SCHOOL OF THEATRE AND DANCEFACULTY STATUS COMMITTEE GUIDELINES AND OPERATING PROCEDURES

NOTE: In all SFSC matters, the University document will take precedence, and it will be the responsibility of the faculty and the SFSC to operate within those guidelines and any additional guidelines provided by the College of Fine Arts Faculty Status Committee. The term "faculty" in this SFSC document refers to all individuals who hold full-time tenured or tenure-track positions.

I.   SFSC - COMMITTEE SIZE AND ELECTION

A. The SFSC shall be composed of four full-time tenured faculty (excluding administrators who hold rank in the School) and the Director of the School who is a voting member and chair of the committee. The committee shall be elected by the faculty of the School for two-year staggered terms and are not eligible for successive terms.

B. The SFSC will be elected in the following manner: by April 15, the School Director shall indicate those people eligible for election to the committee. The Director shall   conduct separate elections for each seat by secret ballot among the faculty. The second seat will be elected after the faculty learns the outcome of the first election. In all cases, if no one receives a majority of the votes cast on the first ballot, the names of the two people receiving the highest number of votes shall be placed on a second ballot. Balloting shall continue until one person receives a majority of the votes cast. The election will be completed by May 1.

C. A faculty member shall not be elected to a term that coincides with the year in which the SFSC is considering the individual for promotion.

D. If illness, retirement, leave, or other causes prevent an elected member from fulfilling his/her term of office, a special election will be held to fill the vacant position. Both the individual being replaced and the individual fulfilling the term of office shall be eligible for election at the subsequent election provided: they meet the qualification of IA above, and the total time to be served does not exceed two years.

E. Faculty members on leave shall have voting privileges, provided they are at the meeting when such voting takes place or pick up a ballot from their university mailbox in the case of a mail ballot, or return a fax or e-mail by the time of the elections.

II.   SFSC - Responsibilities

   A. The SFSC shall be responsible for conducting pre-tenure reappointment reviews. A clear and separate statement of progress toward tenure with an indication of the SFSC

recommendation for reappointment or non-reappointment shall be included in tenure-track faculty member's annual review letter.

B. The SFSC shall be responsible for conducting annual performance evaluations of faculty. These evaluations shall be provided to all faculty in writing in accordance with University policies and the ASPT calendar (See ASPT Appendix 1.) This letter shall provide an assessment of the faculty member's growth in teaching, scholarly/creative productivity and service, and, when applicable, progress toward achievement of promotion and/or tenure. (For Promotion and Tenure Policies see section VI of this document.) In addition, the SFSC shall provide each faculty member with an overall performance rating of "satisfactory" or "unsatisfactory" as required by ASPT policies.

C. The SFSC shall conduct post-tenure reviews as specified in section X of the ASPT document.

D. The SFSC shall be responsible for awarding salary increments and informing faculty in writing as specified within section XII of the ASPT document. (See section X of this document.)

E. The SFSC shall report its recommendations regarding performance evaluations, promotions, and tenure to the CFSC in accordance with University ASPT policies. For additional information on promotion and tenure policies, see Section VI in this document.

F. The SFSC shall confer approval on recommended appointments of faulty, as detailed in section III APPOINTMENT POLICIES, below.

III. APPOINTMENT POLICIES

A. In the case of new faculty searches, the Director shall appoint a search committee of five faculty members to facilitate the process. However, it is understood that the search committee will operate in an advisory capacity to the SFSC during the search and recommendation process.

B. A chair, appointed by the School Director, shall coordinate the search committee's efforts. The search committee chair will be from a different area than that of the candidate being sought. The search committee shall include at least one faculty member representing the area of the candidate being sought. The Director is encouraged to provide representation across areas.

C. Student feedback will be sought regarding each candidate.

D. When a tenure-track appointment position in an area is open, non-tenure-track faculty wishing to apply shall be required to go through the same procedures and interview steps as outside candidates.

