86 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. In the documentation submitted, a short narrative should be included. The narrative allows faculty an opportunity for professional reflection of their teaching in the prior calendar year.

B. Scholarly and Creative Productivity

Scholarly and creative productivity has been defined as “a formal procedure which 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.” (*Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*). Scholarly and creative productivity includes, but is not limited to, peer-reviewed authorship, application for and/or receipt of grants, creative outcomes, presentations of professional papers, and other achievements specific to particular disciplines and areas of study. It is the responsibility of faculty members to determine the credibility of their publication outlets. While we value first-authored and sole-authored works, these authorship positions are not viewed as more or less important than other peer-reviewed outcomes. Additionally, we value the inclusion of students as co-authors on peer-reviewed outcomes but these works are not viewed as more or less important than other peer-reviewed outcomes. Satisfactory performance in scholarly and creative productivity would include, but not be limited to, demonstrated evidence of the achievement of short and long term scholarly and creative productivity goals. This would include an identifiable scholarly and/or creative agenda and consistent progress being made in the development and dissemination of the discovery and integration of knowledge, critical analysis, and products and performances. For the purposes of annual review, publications will be recognized in the year published and other scholarly and creative activity in the year presented. For illustrative examples of scholarly activities that may be recognized as such by the institution see pages 86-87 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. Scholarly and creative productivity is an integral component of contribution to the department and the profession. In the documentation submitted, a short narrative (no more than one page) should be included. The narrative allows faculty an opportunity for professional reflection of their scholarly and creativity productivity in the prior calendar year.

C. Service

Faculty are expected to provide service to their Department, the College and the University as well as to their professional organizations and practitioners. Service includes faculty contributions, both internal and external to the University, to specific disciplines, and faculty participation in the shared governance and operation of the University. Satisfactory performance in service would include, but not be limited to, participation in both professional and University service commensurate with rank. The applied nature of programs in the Department provides multiple opportunities for faculty members to engage in service activities. Service in which faculty members apply their unique expertise to improve professional practice or to enrich community life is recognized. For illustrative examples of service activities that may be pursued see pages 87-88 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. In the documentation submitted, a short narrative (no more than one page) should be included. The narrative allows faculty an opportunity for professional reflection of their involvement in service in the prior calendar year.

D. Re-Assigned Time and Leaves

When faculty are assigned unique teaching responsibilities within and outside the Department (i.e., supervision of student teachers, professional practice interns) and/or are provided reassigned time for scholarly and creative

productivity and/or service (i.e., academic advisement, program administration) equal to or exceeding .25 FTE, Department Faculty Status Committees must consider such responsibilities and associated evidence for annual evaluation/tenure/promotion.

1. Re-Assigned Time - Scholarly and Creative Productivity

Faculty are responsible for providing evidence of their scholarly and creative productivity as specified in Section II-B of the DFSC Policies and Procedures.

2. Re-Assigned Time – Teaching and/or Service

Faculty are responsible for submitting written evaluation from constituencies served or supervisors in charge of the program/unit to which assigned and a summary statement reflecting on expectations, responsibilities, and accomplishments. (A meeting with the DFSC is recommended for clarification or to discuss changes in the evaluation scheme or weighting.)

III. Reappointment Policies

Probationary faculty members are reviewed annually prior to determining recommendations for reappointment or non-reappointment. The DFSC invites probationary faculty members to submit evidence of accomplishment consistent with their assignment in teaching, scholarly and creative productivity, and service, to document progress toward the attainment of tenure and/or promotion. An informative written appraisal is provided to the faculty member annually by the DFSC identifying strengths and weaknesses and evaluating the candidate's progress toward the achievement of tenure and/or promotion.

IV. Tenure Policies

Probationary tenure-track faculty are responsible for demonstrating that the granting of tenure is warranted through their performance during the probationary period. An annual performance review by the DFSC and on-going supervision by the Department Chairperson will help to guide faculty during this probationary period. Criteria for tenure include satisfactory performance in teaching, scholarly and creative productivity, and service. It should be noted that satisfactory annual performance ratings will not necessarily ensure that criteria for tenure have been met.

To be granted tenure, faculty must document high-quality professional contributions, throughout the probationary period, in all three areas of performance review. Their work should demonstrate a positive impact on teaching, scholarship and service in their department and discipline. Faculty must show evidence of developing a focused area of scholarly expertise and demonstrate the ability to function as a contributing colleague within the culture of their Department, College and University. An individual who cannot qualify for promotion to Associate Professor at the time of tenure will ordinarily not be recommended for tenure. Information about the nature of tenure, general tenure policies, the criteria for tenure and procedural considerations related to tenure are outlined on pages 26-30 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*.

