

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Monday, September 11, 2017  
2 p.m., Hovey 302

**MINUTES**

Members present: Sam Catanzaro, Kevin Edwards, Diane Dean, Joe Goodman, Sarah Smelser, Sheryl Jenkins

Members not present: Angela Bonnell, Doris Houston

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; and “ASPT document” refers to *Faculty Appointment, Salary, Promotion, and Tenure Policies* effective January 1, 2017.

Call to order

Sam Catanzaro, Associate Vice President for Academic Administration, Policy, and Faculty Affairs, called the meeting to order at 2:05 p.m. Catanzaro said he would facilitate the meeting until the committee elects its 2017-2018 chairperson (scheduled for later in the meeting).

I. Welcome and introductions

Committee members introduced themselves. The group welcomed new member Kevin Edwards, who has been elected by his peers to represent the Sciences Division of the College of Arts and Sciences.

II. Overview of committee work in 2017-2018

Catanzaro summarized the charge of the University Review Committee. He explained that URC is responsible for periodic review of university-wide ASPT policies and recommendation of ASPT policy changes to the Faculty Caucus of the Academic Senate. He noted that URC reviews data regarding the ASPT system through its annual review of reports prepared by college faculty status committees each spring. Those reports include data regarding promotion decisions, tenure decisions, faculty evaluations, reappointment decisions, and cumulative post-tenure reviews.

Catanzaro reviewed recent development by URC of articles regarding faculty discipline, including sanctions, suspensions, and dismissal. He explained that URC compiled a new draft of the disciplinary articles last academic year and in August 2017 voted to recommend the draft to the Caucus. Catanzaro reported that 2016-2017 URC chairperson Diane Dean has subsequently sent the articles to the Caucus for its consideration of them this academic year. Dean said URC representatives will need to be present at Caucus meetings when the disciplinary articles are discussed, to answer questions Caucus members may have regarding them.

Catanzaro provided a brief history leading to establishment by the Caucus in spring 2016 of an ad hoc committee on equity review. Catanzaro said the university-wide ASPT document has since 1979 provided that URC could conduct equity review. Catanzaro said that is not clear why that provision was included in the 1979 edition and subsequent editions of the document. He added that, to his knowledge, an equity review has never been conducted by URC. Catanzaro said that URC, through its most recent review of university-wide ASPT policies, recommended that the Caucus provide in the ASPT policies that equity review be required rather than optional. The ASPT document approved by the Caucus in spring 2016 included such a provision. The Caucus subsequently voted to establish an ad hoc committee to define the scope of equity review and to develop a schedule for such review by URC. The ad hoc equity review committee is to include two representatives from

URC, the chairperson or the chairperson's designee and a second representative selected by URC from its membership. While the ad hoc committee was created through a spring 2016 Caucus resolution, the committee was not formed in 2016-2017 pending the hiring of a new director for the Office of Equal Opportunity and Access. A new director has since been hired, and organization of the ad hoc committee is now underway.

Dean noted the need to reactivate URC work on several issues set aside in 2016-2017 by the committee so it could focus on the disciplinary articles. One is completion of work by a 2015-2016 URC working group regarding student reactions to teaching performance. Another is establishment of a working group to study ASPT policies regarding service assignments. A third, she noted, is review of the university policy regarding salary adjustments. Bruce Stoffel noted that two URC working groups completed their work in spring 2016, but transmittal of their reports to the Caucus was delayed until the Caucus completed its work on the ASPT policies. Transmittal of those reports needs to be scheduled through the Academic Senate chairperson, he said. Issues addressed by the two working groups are salary increments associated with promotion and the performance evaluation process.

### III. Election of officers for 2017-2018

Catanzaro summarized roles of the three URC officers provided for in ASPT policies: chairperson, vice-chairperson, and secretary. Catanzaro then opened nominations for the position of URC chairperson. Sarah Smelser nominated Dean. Joe Goodman seconded the motion. Dean accepted the nomination, stating that she was honored to serve as URC chairperson in 2016-2017 and would be honored to serve in that position in 2017-2018. Sheryl Jenkins thanked Dean for her willingness to continue in the role, noting that Dean is especially qualified for the position. Hearing no further nominations, Catanzaro closed nominations and called for a vote. The motion carried on voice vote, all voting in the affirmative.

Catanzaro passed the role of meeting facilitator to newly-elected chairperson Dean.