E. The search process must adhere to all policies and procedures outlined in the Illinois State University Administrative Professional Recruitment Manual (see Human Resources website for details).

F. The School search committee is responsible for checking references after an initial cut for interviews has been made and applicants have been advised that calls may be made. The Search Committee should interview or obtain formal references from all on-list references provided by the candidate prior to the candidate's visit to campus.

G. It is the responsibility of the search committee, through the Director and his/her staff, to inform the faculty of impending interviews. All tenured and tenure-track faculty members shall be given an opportunity to review the credentials of candidates to be interviewed. Individuals reviewing credentials should review the credentials of all candidates.

H. The School Director or a designee shall personally interview all candidates for tenure-eligible positions, and all candidates for appointments with tenure shall visit the campus so that they may interact personally with School faculty members.

I. All tenured faculty members shall be given an opportunity to respond to the proposed appointment on the Recommendation for Academic Appointment form. Initial appointments of probationary or tenured faculty members shall ordinarily have the approval of a majority of all SFSC members and a majority of the tenured faculty members of the School. Ordinarily, faculty are appointed on a probationary basis but on occasion can be appointed with tenure.

J. The School Director shall forward to the College Dean recommendations for appointment on the Personnel Action Form provided for that purpose. The appointment form shall designate whether the appointment is probationary or non-tenure-track, specify the rank, salary and, for a probationary appointment, the probationary period after which the person who is being appointed must be considered for tenure.

K. The Director and Dean, in consultation with the SFSC, will recommend salary and rank. The Provost must approve appointments, salary, and rank for all faculty members.

L. For positions involving more than one area or School, see VI, H on p.24 of ASPT book.

M. For information regarding the letter of intent for prospective faculty members, see VI, I on p. 24 of the ASPT book.

IV. ANNUAL PERFORMANCE EVALUATION POLICIES & PROCEDURES

A. The SFSC shall use a variety of criteria for evaluating faculty members, guided by these School policies, the College Standards, and the University's ASPT Policies (Note: Teaching observations will be conducted for all tenure-track faculty, faculty applying for promotion and those who have received an unsatisfactory rating in teaching). Each faculty member will receive a "satisfactory" or "unsatisfactory" performance rating in each category (teaching, scholarship/creative productivity and service) and will be informed in an annual review letter the reasons that these ratings were given. In addition, the SFSC shall provide each faculty member with an overall performance rating of "satisfactory" or "unsatisfactory" as required by ASPT policies. To earn an overall performance rating of "satisfactory," the faculty member must meet or exceed the standards in teaching and at least one other category as outlined in Appendix 2 of the ASPT document. (See also section V of this document.) An overall "unsatisfactory" performance rating will be given if a faculty member receives an "unsatisfactory" rating in teaching or an "unsatisfactory" in both scholarly/creative productivity and service. In addition, faculty who receive an unsatisfactory rating in scholarly/creative productivity or service for two consecutive years may receive an overall unsatisfactory performance evaluation.

B. Evaluation of faculty shall be based on an assessment of an individual's overall performance in three areas: teaching, scholarly/creative productivity, and service.

1. Teaching: The following statement can be found in a variety of University documents: "Developing student potential through superior teaching is the first priority of Illinois State University." The School of Theatre and Dance subscribes to this position and consequently considers the individual faculty member's commitment to teaching as the primary academic responsibility. Evaluation of performance is based first and foremost on the fulfillment of teaching duties in a professional and effective manner.

2. Scholarly/Creative Productivity: The School expects all faculty members to be aware of developments in their fields and to be active scholars and/or practicing theatre artists. Although individuals are not assigned specific minimum goals for creative activities or research, all faculty must be aware of the need to pursue such goals. Faculty will be evaluated on the quality of their work and are encouraged to provide the context and significance of their work in their annual performance materials.