V. Post-Tenure Review Policies

Five-year post-tenure reviews shall be conducted for tenured faculty members in accordance with university policy as specified in pages 31-33 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*.

Five-year post-tenure reviews, when conducted, occur concurrently with annual performance appraisals. Post-tenure reviews offer faculty the opportunity to view their teaching, scholarly and creative productivity and service work in a multi-year context and enable departments to effectively plan how they will assist faculty in reaching departmental goals.

The post-tenure review will include a formal longevity review of a faculty member's compensation based on his/her performance.

VI. Promotion Policies

Faculty to be considered for promotion in rank in the Department of Family and Consumer Sciences are expected to provide evidence of a sustained record of professional competence in the areas of teaching, scholarly and creative productivity, and service. Review of this evidence should be considered within the context of COVID-19 (i.e., quickly moving to online learning in the spring 2020 semester, numerous changes over the summer to mode of instruction for fall 2020 semester, continued online teaching in spring 2021, disrupted or inability to collect data, delays in review and publication of scholarly productivity by publishers, increased family responsibilities, decreased social interactions to support emotional health). Faculty members are responsible for providing information about how the context of COVID-19 affected their productivity. Faculty members are encouraged to refer to pages 23-26 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023* for further delineation of promotion policies. It should be noted that satisfactory annual performance ratings will not necessarily ensure that criteria for promotion have been met.

A. Assistant to Associate Professor

Except in unusual circumstances, promotion to this rank will not be granted prior to recommendation for tenure. Although an Assistant Professor is eligible for review to Associate Professor in the fourth year of service, earning this rank requires a level of accomplishment that is expected to take most entry-level faculty members six years to achieve. Specifically, promotion to Associate Professor requires a high level of competence as a teacher. Successful candidates will document an ability to teach courses important to the department's mission. The candidate will have a record of high-quality teaching, in most cases, at or above the departmental, CAST or national mean. In the FCS department the teaching philosophy, incorporation of diversity, and teaching portfolio are also factors in determining a high level of competence as a teacher. The candidate will have contributed to curriculum development in their department, demonstrated good mentoring of students in and out of the classroom, and/or demonstrated an ability to help students apply theory to practice. Successful candidates for Associate Professor must document scholarly accomplishments that, among other scholarly and creative activities, include national, peer-reviewed publications. The ordinary expectation for promotion and tenure is an average of one or more refereed publications or comparable creative activities per year (see comment above regarding unusual context due to COVID-19). The candidate must demonstrate the development of a focused area of scholarship that establishes a level of expertise recognized by their colleagues in higher education and/or industry. Successful candidates for Associate Professor must document significant departmental service and active involvement in College, University and/or professional service. Documentation of high-quality teaching and scholarly and creative productivity is more critical to being promoted to Associate Professor than service. Candidates submitting materials for tenure and promotion are encouraged, but not required, to include written assessments from peer evaluators external to ISU who are qualified to comment on scholarly and other contributions to the discipline.

B. Associate Professor to Professor

Successful candidates for this rank will provide evidence of continuing high-quality teaching and significant participation in the Department's teaching mission, which may include involving students in their area of scholarship, influencing curriculum development in their department, and/or mentoring junior faculty. The candidate should continue to maintain a record of high-quality teaching with course evaluations, in most cases, at or above the department, CAST or national mean. In the FCS department, the teaching philosophy, incorporation of diversity, and teaching portfolio are also factors in determining a high level of competence as a teacher. Successful candidates for Professor must document scholarly accomplishments that, among other

scholarly and refereed creative activities, include national, peer-reviewed publications. The ordinary expectation for promotion remains an average of one or more refereed publications or comparable creative activities per year (see comment above regarding unusual context due to COVID-19). The candidate must continue to demonstrate a focused area of scholarship that establishes a level of expertise recognized by their colleagues in higher education and/or industry. Successful candidates for Professor will document that their expertise and scholarship is important to society or to the work of other scholars and/or the practices and policies of their professional area. One means to demonstrate their expertise and scholarship could be with external letters of support. Successful candidates for Professor will document that their provision of service is meaningful and has had a demonstrable impact to their Department, College, University professional organizations and/or society. Promotion to this rank requires sustained accomplishment across all three areas of performance review over a significant period of time; however, documentation of high-quality teaching and scholarly and creative productivity is more critical to being promoted to Professor. Successful candidates for professor must be truly outstanding in teaching and/or research. The table below provides examples of productivity considered high quality and truly outstanding in teaching and scholarship and creativity. At the same time, it is the expectation within the Department of Family and Consumer Sciences that every faculty member will make appropriate contributions to the department, college, university, community and/ or national service irrespective of the formal work assignment.