Dean opened nominations for the position of URC vice-chairperson. Smelser said she would be willing to serve as vice-chairperson and moved her nomination. Goodman seconded the motion. Hearing no further nominations, Dean closed nominations and called for a vote. The motion carried on voice vote, all voting in the affirmative. Dean opened nominations for the position of URC secretary. Jenkins said she would be willing to serve as secretary unless another committee member wants to do so. There being no other committee members expressing interest, Jenkins moved her nomination. Goodman seconded the motion. Hearing no further nominations, Dean closed nominations and called for a vote. The motion carried on voice vote, all voting in the affirmative.

### IV. Selection of URC representatives (2) on the Ad Hoc Committee for Equity Review

Goodman asked if anyone had talked with Doris Houston regarding her interest in serving on the equity review committee. Dean responded that she had. Dean said that during the academic year Jenkins served as URC chairperson, Houston had expressed interest in serving on an ad hoc equity review committee if such a committee is established. Dean added that, since that time, Houston has served as chairperson of the campus climate initiative, and is, therefore, uniquely qualified to represent URC on the ad hoc equity review committee. Dean asked if any other URC member is interested in serving on that committee. No URC member present expressed such interest. Jenkins moved that Houston be selected to serve as one URC representative on the ad hoc equity review committee. Goodman seconded the motion. The motion carried on voice vote, all voting in the affirmative.

Dean asked committee members to ponder whether URC should name an alternate for Houston in the event she is unable to attend an equity review committee meeting. Kevin Edwards asked if any URC member is allowed to attend those meetings. Dean responded that she does not know for sure, but all meetings of Academic Senate committees are open meetings (unless the committee votes to discuss an issue in executive session, Catanzaro qualified).

Dean said she will contact Academic Senate chairperson Susan Kalter regarding URC representation on the equity review committee. Dean said she intends to serve on the committee with Houston.

V. Meeting schedule for fall 2017

Smelser said the two open positions on URC should be filled before URC establishes its fall meeting schedule. Dean noted that, in addition to deciding when to meet, URC will need to decide how often it should meet. She said URC will not be in a position to make that decision until more is known about the process through which the Caucus plans to review the disciplinary articles. Stoffel asked committee members to email him regarding days of the week and times of day they would not be able to attend a URC meeting this fall. He said he will compile that information and work with Dean to draft a meeting schedule once the two vacant committee positions have been filled and the new members have sent him their meeting conflicts.

VI. Other business

Dean asked Stoffel to inquire with Angela Bonnell and Christopher Horvath (member of the 2016-2017 URC) whether either wants to attend the September 13, 2017 Caucus meeting, at which the ASPT disciplinary articles are scheduled to be discussed.

There was no other business.

VII. Adjournment

Jenkins moved that the meeting adjourn. Smelser seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 2:50 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary  
Bruce Stoffel, Recorder

Attachments: None

**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/](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 article identified, pay compression and inversion, competitiveness, pay progression, workload, and pay fairness as the Top Five problems with faculty pay<sup>4</sup>. 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<sup>5</sup> 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<sup>6</sup>. 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<sup>7</sup>. 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*

	<b>Comparison Institutions</b>	<b>Enrollment</b>	<b>Assistant to Associate</b>	<b>Associate to Full</b>
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
<b>7.</b>	<b>Illinois State University</b>	<b>20,807</b>	<b>\$3000</b>	<b>\$5000</b>
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 <sup>1,2</sup>	
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 <sup>3</sup>	\$5000 <sup>3</sup>

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

	<b>Comparison Institutions</b>	<b>Enrollment</b>	<b>Assistant to Associate</b>	<b>Associate to Full</b>
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

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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

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](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.



## **WORKING GROUP RECOMMENDATIONS**

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/SFSCs 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/](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

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](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.  
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———. Planning, Research, and Policy Analysis. "Peer Groups." Accessed February 15, 2016.  
[http://prpa.illinoisstate.edu/data\\_center/peer\\_groups/](http://prpa.illinoisstate.edu/data_center/peer_groups/).

## ATTACHMENT C

### 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 findings 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 **retaining** 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.

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

*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.

***Article VII***

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**



3.1 GENERAL

3.2 FACULTY, AP, & CIVIL SERVICE POLICIES

3.3 FACULTY MEMBERS

3.4 ADMINISTRATIVE PROFESSIONALS

3.5 LABORATORY SCHOOL

3.6 CIVIL SERVICE

3.7 GRADUATE ASSISTANTS

HOME

## 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.

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Friday, October 20, 2017  
3 p.m., Hovey 401D

**MINUTES**

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

Members not present: Angela Bonnell, Joe Goodman

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 3:03 p.m. A quorum was present.