3. Service: Every faculty member of the School of Theatre and Dance is expected to support the School's mission by serving on School committees. Additionally, it is expected that faculty will serve on college or university committees as assigned or elected. Service to the community and to professional organizations is also encouraged and recognized.

C. The School of Theatre and Dance embraces civic engagement as a core value of Illinois State University. Faculty are encouraged to include civic engagement

activities in teaching, creative/scholarly productivity, and service in their annual evaluation materials.

D. Appendix 1 of this document is the "Outline for Submission of Annual Performance Materials" for the School of Theatre and Dance. This outline includes instructions regarding a narrative assessing your activities in the categories of teaching, scholarly/creative productivity and service. These materials must be submitted no later than January 5 of each year. Faculty will have the option of submitting their materials electronically as an attachment to an email. Materials that cannot be submitted via email can be turned into the office.

E. Evaluation of Faculty with assignments outside of the School and/or absent from campus

   1. Evaluation of Faculty assigned to other appointments (e.g. Program in Arts Technology) or other assigned responsibilities, shall operate under the following guidelines:

      a. Faculty assigned to any of the above shall have that assignment evaluated in teaching, research and/or service where appropriate.
      b. The SFSC shall obtain a written evaluation from the head of the program and/or the unit coordinator.
      c. The SFSC chair or designee must evaluate faculty effectiveness in the outside program.

   2. Evaluation of faculty members absent from campus or who serve as acting administrators for part of the evaluation year, shall operate under the following guidelines:

      a. Faculty should not be penalized for being granted a leave of absence or sabbatical or for serving as acting administrators during any part of the SFSC evaluation year. For that portion of the year that the faculty is on campus or in the school, the usual SFSC procedures will apply.
      b. Any proposal for a leave from a school shall include an agreement on how time spent on the leave is to be evaluated by the SFSC. The faculty member and the SFSC prior to any absence from the school shall have a written agreement for the specific outcomes to be evaluated. The same procedure shall apply to those who serve as interim administrators.

F. Student Evaluations on the Individual Development and Educational Assessment (IDEA) Forms shall be one of several factors considered when the SFSC makes decisions regarding faculty members' professional performance. Faculty must provide students in all classes the opportunity to complete the IDEA instrument. Classes that do not complete IDEA evaluations are: Practicum, Independent Study, Professional Practice, Directed Projects and MFA Portfolio.

G. School of Theatre and Dance Administrative Procedures for IDEA.

1. The office staff will place IDEA forms in faculty mailboxes no later than one week before final exams. Faculty must fill out their forms and return to the office by the Friday before final exam week. If a faculty member is off campus during the last week of classes and final exam week, it is his or her responsibility to notify the office staff of their change in schedule and to arrange to get their IDEA forms sooner. IDEA may be administered during the last week of classes, during final exam week or earlier due to instructor absence.

2. The instructor of the class will appoint a student to administer the IDEA instrument and to return the IDEA forms as soon as the evaluations are completed in a sealed envelope to the Theatre Office.

3. It is strongly recommended that the IDEA instrument be administered at the beginning of the class period to insure that students have adequate time to reflect on and respond to them completely.

4. During the administration of IDEA, the instructor shall not be present in the classroom or influence student response.

5. Under no circumstances will instructors have access to any IDEA data until after final grades have been officially submitted for their courses.

6. After the IDEA forms have been processed, faculty will receive a Summary Evaluation of their teaching on the IDEA Diagnostic Form Report. The IDEA forms completed by students containing written comments shall remain in the School of Theatre and Dance office. Faculty may read these forms in the office and may request copies. These student evaluation forms will remain in the School of Theatre and Dance archive for five academic years. After five years, these original student forms will be given to the faculty member.

7. Faculty members are encouraged to educate themselves about interpreting the data by consulting CTLT or taking a class regarding this evaluation instrument.

H. Members of the SFSC shall not participate in the Committee's deliberative discussion relating to their own annual performance evaluations or those of spouses, partners or other relatives. Rather, SFSC members shall recuse themselves from such evaluative discussions by physically absenting themselves from such processes. The remaining members of the SFSC shall render performance evaluations for the absent member.