High-Quality Teaching	High-Quality Scholarship and Creative Activities
<ul style="list-style-type: none"> • Average annual evaluation scores of 5 or higher • Portfolio- evidence of revision, updates, reflection on issues/problems with evidence of action 	<ul style="list-style-type: none"> • 1 publication per year on average or equivalent scholarship • Dissemination of scholarly work at state, national, or international conference
Truly Outstanding Teaching	Truly Outstanding Scholarship and Creative Activities
<ul style="list-style-type: none"> • Average annual evaluation scores of 7 or higher • Evidence of continually improving teaching (CTLT, conference, teaching statement, etc.) • Curriculum development • Mentoring student through independent studies, honors projects, thesis committees, or other research projects • Awards (internal or external) • Acknowledgement of teaching contributions by external reviewers 	<ul style="list-style-type: none"> • Average annual evaluation scores of 7 or higher • 1.0+ publications per year • Sole authorship or lead author on some publications • Evidence of publication in top-tier outlets in one's field • Dissemination of scholarly work at national/ international conferences • Demonstrates research focus to become an expert in a defined area • In-press articles evaluated for promotion decisions • Awards (internal or external) • Acknowledgement of scholarly contributions by external reviews

Candidates submitting materials for promotion to Professor are encouraged to include written evaluations from peer evaluators external to ISU who are qualified to comment on scholarly and other contributions to the discipline. The strongest evidence of performance in the area of scholarship and creative activity comes from one's peers within the discipline. Generally, those who can best judge the quality of such work are those who have similar academic interests and work outside of this University. When external letters of support are presented, the candidate will submit a list of names (e.g., minimum of 5) to the department chair. The individuals should be recognized scholars in the same discipline as the candidate and not someone that has been a co-author or has collaborated with the candidate on a major project. On the other hand, the best evaluators of the quality of a faculty member's teaching and service are peers within the academic department.

VII. Policies for Annual Performance Evaluation and Salary Incrementation

The performance of all tenured and tenure-track faculty will be evaluated annually by the DFSC. *The faculty evaluation system emphasizes the primary faculty role in three mutually supportive categories: teaching, scholarly and creative productivity, and service.*

During the annual performance review, the DFSC shall consider activities performed during the calendar year being evaluated, but give due attention to long-term contributions made by particular faculty. Faculty should address the university criteria for faculty evaluation found in Appendix 2 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. In addition to addressing the criteria for the evaluation of teaching on pages 84-86 of that document, faculty in the Department of Family and Consumer Sciences are also asked to provide evidence of incorporating diversity (including cultural, ethnic, racial, disabilities, age, and gender) in their teaching activities.

Faculty members with reassigned time equal or *exceeding* .25 FTE are also responsible for submitting written evaluation from constituencies served or supervisors in charge of the program/unit to which assigned and a summary statement reflecting on activities and accomplishments in the prior calendar year.

Faculty will submit annual documentation regarding activities in teaching, scholarly and creative productivity, and service. Based on faculty performance and accomplishments as compared to the performance categories below, each faculty member will be assigned a “score” in each of the evaluation areas. The scale will be from zero (unsatisfactory performance) to nine. A rating of zero (unsatisfactory) in any performance category may be sufficient justification for an overall rating of unsatisfactory performance. Satisfactory annual performance ratings will not necessarily ensure that criteria for tenure and/or promotion have been met. All raise-eligible faculty members who receive satisfactory performance ratings will receive standard increment pay raises per Section XII of the ASPT Policies.

The scores in each of the areas of performance will be weighted to reflect the assignment of the faculty member. The typical faculty assignment in the Department of Family and Consumer Sciences is 75% teaching and 25% research. For this typical assignment, the weights will be teaching – 60%; scholarly and creative productivity – 30%; service – 10%. For assignments other than the typical assignment, the faculty member will meet with the DFSC to discuss the appropriate weighting scheme by December 15 for the following spring semester and by August 1 for the following fall semester. It is the expectation within the Department of Family and Consumer Sciences that every faculty member will make appropriate contributions to university service irrespective of the formal work assignment.