II. Approval of minutes from the October 6, 2017 meeting

Michael Byrns noted that the spelling of his name should be corrected throughout the draft minutes. Byrns then moved approval of the minutes with that correction. Sarah Smelser seconded the motion. The motion passed on voice vote, with six members voting aye and one member abstaining (Sheryl Jenkins).

III. Updates

Working group on teaching evaluations

Note: This working group is hereinafter referred to as the “2017-2018 working group on teaching evaluations” or the “2017-2018 working group” to distinguish the group from its predecessor, the spring 2016 working group on teaching evaluations.

Smelser reported on behalf of her working group colleagues, Michael Byrns and Rachel Shively. Smelser said working group members have reviewed the spring 2016 working group report compiled by Christopher Horvath and Andy Rummel and agree that the report is well written and compelling. She reviewed the two tasks addressed in the report. Task 1, Smelser said, was to consider whether the term “student reactions” to teaching performance should continue to be used in the document or replaced with some other term. Horvath and Rummel recommended continued use of the term “student reactions.” Task 2, Smelser said, was to consider whether multiple approaches to evaluating teaching performance should be weighted equally by DFSCs and SFSCs. Horvath and Rummel recommended against mandating equal weighting of teaching evaluation methods, recommending instead that each unit be allowed to decide how it wants to evaluate teaching performance and how it wants to value different teaching performance evaluation methods. Smelser said the 2017-2018 working group concurs with Horvath’s and Rummel’s recommendations.

Smelser then referred to Appendix 2 of the ASPT policies (starting on page 60). She said the 2017-2018 working group has noticed that self-reflection and self-evaluation are not among the teaching evaluation factors listed in the appendix nor is there mention of faculty responses to course evaluations. Smelser read aloud a passage from the spring 2016 working group report in which Horvath and Rummel recommended a broader

approach to evaluating teaching performance that would ideally involve consideration by DFSCs and SFSCs of more than just student evaluations of courses taught by the faculty member during the performance evaluation year. Smelser said the 2017-2018 working group suggests adding to the paragraph on page 61, under the heading “Factors Used for Evaluation of Teaching,” language about taking a holistic approach to evaluating teaching performance. Byrns explained that the working group suggests adding that wording to encourage DFSCs and SFSCs to view a faculty member’s teaching performance in context. Smelser said it may also be appropriate to note that external factors, such as bias, may impact student reactions to teaching performance. She suggested mentioning biases generally rather than listing specific types as Horvath and Rummel did in their working group report.

Kevin Edwards noted that Appendix 2 of the ASPT policies permits a unit to use course evaluations and syllabi review as the two methods of evaluating teaching performance. In doing so, Edwards said, units can meet ASPT requirements without considering the numerous other teaching evaluation factors listed on pages 61-62. Edwards suggested bringing into alignment the second and third sentences of the paragraph beneath the heading, “Factors Used for Evaluation of Teaching” (“Adequate evaluation of teaching requires consideration of a variety of factors concerning these activities” and “Departments/schools must use two or more types of factors to evaluation teaching performance, one of which shall be student reactions to teaching performance.”) An alternative to doing so, he said, would be to delete the third sentence (“Departments/schools must use two or more types of factors . . .”). Byrns agreed. Jenkins expressed concern that if the reference to two or more types of factors is deleted, some faculty members may unnecessarily try to address all 15 teaching evaluation factors in their performance evaluation documents.

Dean asked committee members if many departments are using just one other method of evaluating teaching performance (other than course evaluations). The majority of committee members responded in the affirmative. Jenkins said her unit uses peer evaluations of teaching. Doris Houston said she has learned from a faculty colleague in another unit that her unit considers course evaluations when evaluating teaching performance but nothing else. Byrns reported that his unit relies primarily on course evaluations. He said it would be better if units considered the context of those evaluations, such as whether the faculty member is new at teaching and how many courses the faculty member is teaching. Doris Houston agreed, adding class size as a potential contextual factor. Smelser also agreed, stating that if a faculty member is only considering the numbers from course evaluations, the faculty member is not thinking about how to grow as a faculty member.

