UNIVERSITY REVIEW COMMITTEE
Illinois State University

Friday, October 6, 2017
3 p.m., Hovey 401D

MINUTES

Members present: Angela Bonnell, Michael Byrns, Sam Catanzaro, Diane Dean, Kevin Edwards, Doris Houston, Rachel Shively, Sarah Smelser

Members not present: Joe Goodman, Sheryl Jenkins

Others present: Bruce Stoffel (recorder)

Note: In these minutes "URC" refers to the University Review Committee at Illinois State University; "Caucus" refers to the Faculty Caucus of the Academic Senate at Illinois State University; "ASPT" refers to appointment, salary, promotion, and tenure policies of Illinois State University; "ASPT policies" refers to *Faculty Appointment, Salary, Promotion, and Tenure Policies* effective January 1, 2017; "AFEGC" refers to the Faculty Academic Freedom, Ethics and Grievance Committee at Illinois State University; "DFSC" refers to department faculty status committee; and "SFSC" refers to school faculty status committee. References in the minutes to "DFSC" are intended to refer to both DFSC and SFSC.

I.   Call to order

Chairperson Diane Dean called the meeting to order at 3:05 p.m. A quorum was present.

II.   Welcome new members

Dean welcomed new URC members Michael Byrns, representing the Sciences Division of the College of Arts and Sciences, and Rachel Shively, representing the Humanities Division of the College of Arts and Sciences.

III. Approval of minutes from the September 11, 2017 meeting

Sarah Smelser moved approval of minutes from the September 11, 2017 URC meeting. Kevin Edwards seconded the motion. The motion passed on voice vote, three members voting aye and four members abstaining (Angela Bonnell, Byrns, Doris Houston, and Shively).

IV.   URC task list for 2017-2018 and organization of working groups

Bruce Stoffel distributed a list of committee initiatives for 2017-2018 (see attached). Dean then facilitated committee discussion of the initiatives, including when and how best to approach each.

Referring to the URC working group report regarding salary increments related to promotion, Sam Catanzaro explained that the report recommends continuing to define salary increments in whole dollars rather than in percentages. Catanzaro announced that Interim Provost Jan Murphy has reviewed the working group report and is studying feasibility of increasing the salary increments set forth in the ASPT policies.

Referring to the URC working group report regarding performance evaluation, Catanzaro explained that the Caucus had asked URC to consider whether it would be advisable to permit departments and schools to conduct faculty evaluations less frequently than annually (to reduce the burden of performance evaluations on faculty). Catanzaro said the URC working group decided not to recommend a change in the current ASPT policy requiring annual performance evaluations. He said one reason for the recommendation was recognition by the working group that performance evaluation outcomes are considered in decisions regarding annual salary increments.

Referring to the URC working group regarding teaching evaluations, Catanzaro noted that the evaluation of teaching performance in annual performance evaluations is largely data driven, by results of course evaluations completed by students, but that the working group identified issues with that approach. The working group has recommended that departments and schools adopt evaluation policies that provide for richer feedback regarding teaching performance. The working group recommended that ASPT policies not mandate equal weighting of factors used by DFSCs and SFSCs to evaluate teaching performance, rather that departments and schools continue to have flexibility in establishing teaching evaluation policies. The working group further recommended that departments and schools be encouraged to adopt more holistic approaches to teaching evaluation.

Stoffel said the 2015-2016 URC decided that additional work was needed on the issue of teaching evaluations. He explained that URC decided to draft wording regarding best practices in teaching evaluations for addition to the ASPT policies. He said that 2016-2017 URC members Christopher Horvath and Smelser offered to continue work on the matter, but URC subsequently decided to delay that work until URC discussion of the disciplinary articles was complete. Dean asked Smelser if she would be willing to convene a new working group on teaching evaluations this year. Smelser agreed to do so. Byrns and Shively offered to join the effort. Smelser asked if the new working group should be prepared to report to the full committee at its next meeting. Dean answered in the affirmative. She said it is not necessary for the working group to redo work already done by URC on this issue, suggesting that the working group expand on those efforts instead.

Stoffel noted that the 2015-2016 Caucus asked URC to study a fourth issue, ASPT policies regarding service assignments. He reported that the 2016-2017 URC decided to defer work on that issue until URC work on the disciplinary articles was complete. Dean said that since more than a year has passed since the Caucus first made this request, she will ask Caucus chairperson Susan Kalter whether URC should proceed with its study of the issue. Dean said that if Kalter asks URC to do so, URC will need to form another working group.

Stoffel noted that none of the three working group reports approved by URC in spring 2016 has been sent to the Caucus for its consideration. Doing so was delayed at the request of the Caucus chairperson due to the time needed by the Caucus to complete its consideration of other matters, principally the ASPT policies. Dean offered to contact Kalter for her direction regarding submission of the working group reports. Dean said she prefers to send the reports to the Caucus now. Catanzaro suggested coordinating with the Provost regarding release of the report regarding salary increments, since the Provost may be planning to submit a report to the Caucus on the same issue.

Houston asked how the university policy regarding salary adjustments (which the Academic Senate Executive Committee has asked URC to review) differs from the ASPT salary increment issue. Catanzaro explained that the salary adjustments policy is a broader human resources policy under the purview of the Academic Senate. Dean asked if it would be appropriate for URC to consider the salary adjustments policy this fall (given anticipated Caucus consideration of the ASPT salary increment issue). Catanzaro said it would be appropriate to do so. He noted that URC need not recommend changes to the policy. He said if URC does consider policy changes, the committee might want to seek input from parties at the University that could be affected by the changes. Dean said she will include discussion of the salary adjustments policy on the agenda of the next URC meeting.

Houston asked if URC has sufficient coverage to address all of the initiatives that have been listed. Dean responded that the only initiative new to URC is service assignments, adding that the committee is not yet ready to proceed with that study.

V.   Updates

ASPT disciplinary articles

Dean reported that the Caucus has been reviewing the ASPT disciplinary articles this fall (the version developed by URC in 2016-2017). She said Kalter announced at a recent Caucus meeting that the Caucus will not seek additional assistance with the articles from URC this academic year, rather the Caucus will take action on the

articles without further URC input. Houston thanked Dean for her leadership of URC through the disciplinary articles revision process in 2016-2017, noting that work by Dean and the committee has been extensive.

Dean then updated the committee regarding Caucus discussions of the disciplinary articles thus far in 2017-2018. Dean reported that one key issue raised by the Caucus is the role of AFEGC. She explained that current university policies provide that AFEGC make recommendations to the Provost regarding academic freedom and ethics-related complaints submitted to AFEGC by individual faculty members. She said the Provost considers AFEGC recommendations and makes final decisions in the cases. Dean explained that the disciplinary policies most recently proposed by URC changes this approach. The proposed policies provide that the Provost seek input from ASPT bodies before making decisions regarding AFEGC recommendations. The process proposed by URC provides that faculty members in such cases may file an additional complaint with AFEGC, potentially resulting in multiple reviews by AFEGC of the same case. Some Caucus members raised concerns that multiple review of the same case may be unnecessarily burdensome and time consuming.

Dean reported that a second key issue thus far discussed by the Caucus is whether the disciplinary policies should include examples of actions that could trigger disciplinary processes. This question was submitted to the Caucus chairperson on behalf of a DFSC. Dean explained that she and two former URC members, Nerida Ellerton and Christopher Horvath, attend Caucus meetings to answer Caucus questions regarding the URC proposal and that Ellerton addressed the question from the DFSC at the September 27, 2017 Caucus meeting. According to Dean, Ellerton explained that URC had been concerned that including lists in the article text may be interpreted as exhaustive and, therefore, may be unnecessarily limiting. Houston said URC was correct not to include such lists, because URC could never have listed every possible scenario.