Performance scores in the areas of teaching, scholarly and creative productivity, and service are multiplied by the appropriate weights to calculate the overall performance score. This score represents the number of “shares” earned by that faculty member for the year. The sum of these scores for all faculty being evaluated represents the total number of shares for the department. The ratio of these two numbers will determine the percentage of available raise funds earned by the individual faculty member.

Upon the recommendation of the Chairperson and with the concurrence of the DFSC, up to 20% of the available raise monies may be earmarked for discretionary use by the Department Chairperson. Discretionary funds will be utilized by the Chairperson to address broader salary issues such as equity, longer-term contributions, or other aspects of performance not adequately captured within the annual review process.

The classification of activities/accomplishments below provides an indication of typical ratings or scores. However, it is understood that the DFSC must use its judgment to assess both quality and quantity of activities. The DFSC is not strictly bound by the classification scheme (for example, a particularly significant activity or meritorious performance in a classification may, at the discretion of the DFSC, qualify for a higher rating than indicated).

TEACHING: Effective teaching is a critical component of every faculty member's role in the institution and is their primary responsibility. All faculty members are expected not only to provide exceptional instruction to their students, but also continue to develop their teaching skills. It is the responsibility of faculty members to demonstrate the breadth and depth of their engagement in areas such as direct instruction, curriculum development and/or revision, and mentoring of students in their teaching portfolio. The DFSC may consider increasing the score of faculty members whose materials document a significant investment of time and/or breadth of activities that fall within the 4-6 range into the 7-9 range.

Standard characteristics to qualify for differential scores in Teaching Performance

The following activities and levels of performance are generally associated with scores of 1-3.

- Receives good faculty evaluations by students, superiors and peers, where appropriate.
- Regularly updates his/her courses to keep abreast of current information as demonstrated in teaching portfolio.
- Provides appropriate course materials including up-to-date syllabi that demonstrate adequate planning and organization.
- Develops relevant and meaningful assignments with clear grading criteria.
- Holds regular office hours to meet students' needs.
- Is willing to teach classes where topic or scheduling patterns are not preferred.
- Cooperates with other faculty in coordination of multi-section courses.
- Meets assigned classes as scheduled.
- Inclusion of diverse representation in course materials.

The following activities and levels of performance are generally associated with scores of 4-6.

- Submits internal grants in support of curriculum or instructional development.
- Receives high faculty evaluations by students, superiors and peers, where appropriate.
- Is known for relevant and well-organized lectures.
- Frequently meets with students beyond classroom time and required office hours to further assist them with understanding course materials.
- Frequently meets with students beyond classroom time and required office hours to address their diverse needs and issues related to equity.
- Assumes a leadership role in curricular/instructional development through updating courses and proposing new courses, sequences, and/or programs.
- Shows evidence of resourcefulness in developing significant new course materials and applying new concepts or methods to teaching.
- Participates in teaching-related workshops and conferences.
- Participates in teaching-related workshops to improve teaching in the area of diversity, equity, belongingness, and inclusion.
- ~~Agrees to teach an overload.~~ Teaches an overload.
- Is actively engaged with students as an advisor for registered student organizations.
- Provides program leadership as program coordinator or graduate coordinator as evidenced through a summary statement outlining responsibilities and accomplishments associated with the position.

The following activities and levels of performance are generally associated with scores of 7-9.

- Is nominated for awards related to teaching.
- Is nominated for awards related to diversity, equity, belongingness, and inclusion
- Assumes a leadership role in curricular/instructional development through significant course revisions and/or proposing new courses, sequences, and/or programs.
- Completes extensive professional development related to diversity, equity, belongingness and inclusion in the area of teaching
- Substantial supervision of independent studies, honors projects, dissertations, theses, professional practice, service learning or other special projects.
- Submits one or more external, competitive grant(s) in support of curriculum or instructional development.
- Receives one or more internal grant(s) in support of curriculum or instructional development.

- Receives outstanding evaluations by students, superiors and peers, where appropriate.
- Receives recognition for teaching such as teaching awards.
- Receives external, competitive grants in support of curriculum or instructional development.
- Mentors colleagues in the implementation of innovative teaching methods.
- Serves as primary author for major accreditation reports or program reviews.