Rachel Shively reported another issue raised by the 2017-2018 working group on teaching evaluation: inconsistencies in the Likert scales in course evaluation forms used by units at the University. On some evaluation forms, Shively said, the number 1 is considered a high rating and on some forms the number 1 is considered a low rating. Byrns said this inconsistency might penalize some faculty members teaching General Education courses, because students familiar with evaluation forms used in their department or school might mark their responses without first studying the Likert scale being used in the General Education course evaluation, which may be different. Dean said the inconsistency might also affect any university-wide study of course evaluations, perhaps even a study conducted in connection with equity review. Shively asked if there is a way to standardize the Likert scales. Catanzaro noted that Illinois State has a long-standing decentralized approach to such matters, allowing each unit to establish its own evaluation policies as long as they are consistent with university-wide policies. Jenkins cited as an example use of different course evaluation forms in her college for courses taught by faculty members and by graduate assistants. Edwards suggested, as an alternative to mandating standardization through ASPT policies, that benefits of standardization be communicated to departments. Catanzaro agreed, suggesting that the Provost could talk with the deans about the matter.

Bruce Stoffel asked 2017-2018 working group members if they have identified passages in ASPT policies other than in Appendix 2 that may need to be altered if changes being discussed by the committee are made to Appendix 2. Byrns responded that there are five or six brief references to evaluation of teaching performance in the ASPT policies (referencing passages on page 18 and page 32 as examples). He added that none of those would need to be altered.

Houston asked how any changes made to the ASPT policies regarding evaluation of teaching performance would be incorporated into CFSC standards and DFSC guidelines. Catanzaro explained that if URC decides to



recommend to the Caucus that the ASPT policies should be so revised, the changes would be approved by the Caucus in spring 2018 at the earliest. Those changes would take effect January 1, 2019 at the earliest. Colleges and departments would then have fall 2018 to determine if changes to their ASPT documents would be necessary to align with the revised ASPT policies. URC would approve any such changes to CFSC standards. Houston added that departments and schools would also have to check alignment of their guidelines with the revised college standards.

Dean asked members of the 2017-2018 working group if they would be willing to draft changes to ASPT policies based on this discussion and bring the draft to the next URC meeting for a vote. Smelser said the working group will do so.

#### Ad hoc equity review committee

Houston, one of two URC representatives on the ad hoc equity review committee, reported.

Note: Dean also represents URC on the ad hoc committee, while Catanzaro represents the Provost's office on the committee.

Houston discussed references to equity review in ASPT policies over the years and changes in those references from the 2012 version of ASPT policies to the 2017 version. She read aloud the pertinent passage from both versions, explaining that ASPT policies now mandate that URC oversee a university-wide equity review every five years. She added that designated portions of the equity review are to be conducted annually. Houston said ASPT policies provide no guidance as to what factors should be considered in an equity review. She said it is the role of the ad hoc equity review committee, whose formation had been recommended by URC, to decide what equity review means at Illinois State and how equity review should be conducted. Catanzaro said there is no historical precedent at the University for performing equity review to guide the ad hoc equity review committee. He noted that the only related initiative of which he is aware is an effort about 10 years ago to adjust faculty salaries for under-recognized merit.

Houston disseminated a table (see attached) compiled by Susan Kalter, in her capacity as chairperson of the ad hoc equity review committee, based on discussion at the initial equity review committee meeting held on October 10, 2017. Houston explained that policies under the purview of URC are listed on the left side of the table and dimensions of potential inequity are column headings. She said the column headings reflect two distinct points of view regarding dimensions that could be studied. One is compression/inversion. The other involves demographic factors (e.g., gender, race/ethnicity). Houston explained that the red shading on the chart denotes factors about which the University is not legally permitted to collect data. The yellow shading, she said, denotes factors about which there is uncertainty whether the University can legally collect data. Houston reported that URC has been asked to provide feedback regarding the table. She said the ad hoc committee will convene again on October 24, 2017, and may discuss the table then.

Houston reported having recommended to Kalter that the ad hoc committee start its work by conducting a scan of comparator and aspirational institutions for any work on equity review at those institutions. Houston said she has also recommended that the ad hoc committee review literature regarding equity review. Catanzaro reported that near the end of the first equity review committee meeting, one committee member suggested conducting such a benchmarking analysis. Catanzaro said he has subsequently talked with Kalter about how such an analysis might be done. He said one option being considered is establishing sub-teams of the ad hoc committee to conduct this work, perhaps having one sub-team review IBHE comparator institutions and another sub-team review aspirational institutions.