Houston asked that a report from Dean regarding Caucus discussions of the disciplinary articles be a standing item on URC meeting agendas this year. Dean concurred.

Equity review

Catanzaro explained that ASPT policies have always provided for equity review by URC, however such a review has never been done. He explained that the ASPT policies approved by the Caucus in spring 2016 provide that equity review will be done by URC every five years rather than being optional. He reported that the Caucus has established an ad hoc committee to determine the content of equity review and how equity review will be performed by URC. He reviewed the committee roster (which includes two URC members: Dean and Houston). Catanzaro noted that the first meeting of the equity review committee is scheduled for Tuesday, October 10, 2017. Dean reported that Kalter has offered to chair the committee.

Dean asked Houston if she would be willing to update URC throughout the academic year regarding work of the equity review committee, since decisions made by that committee will affect work of URC in the years ahead. Houston said she will be glad to do so.

VI.   Other business

There was no other business.

VII.   Adjournment

Byrns moved that the meeting adjourn. Houston seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 4:03 p.m.

Respectfully submitted,
Bruce Stoffel, Recorder

Attachments:
Initiatives for 2017-2018, University Review Committee

INITIATIVES FOR 2017-2018
UNIVERSITY REVIEW COMMITTEE

Recurring initiatives

Adopt an ASPT calendar for 2018-2019 (by December 31, 2017)

Review annual reports submitted by college faculty status committees (due May 1, 2018)

Review the annual report submitted by the Faculty Review Committee (due May 1, 2018)

Adopt and implement a schedule for review of college standards

Non-recurring initiatives begun in a prior academic year but not yet completed

Complete any additional work requested by the Faculty Caucus regarding the proposed ASPT disciplinary articles (URC representatives will need to attend Caucus discussions, but little if any additional work by the full committee is expected)

Transmit to the Faculty Caucus the spring 2016 URC working group report regarding salary increments
(See Attachment A)

Transmit to the Faculty Caucus the spring 2016 working group report regarding performance evaluation
(See Attachment B)

Complete work of the spring URC working group regarding teaching evaluations
(See Attachment C)

Non-recurring initiatives identified in a prior academic year but not yet begun

Study ASPT policies regarding service assignments
(See Attachment D)

Review university policy regarding salary adjustments (3.2.4)
(Attachment E)

Monitor work of the ad hoc equity review committee and provide input as requested
(See Attachment F)

ATTACHMENT A

SPRING 2016 URC WORKING GROUP
SALARY INCREMENTS

URC Working Group on Tenure and Promotion Salary Increases
Joseph Goodman (COB/ Management and Quantitative Methods)
David Rubin (CAS/ Biological Sciences)
Submitted for review: 26 April 2016

TASK

The subcommittee was asked to review and compare Article XII.A.5 (p. 42), "salary increments...Assistant Professor to Associate Professor…and Associate Professor to Professor…" and provide recommendations to the University Review Committee (henceforth, URC) regarding peer institution monetary increase. The request from Faculty Caucus:

> *Should Illinois State University use a fixed monetary amount or a percentage based promotion and tenure salary increment?*

ISU HISTORICAL PERSPECTIVE

ISU, currently, awards a $3000/year minimum salary increment for promotion to Associate Professor and a $5000/year minimum salary increment for a promotion to Professor. These salary increments replaced the 2005-2006 ASPT Policy document: $2250/year minimum for Assistant to Associate; and $3000/year minimum for Associate to Professor, originally inserted in 2001 ASPT document. Prior to the 1995-1998 ASPT Policy document, there is no mention of a fixed or percentage based salary increment with promotion and/or tenure.

METHODOLOGY

Comparison institutions were identified from the *Illinois State University Planning, Research, and Policy* "Peer Groups" website (http://prpa.illinoisstate.edu/data_center/peer_groups/). ISU identifies four main peer groups. Institutions for this analysis were selected from the Illinois Board of Higher Education (IBHE) Peer Group for Salary Comparisons and the IBHE Peer Group for Non-salary Comparisons. Thirty-five institutions are listed across both comparison tables. Each university's policy manuals concerning promotion and tenure were evaluated for salary increment raises. The manuals were searched, electronically, using the following symbols, phrases, or words: 1) "$"; 2) "%"; 3) "promotion"; 4) "raise"; 5) "assistant to"; 6) "associate to"; 7) "salary increments"; and 8) "assistant professor", "associate professor", or "professor". The search method generated 18 institutions with comparable data. Additional on-line searches were conducted on the remaining 17 institutions. However, the data was not available through public sources. No effort was undertaken to contact the schools' administrative professionals.

Online searches generated additional data sources. Table 2 reports institutions from the search and not considered within ISU's peer comparison groups.

RESULTS

Table 1 presents data for ISU's Peer Salary and Non-Salary promotion and tenure salary increments. The average student enrollment for the comparable institutions is: 22,616 students, S.D. = 9949. Approximately, 83% of the peer institutions use a fixed monetary salary increment for promotion and tenure, 17% use either a percentage based or hybrid formula. The average fixed salary increment for promotion from Assistant Professor to Associate Professor is: $4,788.00, S.D. = $1135.81 (Median = $5000.00). The average fixed salary increment for promotion from Associate Professor to Professor is: $7,058.00, S.D. = $1614.24 (Median = $7000.00). Institutions using the percentage based salary increment range from 9% to 12% of the faculty's base salary.

RECOMMENDATION

The URC was asked to consider using a fixed monetary or a percentage based promotion and tenure salary increment. ISU's fixed monetary salary increment is in line with peer institutions. As such, a full departure from past precedent appears unwarranted.

FUTURE CONSIDERATIONS

Faculty pay, direct and indirect compensation, continues to garner attention. A 2012 HR Horizons articled identified, pay compression and inversion, competitiveness, pay progression, workload, and pay fairness as the Top Five problems with faculty pay[4]. Hutcheson, Stiles, and Wong note,

> "Many institutions manage faculty pay effectively. Yet, many leaders also think their current practices need to be more contemporary…Institutions that do not regularly make market adjustments or lack a process for managing faculty pay progression will experience more significant, extensive, and costly compression and inversion issues."

Illinois State University is not isolated from the challenges of balancing fair compensation and economic conditions. For example, West Virginia University utilizes a "salary enhancement" policy[5] wherein fully-promoted faculty members submit 5-year revaluation dossiers. The faculty member is eligible for up to a 10% salary enhancement in addition to standard merit increases[6]. Two issues warranting future consideration, for ISU, are: 1) salary increment amounts; and 2) faculty turnover due to salary compression and/or inversion. Each issue is discussed below.

Salary Increment Amounts. The IBHE Peer Comparison group data indicates ISU's salary increment rates are below the mean and the median for both, Assistant to Associate and Associate to Professor. It is recommended that a full peer group compensation survey examine this discrepancy. The survey and analyses should investigate direct and indirect compensation comparisons. Contextual items available, or absent, from ISU faculty will provide the necessary insight prior to any new salary increment implementation.