SCHOLARLY AND CREATIVE PRODUCTIVITY: Scholarly and creative productivity is the process of engaging in and disseminating the outcomes of a variety of scholarly and creative activities. Research is a formal procedure which contributes to the expansion of basic knowledge or applies such knowledge to the solutions of problems in society or exemplifies creative expression in a specific field of study. The results of the research are communicated to professionals outside the university through a peer-review process in a manner appropriate to the discipline. While we value first-authored and sole-authored works, these authorship positions are not viewed as more or less important than other peer-reviewed outcomes. Additionally, we value the inclusion of students as co-authors on peer-reviewed outcomes but these works are not viewed as more or less important than other peer-reviewed outcomes. Since scholarly and creative productivity is part of the definition of a university professor, every faculty member is expected to present evidence of progress in scholarly and creative productivity each year. Such scholarly and creative productivity can include basic disciplinary research or pedagogical research, but some intellectual engagement beyond direct instruction duties is required. In collaborative scholarly efforts, contribution of the faculty member should be clearly indicated.

Standard characteristics to qualify for differential scores in Scholarly and Creative Productivity

The following activities and levels of performance are generally associated with scores of 1-3.

- Provides written documentation of work in progress in the Research Statement.
- Attends appropriate conferences, professional development workshops, and seminars.
- Audits appropriate courses related to research.
- Presents papers, demonstrations, clinics or workshops in his/her area of professional expertise in the local area.
- Submits scholarly manuscripts, papers, designs, etc.
- Submits internal grants (e.g., University Research Grant, etc.)

The following activities and levels of performance are generally associated with scores of 4-6.

- Shows evidence of engaging in and disseminating, state-wide or regionally, the results of scholarly and creative productivity. Such evidence will include at least one major scholarly activity within the calendar year being evaluated.
- Organizes statistics or research-related workshops within the Department or university.
- Authors or co-authors published materials such as editorially reviewed articles, abstracts, software, designs, or other professional documents in his/her field.
- Serves as a consultant on others' research projects, data analysis, or grant applications for internal funding.
- Receives an internal grant related to scholarly or creative activity (e.g., University Research Grant, etc.)
- Submits competitive grants to an external agency.
- Writing and submitting required grant and contract reports.
- Providing evidence that scholarly or creative works have been submitted for review.
- Nominated for awards related to research.

The following activities and levels of performance are generally associated with scores of 7-9.

- Shows evidence of engaging in and disseminating nationally or internationally the results of scholarly and creative productivity. Such evidence will include at least one major peer-reviewed publication and/or competitive activity within the calendar year being evaluated. Faculty should confirm the credibility of their publication outlets.
- Organizes statistics or research-related workshops at the national or international level.
- Serves as a consultant on others' research projects, data analysis, or grant applications for external funding.
- Receives a competitive grant from an external agency.
- Receives a College, University, or external award related to research or creative outcomes.

SERVICE: Service consists of the contributions of a faculty member to the University, the profession, and the larger community beyond the assigned workload. It consists of activities other than scholarly and creative productivity and assigned teaching, and utilizes the faculty member's professional expertise. The DFSC may consider increasing the score of faculty members whose materials document a significant investment of time and/or breadth of activities that fall within the 4-6 range into the 7-9 range.

Standard characteristics to qualify for differential scores in Service

The following activities and levels of performance are generally associated with scores of 1-3.

- Accepts responsibilities and contributes university service which supports the goals of the Department, College, and University.
- Meets Department, College, and University regulations and deadlines.
- Maintains acceptable personal-professional relationships with students, faculty, and staff.
- Regularly attends scheduled departmental meetings.
- Volunteers and assists with departmental projects.
- Is productive and effective in working with his/her colleagues.
- Participates in departmental group projects, seminars, and assignments.
- Cooperatively uses and contributes toward maintenance of laboratories, computers, and equipment.
- Actively serves on Department, College, and/or University committees.
- Contributes to department life through recruiting, academic and career advising, curriculum development, and program development.

The following activities and levels of performance are generally associated with scores of 4-6.