I. Anonymous communications (except for student evaluations/IDEA) will not be considered in the evaluation process. (See V, C, 2, d. on pg. 21 of ASPT.)

V. SCHOOL GUIDELINES AND CRITERIA FOR FACULTY EVALUATION

In order to ensure an overall performance rating of "satisfactory" faculty members are expected to meet or exceed the expectations for teaching and at least one other category listed in Appendix 2 of the ASPT document. (See Appendix 2 of this document.)

VI. PROMOTION AND TENURE POLICIES

A. Untenured faculty and those below the rank of Professor are urged to carefully consult the College Standards and University ASPT Policies to monitor their progress toward tenure and promotion.

B. Criteria for Evaluation: to qualify for tenure and/or promotion, a faculty member must exhibit sustained and consistently high quality performance in all areas as deemed by the members of the SFSC. Furthermore, a candidate for tenure must have competencies in keeping with the goals of the School and the University and must have demonstrated the capability to work responsibly and knowledgeably toward those goals. (See IX, C, 3 and 4 in ASPT, page 33.)

1. Teaching: Faculty must present evidence of high quality achievements in teaching as reflected in student reactions to teaching, instructional materials and such other evidence of teaching performance as identified in Appendix 2 of the ASPT document (Also Appendix 2 of this document.) All tenure-track faculty will be observed by at least two members of the SFSC. The SFSC will also observe faculty members who are applying for promotion.

2. Scholarly/Creative Work: Faculty must present evidence of high quality scholarly and/or creative work, as outlined in Appendix 2 of the ASPT document (also Appendix 2 of this document.) For long-term projects, the faculty member must present evidence that benchmarks have been achieved.

3. Service: The candidate for tenure or promotion must present evidence of significant service contributions to committees or other service activities that demonstrate active participation, engagement and commitment to the goals of the school, college and university. See Appendix 2 of the ASPT document. (Also Appendix 2 of this document.)

C. In cases of tenure and promotion, the SFSC shall notify the candidate of its intended recommendation and rationale in writing prior to submitting its recommendation to the CFSC. The SFSC shall provide opportunity for the candidate to meet with the SFSC before the recommendation is sent forward in accordance with University policy.

D. The SFSC will initiate a recommendation with respect to promotion in rank. In addition, faculty may request consideration for promotion and provide the documentation supporting the request. In either case, a promotion review shall be conducted by the

SFSC culminating in the formulation of a written recommendation. The SFSC shall notify the candidate of its intended recommendation and rationale and shall provide the faculty member an opportunity to meet with the SFSC according to University ASPT Policies. The SFSC shall forward its recommendations to the CFSC according to University ASPT Policies.

VII. POST-TENURE REVIEW

The SFSC shall conduct post-tenure and cumulative post-tenure reviews as specified in section X of the ASPT document. The School of Theatre and Dance does not require routine cumulative reviews of all tenured faculty.

VIII. APPEALS POLICIES AND PROCEDURES

A. The ASPT document states that "informal resolution of issues is encouraged at the DFSC/SFSC and CFSC levels prior to formal meetings and/or appeals." Therefore, at the time annual performance evaluations and tenure/promotion recommendations are completed, a faculty member may request a meeting with the SFSC to discuss issues he or she may have with the evaluation letter or promotion/tenure recommendation. At this meeting a faculty member can seek further explanation of evaluations received, or of recommendations made in regard to promotion and/or tenure.

B. According to the ASPT document, a formal meeting, requested in writing within 5 business days of receipt of an SFSC recommendation, is a preliminary step in all appeals. The faculty member must state in writing why he or she believes there has been a misinterpretation, misjudgment, or procedural error relating to the content of the evaluation letter or tenure/promotion recommendation. (See ASPT XIII on Appeals Policies and Procedures, pp. 45-53.)