Faculty Turnover. Turnover costs are unique to each university. However, and by example, Iowa State University reported the average replacement costs to hire one 9-month Assistant Professor (Tenure eligible) was $111,432.00[7]. Turnover has two facets, involuntary/voluntary or dysfunctional/functional, and is based upon either the employee's or organization's perspective. Involuntary turnover is defined as the employee is discharged from the organization, i.e. terminated or lay-offs. Voluntary turnover is the employee choosing to exit the organization. Dysfunctional turnover, then, is the organization losing a valuable, high performing employee. Conversely, in functional turnover the organization is losing a low performing employee. As addressed by Hutcheson et al (2012), salary compression and inversion concerns can contribute to faculty turnover, specifically voluntary and dysfunctional. It is imperative for Illinois State University to understand its costs and causes associated with faculty turnover. The recommendation is a full evaluation of faculty turnover rates and costs by academic rank.

Table 1: IBHE Comparison Institutions Salary and Non-Salary: Promotion and Tenure Increments

	Comparison Institutions	Enrollment	Assistant to Associate	Associate to Full
1.	Ball State University	21,196	$4000	$6000
2.	Bowling Green State University	16,912	$5500	$9000
3.	Central Michigan University	27,069	$6250	$7250
4.	Cleveland State University	16,936	$6000	$9000
5.	Florida Atlantic University	30,364	9% of previous year's Base	12% of previous year's base
6.	Georgia State University	32,082	$5000	$6000
7.	***Illinois State University***	***20,807***	***$3000***	***$5000***
8.	Miami University (Ohio)	18,456	$6000	$9000
9.	Old Dominion University	24,932	$4000	$8000
10.	Ohio University	29,217	$6000	$9000
11.	Portland State University	28,241	$2169[1,2]	
12.	Rutgers University	4,857	10% of base	10% of base
13.	University of Northern Colorado	12,075	$3000	$5000
14.	University of South Florida	48,793	$5000	$7000
15.	University of Southern Mississippi	14,551	$4000	$5000
16.	University of Toledo	20,381	10% or $10,000, whichever is greater	10% or $10,000, whichever is greater
17.	Western Michigan University	23,914	$4500	$6500
18.	Wichita State University	14,495	$3000[3]	$5000[3]

Table 2: Non-comparison Institutions with Fixed or Percentage Based Advancement Increments

	Comparison Institutions	Enrollment	Assistant to Associate	Associate to Full
1.	UT-Chattanooga	10,781	10% of Current Salary	10% of Current Salary
2.	Virginia Military Institute	1,700	5% or $3000	5% or $3000
3.	Kansas State University	24,766	$11,075	$11,075
4.	West Virginia University	29,175	10% of Current Salary	10% of Current Salary & 5 year review for 10% increase

End Notes

1. Portland State University has union representation. The 9-month rate is the minimum increase for rank reassignment. Faculty with a 12-month contract receive a minimum of $2,640.

2. Portland State University provides for an "Academic Professional Compression Increase." Faculty receive a one-time salary increase based on years of service at the University.
        a. Three years of service or more, but less than six years of service: 2%
        b. Six years of service or more, but less than nine years of service: 3%
        c. nine years of service or more: 4%

3. Data reflects 1999 rates.

4. Hutcheson, K., Stiles, Y., & Wong, C. (2012, February). The top five problems in faculty pay. *HR Horizons, 7(1),* Retrieved from http://hrhorizons.nacubo.org/newsletter/past-issues/volume-7-issue-1/the-top-five-problems-in-faculty-pay.html.

5. West Virginia University Board of Governors Policy 30. Retrieved from http://bog.wvu.edu/files/d/07196b0e-11d0-43c3-aa1a-6af227c3bf6f/policy30.pdf

6. McConnell, J. (2015, October 16). Memorandum to Academic Deans Re: Salary Enhancement for Continued Academic Achievement for 2015-2016. Retrieved from http://wvufaculty.wvu.edu/r/download/220511

7. Making the business case: The imperative for supporting and promoting workplace flexibility in higher education. *American Council on Education.* Retrieved from https://www.acenet.edu/news-room/Pages/Making-the-Business-Case-for-Workplace-Flexibility.aspx.

ATTACHMENT B

**SPRING 2016 URC WORKING GROUP
PERFORMANCE EVALUATION**

University Review Committee, Spring 2016
Working Group on Annual Performance Evaluations
      Angela Bonnell (Milner)
      Rick Boser (CAST/TEC)
      Sheryl Jenkins (MCN)

BACKGROUND
At the Academic Senate's Faculty Caucus held December 9, 2015, several senators expressed concern that the current annual performance evaluation system is overly burdensome for faculty members and that too much time is being spent by faculty members preparing their performance evaluation documents.
    The following considerations were made at that meeting:
1. Performance evaluations should be conducted every other year rather than every year.
2. Performance evaluations should be conducted annually for probationary faculty but every other year for tenured faculty.
3. Performance evaluations should be conducted annually, but the extent of documentation being submitted by faculty members should be reduced.

    Caucus members also commented that performance evaluations inform annual salary increment decisions. Not having an annual evaluation would be problematic in distributing salary increments (when salary increments are available). Consensus of those Caucus members commenting during the meeting (there were several) was that it might be timely for University Review Committee (URC) to revisit how performance evaluations are conducted. The current system has been in place for several years without discussion or change.

URC WORKING GROUP INVESTIGATION
The URC convened a working group charged with investigating this issue at the January 19, 2016 meeting. Any resulting recommendations would likely be considered by Caucus off-cycle from the other ASPT items currently in the review process. To better understand the issue, working group members researched:
    A. past and current practice of annual performance evaluations at Illinois State University
    B. current practice at ISU's benchmark institutions
    C. relevant policy statements by the American Association of University Professors (AAUP)
    D. attitudes from faculty across campus

FINDINGS
A. Past and Current Practice at Illinois State University
Since the first *Appointment, Salary, Promotion and Tenure (ASPT) Policies* document published in 1979, tenured and probationary tenure faculty members have been required to "submit to their DFSC reports on their activities and accomplishments for the purpose of evaluation" (X.B.2). Also, "Each DFSC will conduct merit evaluations of each tenured and probationary tenure faculty member annually" (X.B.4).
    The current ASPT document references annual performance evaluations in several areas: Overview: Faculty Evaluation Process, V.C.1.; VII.E.; IX.D.1; X; and XII. The most substantive references are in VII. "Faculty Assignments and Evaluations" and XII.B.3 "Performance Evaluation and Salary Incrementation."
    Annual performance review is one of several reviews tenure-track faculty will experience in their academic life. Others reviews include reappointment, promotion, tenure, sabbatical, and post-tenure (ASPT p.3). Additionally, Illinois State University's policy on tenure (3.2.6) states that "The University shall, at regular intervals, review and evaluate the performance of tenured faculty in order to offer

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constructive guidance and to encourage a continuing high level of faculty accomplishment. The University shall establish the policies, procedures and criteria needed to accomplish such periodic evaluations."

B. Benchmarking
Illinois State University's benchmark institutions <http://prpa.illinoisstate.edu/data_center/peer_groups> require annual performance evaluations except those in the University of California (UC) system (Santa Cruz and Riverside). In the UC system, "Faculty are reviewed on average every two to three years by faculty peers and administrators." (See attached appendix for overview.)

C. American Association of University Professors (AAUP)
The AAUP 2005 report, "Managing Faculty Productivity after Tenure," <http://www.aaup.org/issues/tenure/managing-faculty-productivity-after-tenure-2005> states that "In view of the fact that salary increase decisions are made annually at most institutions, an annual review of faculty performance would be necessary to support these salary increase decisions. If merit pay plans are adopted, the process should be made more transparent. Such transparency will be achieved, in part, by:
- ensuring that salary enhancement programs have clear objectives
- incorporating faculty peer-review committees into the process
- developing and implementing policies by peers
- applying criteria for such increases consistently and fairly
- ensuring appeals procedures to provide additional opportunities for decision-maker(s) to obtain relevant information
- ensuring that merit pay criteria are not used to squelch the speech of faculty."