- Accepts responsibilities and contributes significant professional and university service beyond the major assignment.
- Contributes to department life by maintaining laboratories.
- Leads in a significant project with the department.
- Is substantially responsible for planning, organizing, and/or teaching workshops, seminars, or conferences for Department, College, or University groups.
- Organizes student projects (e.g., class, research, etc.) which focus on assisting/teaching community members about important topics related to FCS that are then presented by students to the local community in public spaces.
- Organizes small group or small online intervention programs with the public.
- Presents paper(s), demonstration(s), clinic(s) or workshop(s) to public groups.
- Conducts consulting activities beneficial to outside agencies or public groups.
- Reviews manuscripts for recognized journals in discipline.
- Contributes professionally to the community via committees, councils, boards, and commissions in his/her area of professional expertise.
- Serves actively on significant College and/or University committees.
- Shows evidence of presenting research or other expert knowledge to the public through media interviews, self-published blog posts or news articles, or invited articles on news or professional organization websites.
- Chairs significant Department committees.
- Is nominated for awards recognizing service to Department, College, University, or outside groups.

The following activities and levels of performance are generally associated with scores of 7-9.

- Accepts responsibilities and contributes exemplary professional and University service beyond the major assignment.
- Organizes large-scale or longitudinal group or online intervention programs with the public.
- Serves as chair of significant College, University or professional committees.
- Assumes a leadership role in the planning of regional, national, or international workshops, seminars, or conferences.
- Serves on accreditation or evaluation teams.
- Serves as an editor, associate editor, or on the editorial board for professional journal.
- Receives awards for service to Department, College, University, or outside groups.

Unsatisfactory Performance Classification

Unsatisfactory Performance is the default classification for individuals who do not make appropriate contributions in a particular area. Unsatisfactory performance results in a zero score for that area of performance. An individual who is classified as unsatisfactory in any area of performance review could be classified as unsatisfactory overall and would not receive a pay raise for the year. Failure to submit student evaluations during the evaluation period may result in a rating of unsatisfactory performance.

After considering the materials submitted by a faculty member, the DFSC will submit to each faculty member a letter which provides a detailed evaluation of their annual performance, identifying how they were evaluated in each of the three areas, and listing suggestions for improvement, if necessary. Faculty who are evaluated as unsatisfactory in any of the three areas will be notified in this letter.

VIII. Operating Procedures for Reappointment, Tenure, Promotion, Post-Tenure Review and Annual Performance Evaluation

A. DFSC Review

The Department Faculty Status Committee will review the recommendations, papers and supporting materials submitted by all individuals for reappointment, tenure, promotion, post-tenure review, and/or annual performance evaluation following the procedures outlined in the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. Faculty are responsible for submitting materials for reappointment, tenure, promotion, post-tenure review and/or annual performance appraisal on the dates provided in Appendix 1, University ASPT Calendar, of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. Probationary faculty members will receive a written invitation from the DFSC to submit promotion and/or tenure materials at least four weeks prior to the date that these materials are due to the DFSC.

B. Document Format

Each year, faculty must ensure their vita is up-to-date in Digital Measures using the College of Applied Science and Technology Faculty Vita Format, included as Appendix A of this document. A professional career vita, cumulative for all years in a tenure-track and/or tenured position with the years under consideration highlighted in different type or color font, should also be submitted. For annual performance evaluation, the current year should be highlighted. For reappointment of probationary faculty, tenure and/or promotion to Associate Professor all years since appointment to a tenure-track position will be considered. For promotion to Professor, all years since appointment to a tenure-track position will typically be considered; however, the years since promotion to Associate Professor should be highlighted. All required and supporting materials should be submitted as part of an electronic portfolio. For information regarding the contents of the electronic portfolio, refer to Section II, General Statements on Teaching, Research, and Service. For information regarding the format of the electronic portfolio refer to Appendix B.

C. Post-Tenure Review

Cumulative post-tenure reviews which are required as a result of receiving overall unsatisfactory performance ratings for any two years of a three-year period of annual ASPT evaluations shall occur in the annual evaluation review cycle immediately following the overall unsatisfactory annual evaluation that precipitates the required cumulative post-tenure review.

If the DFSC recognizes, after having received a cumulative post-tenure review document, that serious unresolved deficiencies exist, the DFSC, in consultation with the faculty member shall develop a plan or remediation of these deficiencies. This plan must accompany the final recommendation to the faculty member. In the future, annual summative reviews of performance by the DFSC shall assess and evaluate the extent to which the plan has been acted upon until the deficiencies are eliminated.

D. Post-Tenure Review Format

For a post-tenure review, the previous five-years should be highlighted. Supporting materials should be included as part of the electronic portfolio. At the time of the post-tenure review, a faculty member shall submit to the DFSC, along with her/his materials for annual performance evaluation review, an additional narrative that addresses what the faculty member considers significant accomplishments for the previous five years and describes goals for extending teaching, scholarly and creative productivity, and service initiatives over the coming five years.