IX. TERMINATION

A. Probationary Faculty: A recommendation for non-reappointment of a probationary faculty member prior to a tenure decision shall be made by the SFSC in consultation with the Dean and Provost according to the University ASPT Policies. Non-reappointment can also be the result of a negative tenure recommendation.

B. Tenured Faculty: All matters regarding disciplinary actions of a tenured faculty member shall be in accordance with University ASPT Policies and College of Fine Arts ASPT Policies.

X. SALARY INCREMENTATION PROCEDURES

A. The SFSC shall conduct performance evaluations of each faculty member subject to the ASPT system to determine the size of performance evaluated salary increments to be awarded.

   1. Faculty members with an overall unsatisfactory performance rating shall receive no incremental raise.

   2. Twenty percent of the School's allocation shall be distributed as a standard increment. Standard increments shall be payable as an equal percentage of base salary to all raise-eligible faculty who receive at least minimum overall satisfactory performance ratings.

   3. Eighty percent of the School's allocation shall be distributed as performance-evaluated increments to faculty members based on established School policies for salary adjustments. Performance evaluated increments shall recognize equity, and short-term and long-term contributions made by particular faculty members and shall be payable to raise-eligible faculty members

B. The salary review shall be directed toward ensuring that faculty salaries are consistent with performance and contributions to the school in both the short and long term, and take account of equitable issues affecting salaries.

C. The director shall present to the SFSC recommendations for the distribution of salary increases including performance-evaluated salary increments as well as any equity adjustments. The SFSC is responsible for input on and final approval of the salary recommendations in consultation with the director.

D. Members of the SFSC shall not participate in the deliberations concerning their own salary increments. Rather, members shall excuse themselves from such discussions by physically absenting the room while the other members of the SFSC deliberate their increments.

E. Each year, after the salary increment process is complete, the School Director shall provide to each faculty member the components of the salary increment process (standard increment, performance-evaluated increment, and equity adjustment, promotion increment, other adjustments) and the number of salary increment dollars awarded to each component for the respective faculty member.

F. Each year, after the salary increment process is complete, the School Director shall provide to each faculty member the School's aggregate number of salary increment dollars awarded to each salary increment component including standard increment, performance-evaluated increment, equity adjustment, promotion increment, and any other adjustment.

APPENDIX 1

School of Theatre and Dance School Faculty Status Committee Outline for Submission of Annual Performance Materials

Follow this outline in developing annual performance evaluation materials. Do not submit a cumulative curriculum vita. Further criteria for faculty evaluation can be found in the "School of Theatre and Dance Faculty Status Committee Guidelines and Operating Procedures", and other CFSC and SFSC documents at http://www.provost.ilstu.edu/aspt/.

I.   List of Activities for Previous Calendar Year

A.   General Information
1.   Name
2.   Year Appointed at ISU, Rank, Years in Rank
3.   Reporting Period
4.   Area(s) of Specialization

B.   Teaching
1.   Courses Taught (Spring, Summer, Fall) – Including Independent Studies, Directed Projects, Internships
a.   Title
b.   Units
c.   Enrollment (Undergrad and Grad)
2.   Advising and Mentoring
a.   Office Hours Held
b.   Supervision of TAs
c.   MFA/Thesis Committees
d.   Supervision/Mentoring of Students in Production
e.   Other

C.   Scholarly and Creative Productivity (Spring, Summer, Fall) Including Professional Memberships & Affiliations

D.   Service   1. University
                a.   School, College, University Committees
                b.   Management of School Facilities, Shops, Equipment
                c.   Other
            2. Profession
                a.   Non-University Work in Area of Specialization
                b.   Professional Organizations Offices Held
                c.   Other

E.   Honors, Awards, Grants

II.   Self-Evaluation

A narrative (maximum of three pages) assessing your activities in the categories above as to their significance to you and your academic /professional goals.