D. Feedback from Faculty at ISU
Bonnell, Boser and Jenkins sought feedback from tenured and probationary tenure faculty members across campus. Respondents reported
- spending a range from two hours to more than 40 hours preparing and/or writing their activity reports
- that required elements varied greatly from one department/school to another. Required elements included a CV with a brief 3-page narrative to a dossier including a cover page, table of contents, a CV, lengthy narratives, appendices, future plans, summary of student evaluations, summary of peer evaluations, past DFSC/SFSC evaluations, evidence of an updated productivity report entries into in a third-party activity tracking and reporting e-portfolio system (e.g., Digital Measures, Sedona)
- the presence of an e-portfolio system in a Department/School can add time that does not benefit the individual or the department/school and is duplicative of other required elements of the activity report

The working group surmises that the culture of the department/school, as well as required elements of an activity report, are determining factors in how much time is spent preparing and writing annual activity reports.

Based on its findings the URC working group has determined changes are not necessary in the ASPT policies in reference to the three faculty caucus considerations. The working group offers two recommendations for further consideration.

Faculty Caucus Considerations #1 and #2

The working group does not recommend conducting performance evaluations every other year (rather than every year) or annually for probationary faculty but every other year for tenured faculty for the following reasons:

Reason 1—Performance evaluations inform annual salary increment decisions; the absence of annual evaluations would be problematic in distributing salary increments (when salary increments are available).

Reason 2—Annual performance reviews are one of several reviews tenure-track faculty will experience in their academic life. Annual evaluations play an integral role in other reviews: reappointment, promotion, tenure, sabbatical, and post-tenure (ASPT p.3). The absence of annual evaluations could likely affect those reviews.

Since the first edition of ASPT policies in 1979 there have been references to annual evaluations: "Each DFSC will conduct merit evaluations of each tenured and probationary tenure faculty member annually" (X.B.4). Currently, the most substantive references in the ASPT guidelines are found in VII. "Faculty Assignments and Evaluations" and XII.B.3 "Performance Evaluation and Salary Incrementation."

Reason 3—Annual evaluations are recommended AAUP practice: "In view of the fact that salary increase decisions are made annually at most institutions, an annual review of faculty performance would be necessary to support these salary increase decisions."

Reason 4—Annual evaluations are standard practice at other universities, including those Illinois State University compares itself against.

Reason 5—Annual evaluations can contribute to high achieving faculty performance in teaching, research and service.

Reason 6—If there were different evaluation practices established for pre- and post-tenured faculty members, new policies would need to be established. Each group would need to provide sufficient information in activity reports to ensure that DFSC/SFSCs could fairly apportion annual merit funds, if available.

Faculty Caucus Consideration #3

The working group does not recommend introducing language to reduce documentation submitted by faculty into ASPT policies.

Reason 1—While feedback from faculty in departments/schools confirms that some faculty spend considerable time preparing their annual papers, not all do. The culture of an individual department/school, as well as required elements of an activity report, are determining factors in how much time is spent preparing and writing annual activity reports.

Reason 2—Current ASPT guidelines encourage flexibility: "Each Department/School is both allowed and expected to design a document that, without violating the intent of the criteria given herein, shapes these criteria to reflect its own identity, mission, and culture" (p.1). Standardizing or mandating the length or required elements of activity reports may inhibit a department/school to reflect its culture.

URC Working Group Recommendation #1

Since department/schools are required to "provide guidance regarding the format and content of activities reports" (VII.D) they should review and revise as necessary policies and procedures (p.18, V.A.5) taking into consideration the time faculty spend in preparing the required elements of their annual activity reports.

Reason 1—According to the ASPT policies, departments/schools are free to set their own performance evaluation policies but face the consequences that result from those policies that may require excessive documentation. Requiring faculty to submit extensive dossiers—especially those that also require submission with duplicative information into third party e-portfolio systems—is not an efficient use of faculty members' time or that of members of the DFSC/SFSC who are required to review those lengthy dossiers.

Reason 2—Reasonable, clearly written policies and procedures are good practice. Well written guidelines can contribute to evaluations that offer constructive feedback for the professional development of faculty. This feedback can contribute toward better faculty performance and continuing high levels of faculty accomplishment in teaching, research and service throughout an individual's academic life.

URC Working Group Recommendation #2

In addition to inviting periodic review (V.B.) from faculty in Departments/Schools to discuss DFSC/SFSC policies and procedures regarding activity reporting requirements, there would be value in sharing of individual unit practices in a university-wide setting. Such an opportunity could occur at a chairs/directors meeting or a workshop attended by members of DFSC/SFSCs across campus.

Reason 1—There is significant variation in DFSC/SFSCs policies and procedures. Conversations and dialogue throughout and among departments/schools across the University could help DFSC/ SFSCs learn best practices. DFSC/SCFSs could apply these best practices, or at least alternate approaches to collecting and evaluating faculty activity documentation. DFSC/SFSCs could apply these practices while maintaining their own identity, mission, and culture. Rewritten guidelines could help faculty in those departments/schools who spend excessive time preparing and writing their annual activity reports.

4/25/2016
Rev. 5/3/2016
Approved by URC 5/13/16

Appendix

Working Group on Annual Performance Evaluations, Spring 2016
Benchmark Institutions for ISU   http://prpa.illinoisstate.edu/data_center/peer_groups/

1. **Ball State University**   Annual evaluations used for salary increment, page 98
    http://cms.bsu.edu/-/media/WWW/DepartmentalContent/FacProfHandbook/201516/201516C2.pdf

2. **Bowling Green State University**   Annual review with rolling three-year review to determine merit increases

    "The annual merit review will be based upon the accomplishments over the most recent three-year period on a rolling basis, ie., each year new information is added to the file for the most recent year, and information from the oldest year is eliminated from the file. This will help to reduce inequities that can result both from differences in the merit funds available each year and from fluctuations in performance that may occur from year to year.
    http://www.bgsu.edu/arts-and-sciences/philosophy/graduate-program/graduate-student-handbook/philosophy-department/department-policies-and-procedures/iv-annual-faculty-evaluation-and-determination-of-merit.html

3. **Clemson University** Annual performance evaluations via Faculty Activity System (FAS), Appendices E, F

    "An individual's recommended merit increase is based upon the performance evaluation by the chair or director although there may be no precise correlation between the annual faculty evaluation and the amount of salary increase." page IV-10
         "Post Tenure Review Merit salary increments are based on these annual performance reviews." page IV-8

    http://www.clemson.edu/administration/provost/documents/facultymanual.pdf, page IV-4

4. **Miami University (Ohio)** Annual evaluations used in determining salary recommendations

    "Each tenured and probationary member of the instructional staff shall receive at a minimum a written annual evaluation based at least in part on data supplied by the person in his or her Annual Report of Professional Activities. Evaluations shall serve two functions: (1) to guide the professional development of the person and (2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based."

    https://blogs.miamioh.edu/miamipolicies/?p=163

5. **and 6. University of California-Riverside** and   **University of California-Santa Cruz** A system of rigorous performance review is linked directly to compensation on salary scales.