IX. Appeals Policies and Procedures

All appeals shall be made in compliance with university policies and procedures as described on pages 67-77 of the *Faculty Appointment, Salary, Promotion and Tenure Policies, Effective January 1, 2023*. Informal resolution of issues is encouraged prior to formal meetings and/or appeals. In contrast to formal meetings, information resolution of issues can be accomplished through communications that address questions and concerns through provision of information or clarification.

X. Disciplinary Procedures

The Department of Family and Consumer Sciences will follow Illinois State University policies when faculty may be subject to discipline of varying levels. Article XII of the University's ASPT policies describes the types of disciplinary actions, faculty rights, and exceptions to the policy. Article XIII covers sanctions and discusses general provisions, types of sanctions, and procedural considerations related to the sanctions. Article XIV describes suspensions and covers general provisions, types of suspensions, and procedural considerations related to suspensions. Article XV contains information about dismissal including general provisions and procedural considerations related to dismissal. Finally, Article XVII.L outlines the initiation of a disciplinary action appeal.

XI. Search Committees and Policies

Tenure-track faculty search committees are ad hoc committees of the Department. Policies concerning the conduct of tenure-track searches are presented in the Department of Family and Consumer Sciences Operating Code.

XII. Timelines

The DFSC shall provide a detailed letter including intended recommendations and overall assessment to each faculty member at least 10 working days before submitting these recommendations to the CFSC and provide opportunity, if requested, for the faculty member to meet informally with the DFSC or for a formal meeting. If the candidate wishes to request a formal meeting to discuss the DFSC recommendation, then the candidate must request a meeting with the DFSC within 5 working days of receiving the recommendation. Formal meetings with the DFSC are required prior to an appeal to the CFSC. Requirements for formal meetings and appeals are found in Section XIII in the university's ASPT document. Intended recommendations will become the final recommendation at the end of ten working days

unless additional information is discovered or unless the DFSC changes its recommendation following an informal or formal meeting with the faculty member.

Changes approved April 8, 2008, December 7, 2009. Changes approved by CFSC December 2009.

Revised and approved by FCS faculty October 13, 2011. Approved by CFSC October 21, 2011.

Revised and approved by FCS faculty December 2, 2016. Approved by CFSC January 11, 2017.

Revised and approved by FCS faculty February 2, 2018. Approved by CFSC February 22, 2018.

Revised and approved by FCS faculty April 19, 2019. Approved by CFSC October 9, 2019.

Revised and approved by FCS faculty October 20, 2020. Approved by CFSC November 11, 2020.

Revised and approved by FCS faculty November 19, 2020. Approved by CFSC December 11, 2020.

Revised and approved by FCS faculty May 11, 2023. Approved by CFSC October 17, 2023.

APPENDIX A
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY
VITA FORMAT
TO BE ENTERED INTO DIGITAL MEASURES

Name _____

Department/School _____

Present Rank _____ Year Achieved _____

Tenure Status

Tenured? Yes _____ No _____ If yes, year tenured _____

Years at ISU _____

Earned Degrees (List Institution, Degree, Date of Conferral)

Professional Experience (List Institution, Dates, Rank/Responsibilities with the most recent first through the completion of your Baccalaureate degree)

Merit Ratings through previous year

Report of Work Activities and Accomplishments (Use all parts of the outline format presented. In sections where there is no activity, leave it blank. If no part of the outline represents your work adequately, add an appropriate subheading at the end of the appropriate section)

I. TEACHING

- A. Course Information (List courses taught during the evaluation period and include the number of students enrolled for each course)
- B. Teaching Evaluation Data (Provide summary information here and include all course evaluation sheets for period being evaluated)
- C. Advisees (List number of graduate advisees for each year)
- D. Independent Studies (List name of student, semester, title, brief description of the project)
- E. Graduate Student Committees (List name of student, title of project, status-completed during the year or in progress, and your role: chair or member)
- F. New Courses Developed or Major Course Revisions (List proposed or actual number and title. Please include copy of course outline in dossier.)
- G. Instructional Material Developed (List title material, associated course number, and course title; include specific materials in dossier)