Dean recommended broadening the term "marital status" on the table to "family status" or adding that term, because literature suggests that family caregiving impacts one's work. Shively asked if the ad hoc committee considers department affiliation a potential equity issue or a control factor. Dean responded that the ad hoc committee has considered that issue but has not yet decided whether to study equity just within a unit or also across units. Houston added that it is also important to consider differences across disciplines. Edwards offered that the ad hoc committee may want to consider addressing compression and inversion separately. He said both are important but may need to be addressed in different ways.

ASPT disciplinary articles

Dean reported. She said the Caucus has completed its review of the suspensions article and will begin discussion of the dismissal article at its next meeting (October 25, 2017). Dean said, if the many editorial issues raised by the Caucus thus far are set aside, she believes there are two substantive issues the Caucus will need to address. One is whether a partial suspension should be considered a sanction, as recommended by URC, or a suspension, as some Caucus members have suggested. She added that the Caucus may decide that partial suspension should be considered a disciplinary action separate and distinct from sanctions and suspensions. The second substantive issue, Dean said, is whether matters that now come before AFEGC should also be addressed through ASPT disciplinary processes. Another issue to be addressed by the Caucus, Dean said, is whether decisions of the Provost regarding suspension may be appealed to the President. Dean explained that URC has recommended that the President consider appeals in dismissal cases but not in suspension cases.

Catanzaro asked Dean if the Caucus has decided whether to circulate the disciplinary articles to all faculty members once the Caucus has revised the articles based on its discussions this fall. Dean responded that she has not yet heard whether circulating revised articles is planned. Houston noted that the director of her unit received the disciplinary articles currently being considered by the Caucus from the Academic Senate office and has in turn circulated the document among faculty members in the unit. Houston added that her school director has asked faculty to send any feedback regarding the articles to the Academic Senate chairperson. Houston suggested that URC members might consider periodically updating their unit colleagues regarding issues being considered by URC. Jenkins said she has been sharing information with tenure track faculty in her college. Dean said she has offered to update her department colleagues. Smelser said her unit colleagues have not yet asked for updates.

Study of ASPT policies regarding service assignments

Because the pre-announced meeting ending time was nigh, Dean deferred discussion of this agenda item to the next URC meeting.

IV. Review of University Policy 3.2.4: Salary Adjustments

Dean also deferred discussion of this agenda item to the next URC meeting.

V. URC review of college (ASPT) standards

Dean also deferred discussion of this agenda item to the next URC meeting.

VI. Adjournment

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

Respectfully submitted,  
Sheryl Jenkins, Secretary  
Bruce Stoffel, Recorder

Attachments:  
Table of equity review issues and factors, compiled by Susan Kalter, Chairperson, Ad Hoc Equity Review Committee, undated



"Quiet" support									
Release time									
Course load									
Service load									
Sanctions/ suspension/dismissal aggregated									

The rows above are the areas of ASPT jurisdiction that we need to decide whether we want to and can study

The columns above are the types of equity that we need to decide whether we want to and can study

Items we may need to control for in one or more boxes above:

- time in rank;
- time at University;
- CIP code (what subdiscipline a particular faculty member belongs to);
- departmental affiliation;
- former chair/director/dean/other admin who kept base salary after 5 years of admin service;
- local policies in salary or other distributions;
- scholarly productivity/teaching productivity/service productivity over time as explanation for differentiations
- scholarly productivity/teaching productivity/service productivity during "dry" years? Or is this one of the things we WANT not to control for, at least for some of the data runs over the 5-year repeatable cycle?

External comparators are not within the scope of most rows, but are critical for compression/inversion if we choose to monitor it

WHEN should each portion be scheduled in the 5-year repeating cycle?

Things we may find, may need to find, or may want to keep in mind

Race/gender/other diversity of the chairs of ASPT committees as a possible factor

Whether ASPT processes are helping or hindering creation of a healthy pool of internal candidates for chair/director and other administrative roles

Timing of changes to promotional increments and mid-year salary increases putting certain faculty who were assistants at a disadvantage

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Friday, November 10, 2017  
3 p.m., Hovey 302

**MINUTES**

Members present: Angela Bonnell, Michael Byrns, Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Doris Houston (via telephone), Sheryl Jenkins, Rachel Shively, Sarah Smelser

Members not present: Joe Goodman

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 3:03 p.m. A quorum was present.

II. Approval of minutes from the October 20, 2017 meeting

Michael Byrns moved approval of the minutes from the October 20, 2017 URC meeting. Sarah Smelser seconded the motion. The motion passed on voice vote, with seven members voting aye and one member abstaining (Angela Bonnell).