    "Faculty are reviewed on average every two to three years by faculty peers and administrators."
         "Faculty continue to be reviewed regularly after tenure is conferred. Senior faculty who reach the highest "step" at the professorial level (Professor, Step IX) may receive a special review and be placed "above scale," where they still undergo regular review but the salary exceeds the maximum salary

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designated for the title series. On many UC campuses, these "above scale" faculty are awarded the title of "Distinguished Professor."

http://www.ucop.edu/academic-personnel-programs/_files/uc-faculty-comp-summary-jun-2014.pdf

Academic Salary Scales
http://www.ucop.edu/academic-personnel-programs/compensation/2015-16-academic-salary-scales.html

7. University North Carolina-Greensboro   Annual reviews contribute toward merit increases
"Annual reviews should provide a means of recognizing, encouraging, and rewarding faculty performance by means of merit pay increases, when funds are available for this purpose."

http://provost.uncg.edu/documents/personnel/posttenurereview.pdf

8. University of Wisconsin-Milwaukee
"The Departmental Executive Committee shall provide for the periodic review of the performance of every faculty member. These reviews include those for determining annual merit salary increases, contract renewal, tenure and promotion and tenured faculty review." page 30

http://www4.uwm.edu/secu/policies/faculty/upload/May2015P-P.pdf

Sources

Euben, Donna R., and Barbara A. Lee, **"**Managing Faculty Productivity After Tenure." *American Association of University Professors.* Last modified August 2006. http://www.aaup.org/issues/tenure/managing-faculty-productivity-after-tenure-2005.

Illinois State University. *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies.* Normal, Ill.: Illinois State University, 1979. [Milner Library, floor 6 LD2347 .A132]

————. "Tenure Policy (3.2.6)." Last modified April 2012. http://policy.illinoisstate.edu/employee/3-2-6.shtml.

————. Planning, Research, and Policy Analysis. "Peer Groups." Accessed February 15, 2016. http://prpa.illinoisstate.edu/data_center/peer_groups/.

SPRING 2016 URC WORKING GROUP
STUDENT REACTIONS TO TEACHING PERFORMANCE

Background

During fall 2015 Faculty Caucus discussions regarding proposed changes to ASPT policies, the Caucus raised questions regarding Section XII.B.2 of ASPT 2012 (aka the Beige Book): "The materials upon which faculty members are evaluated shall include student reactions to teaching performance."

The Caucus asked URC to consider two issues regarding Section XII.B.2 and recommend whether this and related passages in the ASPT document should be revised. In considering these issues, the Caucus asked URC to consider both AAUP guidelines and recent research.

1. Should the term "student reactions" still be used or should the phrase be replaced with "student evaluations" or some other term?

2. Consider adding a requirement that multiple methods of teaching evaluation be weighted equally.

In spring 2016 URC organized a working group to study the two issues and report back to the full committee with findings and recommendations. Working group members were Christopher Horvath (chairperson; CAS/Philosophy) and Andy Rummel (CFA/Music). URC approved a final version of the working group report on May 13, 2016. That report follows.

The final report recommends that the term "student reactions" or "student responses" be used in the ASPT document rather than "student evaluations" and that a requirement that multiple methods of teaching evaluation be weighted equally not be added to the document. The final report further recommended that passages of the ASPT document regarding teaching evaluation be revised by URC to reference best practices in teaching evaluation. The working group final report and the addendum recommending revisions to the ASPT document would then be forwarded to the Caucus for its consideration.

A new URC working group to continue this work was formed in fall 2016. However, the task was set aside until URC completed its work on the ASPT disciplinary articles, which was requested by the Caucus on September 14, 2016. URC worked the entire academic year on the disciplinary articles and completed that work in August 2017.

Next steps

Form a new URC working group to draft revisions to the ASPT document to incorporate best practices in teaching evaluation, for consideration by the full committee and, in turn, by the Caucus.

URC Working Group on Student Evaluations:
Chris Horvath (CAS/Philosophy)
Andy Rummel (CFA/Music)

Task:
The subcommittee was asked to review Article VII.B.2 (pg 57) and provide guidance to the URC regarding the following suggestions/requests from the Faculty Caucus (11/4/15):
> (i)   *Should the term "student reactions" still be used or should the phrase be replaced with "student evaluations" or some other term?*
> (ii)   *Consider adding a requirement that multiple methods of teaching evaluation be weighted equally.*

The Faculty Caucus requested that the subcommittee consider both AAUP Guidelines and recent research on the use of student input in the evaluation of faculty teaching.

Review:
The subcommittee reviewed material available on-line in order to reach its recommendations. In addition to AAUP material and recent research on student evaluations, we chose to examine the practices of "Benchmark Institutions" (list attached) in order to determine "best practices" with respect to the use of student input in faculty evaluations.

The subcommittee addressed the following questions in their review.
1. What are the AAUP guidelines with respect to the use of student course evaluations in the evaluation of faculty teaching?
2. How do our "Benchmark Institutions" administer student course evaluations and how are those evaluations used in the evaluation of faculty teaching? Are other forms of teaching evaluation required for faculty evaluation? If they are required, are different modes of evaluation given equal weight?
3. What are the most recent research finding on the reliability of student evaluations as measure of faculty performance/learning outcomes assessment? Is there evidence of systematic bias in student course evaluations with respect to female faculty, faculty of color, LGBTQ faculty, ESL faculty?

Findings and Recommendations:
With respect to request/suggestion (i), the subcommittee recommends **<u>retaining</u>** the less-formal term "student response".

Justifications:
- There is a great deal of heterogeneity across departments and colleges in both the instruments used to generate student feedback and in the methodology used to administer those instruments.

- Some instruments are clearly designed to elicit comments on the instructor's performance (e.g. "Was the instructor regularly late or absent from class?" "Did the instructor return graded material in a timely manner?") and others are designed to elicit feedback on the course itself (e.g. "Were the reading assignments interesting and relevant?" "Was the course well organized?")
- Some instruments use primarily open questions and others use a numerical scale. (Some departments use 5 as a positive response and other departments use 5 as a negative response.)
- Some faculty self-administer their "evaluations" with little guidance or oversight while other departments have elaborate procedures for administering and collecting evaluations.
- The AAUP has no specific guidelines regarding this issue.
- Our Benchmark Institutions take a variety of approaches. Most use the terms "course evaluation" or "instructor evaluation".
- A review of the relevant literature suggests that "evaluation" is a misnomer. The data gathered on the typical student response instruments do not provide reliable information about the quality of instructor's performance in the classroom or about the instructor's success in achieving desired learning outcomes. (Simpson 1995, Wachtel 1998)
- There is ample evidence of inherent bias in many student "evaluations" with respect to race, gender, sex, and sexuality. Cis-gender, white male faculty may benefit from a race and gender based "assumption of competence". Female, non-white, and non cis-gender faculty suffer the effects of the opposite assumption. (Laube et al. 2007)

This disparity coupled with the documented problems with bias inherent in the student evaluation process lead us to suggest that the student feedback should not be considered "evaluative" in any formal sense. Rather, student "course evaluations" should be treated as an opportunity for students to provide feedback regarding their experience with a particular instructor in a particular course. Whatever we call these student feedback data should reflect this reality. The committee suggests "student responses".

With respect to request/suggestion (ii), the status quo seems to privilege student course evaluation. We believe the intent of this suggestion is to increase the relative importance of modes of teaching evaluation other than student evaluation. The subcommittee endorses this basic idea. However, simply requiring that all sources of data regarding teaching performance be treated equally seems to miss the real target. A review of the relevant literature and "Best Practices" suggests that the evaluation of teaching should be a holistic and on-going process not limited to a single source of data or a single day at the end of the semester. We believe requiring all schools/departments to treat all sources of input equally (i.e. treating student course evaluations with equal weight to peer review of a comprehensive teaching portfolio or peer observation in the classroom) would, in fact, impede the development of comprehensive and on-going methods of teaching evaluation. We

do **not recommend** the suggested change. Instead, we would suggest language that encourages schools/departments to develop methods of teaching evaluation that take into consideration multiple sources of input over an extended period of time and weight the various sources of data in ways appropriate to the particular the faculty member, course load, pedagogy, course content, and discipline. Revising the language in the ASPT Policy in a way that achieves the kind of comprehensive, disciplinary-appropriate, and individually tailored evaluation of teaching suggested as a "best practice" by our research will take careful consideration. The URC plans to draft the necessary revisions during the 2016-2017 academic year and forward them to the Faculty Caucus for consideration.