II. SCHOLARLY AND CREATIVE PRODUCTIVITY

- A. Publications (Provide complete APA citation for each and list in reverse chronological order)
 - 1. Abstracts
 - Refereed
 - Non-refereed
 - 2. Books
 - 3. Chapters in Books
 - 4. Monographs
 - 5. Non-refereed Articles
 - 6. Proceedings
 - 7. Refereed Journal Articles
 - 8. Research Reports
- B. Publication Work in Progress (Identify status-accepted, in revision, in review, under contract, etc.)
- C. Research Projects in Progress (Include title, brief description, status, your role, and if funded, source and amount)
- D. Research and/or Scholarly Papers Presented (List title, name of meeting, place, date)
- E. Invited Research and/or Scholarly Presentations (Include if presentation was part of colloquium, special lecture series, research symposium, and scholarly effort required in the development)
- F. Editorial Contributions
 - 1. Editor, Associate Editor, Editorial Board (Identify publication and your role)
 - 2. Journal Manuscript Reviewer (Identify publication and your role)
 - 3. Book Reviews (Identify sponsor requesting reviews)
- G. Grants and Contracts
 - 1. Internal Grants (List title, sponsor, amount requested, grant period, and status, i.e., in review, funded, not funded)
 - 2. External Grants (List title, sponsor, amount requested, grant period, and status, i.e., in review, funded, not funded)
 - 3. Contracts (List title, sponsor, amount requested, contract period)

III. SERVICE

- A. Professional
 - 1. Organizational Leadership

2. Presentations and Workshops Presented

B. University (List title of committee, role, time commitment, etc.)

1. University Committees

2. College Committees

3. Department/School Committees

4. Other (List and describe)

C. Community and Civic

1. Organizational Leadership (List title and role)

2. Organizational Membership (List title)

3. Presentations or Other Service Rendered (Please describe)

D. Consulting and Technical Assistance

1. Consulting (Identify agency, nature of consultation, place, and dates)

2. Technical Assistance (Identify agency, nature of consultation, place and dates)

IV. PROFESSIONAL DEVELOPMENT

A. Conferences Attended (List title, sponsoring organization, date, and place)

B. Workshops Attended (List title, sponsoring organization, date, and place)

C. Courses Taken (List title, sponsoring organization, date, and place)

D. Memberships in Professional Organizations (Identify organization)

E. Certifications, Credentials, and Education (Identify new certification, credentials, or degrees earned)

V. AWARDS AND HONORS (List title, sponsoring organization, type of award)

A. Teaching

B. Scholarship and/or Creative Activity

C. Service

APPENDIX B

ANNUAL PORTFOLIO GUIDELINES AND CONTENTS

Annual Report Guidelines

- Each faculty member is responsible for uploading his/her own documents to the department site.
- Documents should be saved and uploaded as separate PDF files.
- Files should be named as follows: “Document Title, Last Name, Year” (e.g., *Narrative Banning 2023*).

Annual Portfolio Contents

1. Summary of Accomplishments – Complete the provided excel spreadsheet regarding teaching, scholarly/creative productivity, and service.
2. Productivity Report – Update your information in Watermark Faculty Success (formerly Digital Measures) and run a report that only includes Jan 1, 20xx - December 31, 20xx of the year in review.
3. Professional Vita
4. Narrative/Reflection Statement (maximum of 3 pages) – A reflection of productivity in the areas of teaching, scholarly/creative productivity, and service that should include information about efforts related to Diversity, Equity, Belongingness, and Inclusivity (DEBI) in any or all of these areas. Statements may include reflections on some or all of the following:
 - a. IDEA evaluations and student comments.
 - b. Unique circumstances related to teaching (e.g., new prep, significant course changes, extensive out of class interactions with students, etc.).
 - c. Context for your scholarly/creative work for the calendar year.
 - d. Discussion of the significance of the scholarly/creative work, acceptance rates for journals, impact factors etc.
 - e. Discussion of responsibilities for committees, time involved, and accomplishments.
5. Student Ratings of Instruction - This information will represent no more than 25% of your teaching evaluation for the year; the remaining 75% of your teaching evaluation is based on documents such as syllabi, narrative, supervision of students in out-of-class credit generating courses (e.g., FCS 287, 291, 400, 424, 491, 499).
6. Supplemental Documents – Copies of documents providing evidence of productivity should be included for review:
 - a. Professional Development completion reports (e.g., CIPD reports)
 - b. PDFs of all manuscripts accepted for publication.
 - c. Grants submitted.
 - d. Program coordinators should provide a summary statement outlining responsibilities and accomplishments associated with the position.