III.   Supporting Documentation

A.   Teaching:

    In addition to course syllabi, faculty are encouraged to submit up to two artifacts for each class taught during the reporting period. (Examples: handouts, exams, evaluation/grade forms, etc. if using technology in your courses, provide the URL.)

B.   Scholarly and Creative Productivity:

    Books, articles, and papers should not be included, but be available in the office for reference. Production programs, reviews, photos, sketches or renderings, etc. only to be included if the production is significant in scope and/or venue, particularly at an off-campus site.

C.   Service:

    Letters commending particularly significant achievement only. Projects with tangible outcomes (reports, websites) should not be included, but be made available in the office for reference.

APPENDIX 2
[Note: Reprinted from the ASPT document.]

University Guidelines and Criteria for Faculty Evaluation

Faculty effort and activity are evaluated in three areas: teaching, scholarly and creative productivity, and service. Because these areas are mutually supportive, the activities undertaken in one area may at times overlap another. Despite this interdependence, each area has its own definition, its own activities, and its own guidelines and criteria for evaluation. It is emphasized that the activities referred to in this section are illustrative and that, while departmental/school guidelines must be consistent with University guidelines, departments/schools are expected to adapt these guidelines to their own unique situations. It is expected that the guidelines and criteria for evaluation will demonstrate quality of accomplishment and a standard of excellence.

Criteria for the Evaluation of Teaching

The majority of direct instructional activities by Illinois State University faculty are undertaken within classrooms, laboratories, studios, etc. Indeed, faculty and student interaction within the traditional classroom is the most common form of teaching. At the same time as new instructional technologies develop and as a variety of forms of out-of-class learning experiences become more important, Illinois State University faculty members will engage increasingly in such activities, devoting more time to modes of instruction that occur outside of the traditional classroom. To be adequate, any mechanism for the evaluation of teaching must be comprehensive enough to encompass these new activities and technologies. Moreover, the scholarship of teaching likewise may focus not only on traditional classroom instruction but also on other forms of teaching such as conducting laboratories, mentoring interns and advanced graduate students, tutoring individual students, and student advising.

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

Common Teaching Activities

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

Group Instruction

1. Instructing students in courses, labs, clinics, studio classes
2. Instructing participants in workshops, retreats, seminars
3. Managing a course (grading, planning, maintaining records) 63

Advising, Supervising, Guiding, and Mentoring

1. Supervising students in labs and fieldwork
2. Advising and mentoring students
3. Supervising teaching assistants
4. Supervising students with internships and clinical experiences
5. Supervising students in independent study
6. Directing or serving as a reader on student research projects, theses, and dissertations

7. Advising co-curricular activities

Developing learning activities

1. Developing, reviewing, and redesigning courses
2. Developing and revising curriculum
3. Developing teaching materials, manuals, software
4. Developing and managing distance learning courses
5. Developing computer exercises
6. Conducting study-abroad programs

Developing as a teacher

1. Evaluating teaching of colleagues
2. Conducting instructional and classroom research
3. Attending professional development activities

Factors Used for Evaluation of Teaching

Guidelines and criteria for the evaluation of teaching are based on common teaching activities such as those listed above. Adequate evaluation of teaching requires consideration of a variety of factors concerning these activities. Departments/schools must use two or more types of factors to evaluate teaching performance, one of which shall be student reactions to teaching performance. The following items include but are not limited to examples which may be used to identify meritorious teaching:

1. A record of solidly favorable student reactions to teaching performance;
2. Favorable teaching ratings by peers through review of instructional materials;
3. Favorable teaching ratings by peers through classroom observation;
4. Favorable teaching reactions by alumni;
5. Evidence that the faculty member's students experience cognitive or affective gain as a result of their instruction;
6. Syllabi from various courses that feature clarity of instructional objectives, clear organization of material, and equitable and understandable criteria for the evaluation of student work;
7. Breadth of teaching ability as this is illustrated by effective teaching in different classroom settings, effective teaching of different types of students, preparation of new courses, or significant modification of established courses;
8. Evidence of meritorious supervision of students in independent studies, internships, clinical experiences, laboratories and fieldwork;
9. Creditable advising and mentoring of students in their preparation of research projects, theses, and dissertations;
10. Significant involvement in sponsoring student organizations and co-curricular activities;
11. Development or review of teaching materials (textbooks, workbooks, reading packets, computer programs, curriculum guides, etc.);
12. Development of new teaching techniques (videotapes, independent study modules, computer activities, instructional technologies, etc.);
13. Service as a master teacher to others (conducting teaching workshops, supervising beginning teachers, coaching performances, etc.);

14. Recognition of meritorious teaching by winning teaching awards; 15. Writing successful competitive grant proposals related to teaching.

Criteria for the Evaluation of
Scholarly and Creative Productivity

The term "scholarly and creative productivity" comprises a variety of activities, including those typically defined as research. Because activities considered to be scholarly and creative productivity vary considerably from discipline to discipline, the University recognizes that scholarly and creative productivity includes all forms of discovery and integration of knowledge, critical analysis, and products and performances.

Definition of Research

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

> A formal procedure 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.

The University recognizes both the scholarship of discovery and scholarship of integration. The scholarship of discovery contributes to the stock of human knowledge and involves the pursuit of new knowledge for its own sake. The scholarship of integration interprets, draws together, and brings new insight to bear on original research.

Evaluation Guidelines and Criteria for Scholarly and Creative Productivity

The evaluation of scholarly and creative productivity requires consideration of a variety of factors and must consider the quality and significance of each contribution. Factors used to evaluate meritorious scholarly and creative productivity include but are not limited to:

1.   Authorship or co-authorship of peer-reviewed published materials such as journal articles, abstracts, monographs, books, book chapters, cases, artistic works, software, or other professional and technical documents;
2.   Authorship or co-authorship of published materials such as editorially reviewed books, articles, abstracts, translations, software, cases, artistic works or other professional and technical documents; 3. Production and presentation of radio and television works, films and videos related to the scholarly or creative discipline;
4. Refereeing or editing journal articles, grant proposals, and book manuscripts;
5. Presentations and papers delivered at local, regional, national and international meetings; 6. Performances, exhibitions, and other creative activities locally, regionally, nationally and internationally;
7. Managing or serving as a consultant for exhibitions and performances;
8. Obtaining competitive external or internal grants related to scholarly and creative productivity;

9. Writing and submitting proposals for competitive grants, internal or external, related to scholarly and creative productivity;
10. Writing and submitting required grant and contract reports;
11. Receiving internal or external awards obtained for scholarly or creative productivity; 12. Providing evidence that scholarly or creative works have been submitted for review; 13. Documenting scholarly or creative works in progress.

Criteria for the Evaluation of Service

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

Evaluation Guidelines and Criteria for Service Activities

The evaluation of service requires consideration of a variety of factors that include both professional service and university service. Factors used to evaluate service include but are not limited to the following:

1. Holding office or completing a major assignment with a national or regional professional organization;
2. Consultation and service to civic organizations, social agencies, government, business, or industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University;
3. Holding office or completing a major assignment in professional organizations;
4. Responsibility for planning workshops, seminars, or conferences for department/school, college, or University groups;
5. Chairing or leading department/school, college or university committees;
6. Nomination for or receipt of an award that recognizes service to department/school, college, university, or to groups outside of the university;
7. Serving as program chairperson (state, regional, national or international);
8. Serving as consultant, advisor, board member to educational, civic, social, business or other groups;
9. Serving on accreditation or evaluation teams;
10. Chairing a professional session (state, regional, national or international);
11. Writing and submitting competitive grant or contract proposals for activities related primarily to service;
12. Obtaining a competitive grant or contract for activities related primarily to service;
13. Service on a university, college or department/school committee;
14. Administering areas or programs within the department/school, college, or university.