Justifications:
- The AAUP has no specific guidelines regarding this issue. However, "a recent AAUP survey finds declining response rates on student reviews of professors, too many colleges that do little beyond student reviews, and concerns about bias against women, minorities and adjuncts. But association panel wants to improve system, not end it." (Inside Higher Ed June 10, 2015)
- IDEA is a non-profit organization doing research to improve higher education. Several schools and departments on campus use "student response inventories" developed by IDEA (e.g. the College of Fine Arts) According to IDEA, "Student ratings of instruction (SRI) should be supplemented with peer review and ongoing faculty development. We were pleased to read that 69 percent of respondents see the need for student feedback about their teaching. We also agree that institutions should end the practice of allowing SRI to serve as the only or primary indicator of teaching effectiveness. IDEA has long recommended that they count no more than 30 percent to 50 percent of the overall teaching evaluation." (IDEA June 22, 2015)
- Our Benchmark Institutions take a variety of approaches to faculty teaching evaluation. All include some form of student input. Most require additional sources of data, most often peer review of teaching material and less often classroom observation. The relative weight given to different sources of data regarding teaching performance varies significantly both between and within institutions. Most commonly, college and university level policy requires multiple sources of input on teaching performance while decisions about specific kinds of assessment required and the relative weighting of are made at the department level.
- The variety in policies and procedures at the department level within Benchmark Institutions reflects the differences in course content and pedagogy within different disciplines. These differences should be respected.
- A review of the literature reveals a persistent problem of gender and race bias in student course evaluations.   This bias is most often revealed in a complex interaction of student gender, instructor gender, and course content. (e.g. Basow, 1998 and Laube, 2007.) For example, a consistent gender bias is found against female faculty who introduce (appropriately) feminist content

into non-gender studies courses, though a similar negative response does not apply to male faculty who do the same thing.
- The same bias response has been demonstrated with respect to race and race-focused course content.

Selected Bibliography:

Andersen, K., &Miller, E. D. (1997). Gender and student evaluations of teaching. *Political Science & Politics,* 30, 216-219.
>   Explores the potentially damaging effects of gender bias in student evaluations of teaching, specifically with regard to student expectations. Reviews a number of laboratory and "real life" studies and summarizes their conclusions. Notes the different and conflicting expectations of students and recommends a broader approach to teacher evaluations.

Arreola, R. A. (2000). Developing a comprehensive faculty evaluation system: A handbook for college faculty and administrators on designing and operating a comprehensive faculty evaluation system (2nd ed.). Bolton, MA: Anker Publishing Company, Inc.
>   This handbook provides a practical model for developing and using a comprehensive faculty evaluating system that responds to the specific needs, concerns, and characteristics of the faculty and administration of an individual academic unit. It outlines an eight-step procedure that focuses on the determination of: (1) the faculty role model; (2) faculty role model parameter values; (3) roles in the faculty role model; (4) role component weights; (5) appropriate sources of information; (6) information source weights; (7) how information should be gathered; and (8) appropriate forms and protocols. It also examines the selection and development of forms for the student evaluation of faculty, providing samples of student rating form items is included. An appendix contains a sample faculty evaluation manual.

Basow, S. A. (1998). Student evaluations: Gender bias and teaching styles. In L. H. Collins, Chrisler, J.C., & Quina, K. (Eds.), Career strategies for women in academe: Arming Athena. (pp. 135-156). Thousand Oaks, CA: Sage.
>   Using a quantitative approach, Basow argues that the overall effect of gender on student evaluations is small, accounting for about 3% of variance. However, there may be significant interaction effects between gender and other context variables that may cumulatively disadvantage female faculty.

Cashin, W. E. (1995). Student ratings of teaching: The research revisited. IDEA paper No. 32.
>   This paper attempts to summarize the conclusions of the major reviews of the literature on student ratings of teaching. It is an update of a paper by the same name published as IDEA Paper No. 20 from the Center for Faculty Evaluation and Development in 1988. Viewing student ratings as data rather than evaluations may help to put them in proper perspective. Studies have considered the multidimensionality of student ratings and their reliability and validity. They have been compared to student learning outcomes, the self-ratings of the instructor, and the ratings of others, and possible sources of bias have been studied. There are probably more studies of student ratings than of all the other data used to evaluate

college teaching combined, and there are certainly enough studies to allow some conclusions. In general, student ratings tend to be statistically reliable, valid, and relatively free from bias and need for control. Nevertheless, they are only one source of data about teaching and must be used with multiple sources of data to make judgments about all the components of teaching.

Laube, H., Massoni, K., Sprague, J., & Ferber, A. L. (2007). The impact of gender on the evaluation of teaching: What we know and what we can do. *NWSA Journal*, 19(3), 87-104.

Merritt, Deborah J. (2008). Bias, the Brain, and Student Evaluations of Teaching. *St. John's Law Review* 82, 235-287.

Miller, J.,& Chamberlin, M. (2000). Women are teachers, men are professors: A study of student perceptions. *Teaching Sociology*, 28(4), 283-298.
> Sociology students' perceptions of their instructors' educational attainment levels are examined empirically. The authors find gender disparities: students misattribute in an upward direction the level of education actually attained by male graduate student instructors, while they misattribute in a downward direction the level of formal education attained by women, even when the female faculty member is a full professor. The misattributions are linked to the imputed statuses "teacher" for women and "professor" for men, regardless of the actual positions held or the credentials earned by faculty members and graduate student instructors. The authors suggest that a process of marginalization explains the empirical findings - a process that is attributed by others, but chosen by the self, regardless of the social and economic costs incurred.

Miller, Claire Cain. "Is the Professor Bossy or Brilliant? Much Depends on Gender." *New York Times* 6 Feb 2015.

Ratings Agency. (2016). "Students Judge Their Teachers. Often Unfairly." *Economist* 23 Jan 2016.

Simpson, R. D. (1995). Uses and misuses of student evaluations of teaching effectiveness. Innovative Higher Education, 20(1), 3-5.
> While student evaluations of teaching performance can provide useful feedback on faculty, particularly on dimensions of course delivery, there are serious limitations. Bias and distrust are often overlooked in interpreting student ratings. An inappropriate use is in rank-ordering faculty in a department. Student evaluation data must be integrated with other sources of information on teaching quality.

Travis Russ, Cheri Simonds & Stephen Hunt. (2002). Coming Out in the Classroom ... An Occupational Hazard?: The Influence of Sexual Orientation on Teacher Credibility and Perceived Student Learning. *Communication Education* 51(3), 311-324.

Wachtel, H. K. (1998). Student evaluation of college teaching effectiveness: A brief review. *Assessment & Evaluation on Higher Education*, 23, 191-212.
> This paper presents a brief review of the existing research on student written evaluations of the teaching performance of college and university instructors. First, a short historical background is given.

ATTACHMENT D

**URC WORKING GROUP
SERVICE ASSIGNMENTS**

Background

During its discussions on January 27, 2016 regarding proposed ASPT policies, the Faculty Caucus raised questions regarding the appropriate treatment of service assignments in the policies. The questions and issues raised more specifically related to Article VII: Faculty Assignments and Faculty Evaluation, but similar questions were raised during subsequent consideration by the Caucus of Appendix 2 (University Guidelines and Criteria for Faculty Evaluation). Among the questions/issues raised …

- It has been reported that not all units assign service to faculty members (i.e., that service is not officially part of their load). Is this the case? If so, is it appropriate?

- Similarly, it has been reported that some units make teaching and scholarship assignments totaling 100 percent but then expect faculty members to be involved in service activities above and beyond the 100 percent. Is this the case? If so, is it appropriate?

- Do units make specific service assignments or do they permit faculty to choose their own service activities (much like faculty members set their own research agenda)? Is either or both acceptable?

- What activities should count as service (versus teaching and research)?

- How much credit should service be given in promotion and tenure decisions?

- In a related matter, how should administrative-type activities be counted (teaching, service, or research)?

An excerpt from the minutes of the January 27, 2016 Faculty Caucus meeting, documenting this discussion, is attached.

The Caucus asked URC to consider these and any other related issues and report its findings and recommendations.

URC planned to establish a working group to study this matter. Due to other priorities, URC has not yet done so.

Next steps

Establish a URC working group to study the issues raised by the Faculty Caucus regarding service assignments and report findings and recommendations to the full committee.

<div align="center">

Faculty Caucus Minutes
Wednesday, January 27, 2016
(Approved)

</div>

Note: The recording of this meeting was lost prior to being transmitted to the Senate office, so the minutes are a re-creation based on notes taken by URC Recorder Bruce Stoffel. Even where seemingly verbatim, they should not be assumed to be so.

Call to Order
Senator Kalter called the meeting to order.

Election of Library Committee Representatives (Term Spring 2016):
Carlyn Morenus, CFA
Clinton Warren, CAST

The Caucus unanimously elected these two nominees to the open seats on the newly expanded Library Committee.

ASPT Discussion:
Action items session on existing Articles VI-VIII, X, XII (and related appendices)

Article VI
Senator Kalter called for a motion to approve the changes proposed to existing ASPT Article VI.

Motion: By Senator Daddario, seconded by Senator Huxford, to approve proposed revisions to Article VI.

Senator Kalter reviewed the recommended changes. She noted that the word "Dismissal" would not be added to the title at this time.

A Senator [name not recorded] made a motion amend VI.G. to "in this case" retain the "must" rather than changing it to "shall." There was no second.

Senator Kalter recommended against any motion to amend of this nature, explaining that the Caucus had already decided to reject all changes proposed by URC to the must/shall, will/shall, etc., areas as well as deferring all changes related to the proposed new disciplinary articles, which will not be approved until at least 2016-17. She recommended against any motion to amend so that the other changes to the proposed version before the Caucus could be made without engaging in extended debate on the must/shall question. She explained that VI.G would indeed retain the "must" in any event under this previous agreement so that the motion to amend was not necessary.

After asking for debate and seeing none, Senator Kalter called for a vote.

The motion to approve the proposed changes to Article VI was unanimously approved.

<mark>*Article VII*</mark>
Senator Kalter called for a motion to approve the changes proposed to existing ASPT Article VII.

Motion: By Senator Huxford, seconded by Senator Hoelscher, to approve proposed revisions to Article VII.

Senator Kalter reviewed the recommended changes. She noted that the section reference in VII.F would not change as a result of the vote but may change later. She noted again that the must/shall changes would also be disregarded.

Senator Krejci, referring to the recommended change to VII.A, noted that service is an area that is not often assigned to a faculty member.

Senator Kalter: Some departments include it (service) in their assignments, some don't.

Senator Krejci: No, I am referring to faculty usually volunteering for service rather than having service assigned to them. Some volunteer, some don't.

Senator Kalter: There is an interesting middle ground. In my college we are assigned to some (service work) and some we volunteer for.

Senator Krejci: The question I sometimes get is "I wasn't assigned service."

Senator Kalter: Let's refer that to URC for a longer discussion. How do we make sure this (wording) reflects that well?

Senator Krejci: So, I appreciate the changes made (to VII.A). So if we are to say we are to support service, we aren't doing that necessarily.

Professor Dean, URC Vice Chair: So, in your reading (of the passage), the switch to a positive word may imply an expectation?

Senator Krejci: It implies all faculty get assigned to teaching, research, and service. This almost gets interesting. We don't assign such activity (service). But (this passage) may not be interpreted that way. I just want to raise it (the issue). (The passage, as revised,) may not be (interpreted) that we are assigning these things (service), but it could be.

Senator Troxel: I should delay comments before fully forming them. My question is the definition of assignment relative to contributions being evaluated. Maybe add language like including voluntary (service) but maybe this needs more thought.

Senator Krejci: It says assignments are in all three areas. We don't assign in all three areas. If there is a way to change that (language in the passage).

Senator Clark: Instead of saying "teaching" maybe "the teaching assignment shall support …"

Senator Kalter: We are assigned research but we aren't told what to research. I may be assigned three courses and one unit of release time (from teaching) for research. That is your assignment. On top of that we add 10 percent service.

Senator Kalter suggested keeping the wording in VII.A as it was, keeping the status quo (rather than accepting the URC's proposed change).

Senator Huxford: Maybe we should think about this more deeply. 100 percent is teaching and research. No time is assigned to service. But you're judged on it (by DFSC/SFSC). It is part of the job but we aren't given time to do it.

Senator Daddario: Service is unpopular.

Senator Troxel: When I was interim chair completing the faculty report, I was told that service kind of counts in teaching. This needs more discussion. Is the assignment for you to do teaching, research, and service? Not that it is balanced out.

Senator McHale: As I read this, for me at least, (the change) modifies (the word) "contributions" rather than (the word) "assignments." Whatever the assignment is shall not inhibit teaching, research, and service.

Senator Alcorn: I think that is correct, if you parse it. Would it be beneficial to be very clear?

Senator Kalter: We could (decide) to leave (the passage) as is and ask URC to work it out. Or we could table (the matter). I recommend not changing VII.A and approving the rest of the article. Senator Huxford has brought up a long-standing issue.

Senator Hoelscher: Should we vote (the motion) down?

Senator Kalter: I recommend a friendly amendment to keep VII.A as is.

Senator Clark: Or we could vote the motion down.

Senator Rich: Let me add one more note. I am comfortable with (the word) "support." The expectation has not changed. There is an expectation depending on the department. Then they are in conflict in the faculty activity report. There are three ways we look at this. In the time and effort report, implicitly, and in the faculty activity report. This is conflict in the time and effort report. I think the language (recommended by URC) is laudable. The time and effort report is the issue.

Professor Dean: [To Senator Kalter] We (URC) can accept that as a friendly amendment.

Senator Rich: I am pretty indifferent.

Senator McHale: I would make a motion to keep the language "not to inhibit".

Senator Rich: I'm happy either way. I don't think that the change changes much.

Senator McHale: Senator Kalter suggested we would change the language for future consideration [??].

Senator Kalter: The first option is to keep VII.A as it is but refer these questions to URC. The third option is to change it to "support" and still refer them to URC. The second option is to table it all.

Assistant Vice President Catanzaro: You could vote it down.

Senator Kalter: But I don't want to dump VII.F.

Senator Clark: But we have a motion.

Senator Kalter: I suggest an amendment.

Motion: By Senator Rich, seconded by Senator McHale, as follows:

Senator Rich: I move to move it back to "not to inhibit" with the understanding that URC will take this up.

Senator McHale: Second.

Debate followed on the motion to amend the language in VII.A (Rich/McHale) so that it remains unrevised as in the 2012 ASPT document.

Senator Krejci: I wish I hadn't mentioned it [laughter]. I didn't want anyone to believe that faculty could be assigned specific things in all three areas. But I've heard you are not interpreting it that way. I am concerned that someone might do this.

Senator Daddario: There are two different definitions of "assignment". [???]

Senator Crowley: Looking at this, the fourth line (of VII.A) is too long.

Senator Kalter: We are not wordsmithing.

Senator Crowley: Break (the sentence) into two pieces.

Senator Kalter: I am still going to rule it out of order as it doesn't relate to the motion. Is there further debate?

Senator Daddario: Call the question.

Seeing no objection to calling the question, Senator Kalter asked for a vote on the motion to amend.

The motion to amend (Rich/McHale) was approved. The effect of the vote is to leave VII.A as it is in the current version of the ASPT document and to refer the matter of assignments to URC for discussion.

Senator Kalter: Is there further debate on the article as a whole?

There being none, Senator Kalter called for a vote, explaining that VII.A is to read "not to inhibit".

The motion to approve the proposed changes to Article VII as amended was unanimously approved.

Senator Kalter: What we will do with Senator Crowley's suggestion is to ask URC to consider the length of the sentence.

Senator McHale: Long introductory phrases can muddy the water. But I am wordsmithing.

Article VIII
Senator Kalter called for a motion to approve the changes proposed to existing ASPT Article VIII.

Motion: By Senator Rich, seconded by Senator Dyck, to approve proposed revisions to Article VIII.

Senator Kalter reviewed the recommended changes. She noted the need to re-letter sections since a new "C" has been added. She explained that Senator Bushell had requested this (new section "C"). It pulls language from another article, from Article IV.

Senator Kalter: Any debate?

Senator McHale: Move to approve.
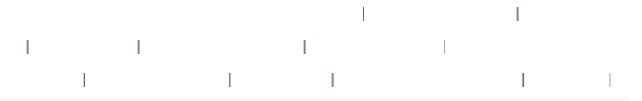
Senator Kalter: We already have a motion.

There was a pause in the proceedings for Dr. Catanzaro to review his copy of Article VIII.

ATTACHMENT E

UNIVERSITY POLICY 3.2.4
SALARY ADJUSTMENTS

3.2.4 Salary Adjustments

Policy

Annual salary adjustments for faculty and administrative/professional employees and adjustments based upon promotion in academic rank shall normally be made at the same time each year. Adjustments shall be approved by the President. As background information, the Board will be provided a full listing of individual salary adjustments.

Persons on paid leave shall receive the same consideration as those actively in service. Salary adjustments other than the annual salary adjustment and adjustments based upon promotion in academic rank shall require approval of the President or his/her designee. Salary adjustments may be increases or decreases.

Recommendations for salary adjustments shall be based on determinations as to the meritorious performance of the individuals involved in fulfilling their duties and their various responsibilities. The University shall use employee salary review, promotion, and retention procedures and practices which provide equitable treatment.

Initiating body: Associate Vice President of Human Resources

Contact: 309-438-8311

Revised on: 09/2004

ATTACHMENT F

AD HOC COMMITTEE FOR ASPT EQUITY REVIEW

AD HOC COMMITTEE FOR ASPT EQUITY REVIEW

Membership:

      Three (3) Faculty (as defined in ASPT policy), elected by the Faculty Caucus

      Member, Faculty Caucus, elected by the Faculty Caucus

      Member, University Review Committee, elected by the URC

      Chairperson, Faculty Caucus, or designee

      Chairperson, University Review Committee, or designee

      Ex Officio, non-voting: Director of the Office of Equal Opportunity, Ethics, and Access

      Ex Officio, non-voting: Assistant Vice President for Academic Administration

      Ex Officio, non-voting: representative from the Office of Planning, Research, and Policy Analysis

Functions:

The committee will:

1. Elect a faculty chairperson and a secretary.

2. Create a scope, framework, schedule, repeatable cycle, and office(s) and/or departments of lead responsibility whereby internal equity information would be reported to the URC.

    a. In determining scope, the committee will define the types of equity that can reasonably be studied
    b. In determining scope, the committee will define the areas of ASPT jurisdiction regarding which equity can reasonably be studied, whether or not short-term adjustment may be possible

3. Forward recommendations for review and approval by the URC (who will then forward the original or revised recommendations to the Faculty Caucus for review and approval).

4. Other tasks as assigned by the University Review Committee.

Reporting: To the University Review Committee and the Faculty Caucus.

Executive Committee recommendations regarding ASPT equity reviews:

The Executive Committee makes the following recommendations to the Faculty Caucus regarding the equity review called for in ASPT policy, Article II.D.

1. We recommend the formation of a Senate "task force" (ad hoc mixed committee) to create a scope, framework, schedule, and office(s) and/or departments of lead responsibility whereby internal equity information would be reported to the URC.

2. Ideally, this *temporary* Senate external committee would create a schedule that divides the work of studying equity into manageable annual reports, each focusing on a distinct matter or matters over a five-year repeatable cycle.

3. In determining scope, the committee would need to define two main areas:

   a. The types of equity that can reasonably be studied: e.g. gender equity, equity with respect to race/ethnicity; equity with regard to disability status; equity with regard to country of origin, equity with regard to sexual orientation, equity with regard to marital status, climate with regard to religion, climate with regard to military/non-military affiliation, age-ism, compression/inversion, etc.

   b. The areas of ASPT jurisdiction regarding which equity can reasonably be studied and adjusted: e.g. salary; appointment, non-reappointment, achievement of tenure, tenure denial, achievement of first promotion, retention & attrition/resignation at the junior level; achievement of second promotion, mid-level post-tenure review, retention & attrition/resignation at the mid-level; distribution of assignments within departments, workload issues; performance evaluation criteria & processes; retention and attrition/pre-retirement resignation at the senior level.

   c. The committee might also need to look at:

      i. What conversations are happening nationally

      ii. What else is happening locally at ISU that may need consideration

4. Selection of membership on the ad hoc committee:

   a. Three faculty members from an at-large pool of all faculty covered by ASPT policy: The Senate office will send out to FAC-L a call for faculty volunteers with skills related to equity review studies who can best help build the scope, framework, annual schedule and five-year cycle, and identify the administrative experts and department-sourced data needed to complete the annual reports. This call for faculty volunteers will require the submission of a one-page CV and a statement of qualifications. (We would ask volunteers to describe their skill set/qualifications as they see fit to define it rather than

giving any list of skills needed. The Caucus would receive those and vote for members it deems best fitted to the tasks.)

    b.   Ex-officio members of the committee will be: the Senate chairperson (voting), the URC chairperson (voting), the OEOEA director (non-voting), the Assistant/Associate Vice President for Academic Administration (non-voting), a PRPA representative (non-voting).

    c.   One additional faculty Senator and one additional URC member will serve as voting members.

5.   We recommend that receipt of reports and general *oversight* of conducting of the equity reviews as well as development of appropriate equity re-distribution plans in response to reports/findings remain the responsibility of URC, with periodic reports to the Faculty Caucus and approval of proposed equity re-distribution plans by Caucus and the President, as in current policy.

6.   We recommend that the ad hoc mixed committee either be disbanded once the scope, framework, schedule, and offices have been determined or filled only once every five years to review the previously established scope, etc. for possible adjustments as needed.

7.   The initial recommendations of the committee will be reviewed and approved by the URC and forwarded to the Faculty Caucus for review and approval; subsequent revisions shall follow the same process.