III. Report from the working group on teaching evaluations

Smelser distributed a revised version of “Suggestions for Rewording in Appendix 2, p. 61-62 of ASPT document (green book).” She explained that the revised version includes two changes not included in the version sent to committee members in advance of the meeting. Smelser said the suggestions for rewording are intended to emphasize use of multiple types of evidence when evaluating teaching, taking a holistic approach to evaluating teaching by considering evidence over an extended period of time, and considering potential sources of bias in evaluating teaching. Smelser noted that the working group suggests one change to the sources of evidence listed in the passage, adding “A narrative self-reflection on teaching performance.”

Doris Houston asked if the working group has addressed the issue of weighting types of evidence used to evaluate teaching. Byrns noted that the Caucus had asked URC to consider equal weighting of evidence. Byrns said the working group discussed weighting evaluation methods but has instead suggested allowing each unit flexibility to decide the relative value of each source of evidence it uses. Smelser said the approach suggested by the working group recognizes that every college and school has its own vocabulary with regard to teaching. Sam Catanzaro said he agrees with the working group recommendation that weights not be prescribed in the ASPT policies. He noted that some departments and schools use a numerical system to evaluate teaching while others use qualitative measures. Applying percentages to qualitative methods can be challenging and could have unintended consequences, Catanzaro said.

Houston, Sheryl Jenkins, and Kevin Edwards expressed support for the wording changes suggested by the working group. Houston said she likes the guidance the re-worded passage provides units, and Jenkins said she likes that the re-worded passage de-emphasizes use of student reactions when evaluating teaching performance.

Edwards said a faculty member will be able to question whether his teaching record has been appropriately evaluated.

Jenkins moved to accept “Suggestions for Rewording in Appendix 2” and to recommend the wording changes to the Caucus. Edwards seconded the motion. The motion carried on voice vote, all voting in the affirmative. Dean thanked working group members for their efforts to complete the work started by their predecessors in spring 2016.

#### IV. Study of ASPT policies regarding service assignments

Dean explained that the Caucus charge to URC regarding service assignments was one of the tasks set aside by URC in 2016-2017 until the committee had completed its work on the disciplinary articles. Dean reviewed a description of the charge (see attached) with committee members. She reported having recently consulted Caucus Chairperson Susan Kalter about the matter. Dean said Kalter confirmed the charge and encouraged URC to consider any other issues related to service. Kalter also indicated that discussion of service assignments is not a high priority for the Caucus this academic year, so URC can take the time it needs to study the matter. URC members then discussed whether and how URC should proceed with its study.

Dean asked if URC should investigate what is happening in units with regard to service assignments or if the committee should approach the issue philosophically. Jenkins said her impression from the charge presented to URC is that the Caucus wants to know what is being done by units with regard to service. Houston agreed, adding that URC could approach this charge as it approached the charge to study performance evaluations (i.e., by investigating unit policies and procedures). Jenkins said she was a member of the spring 2016 URC working group (facilitated by Angela Bonnell) charged with studying performance evaluations, specifically whether ASPT policies should be changed to reduce the reporting burden on faculty members. She said the working group informally surveyed faculty colleagues regarding the scope of performance evaluation in their unit. Bonnell noted that the working group was able to document a wide range of approaches to performance evaluation through the survey. Dean asked if administering the informal survey was manageable. Jenkins replied that it was. Dean said another approach URC might take is to ask each college to investigate how their units approach service assignments and to report their findings to the committee.

Bruce Stoffel noted that a related issue raised by Houston during URC review of the 2012 ASPT document is how administrative work should be recognized and whether it should be categorized as service. Dean asked if it mattered to the discussion whether the faculty member is paid for administrative work. Houston suggested that URC should include in its investigation administrative work for which a faculty member is paid or receives release time. Jenkins said it was her understanding that faculty members are compensated for their service work through their regular salary. Rachel Shively said the issue is complicated, noting that faculty members in her unit may receive release time or a summer stipend for administrative work. Edwards suggested surveying DFSCs right after the performance evaluation season regarding their approach to service contributions and administrative activities.

Catanzaro noted that a portion of a faculty member’s work is assumed tacitly to be service even though it might not be explicitly assigned as such. He noted that service is part of the shared governance system and that a certain level of service is considered part of faculty members’ duties. Catanzaro added that once the amount of time a faculty member spends on service activities exceeds some threshold, it may be considered worthy of recognition or an explicit time assignment. Catanzaro said it could be a useful contribution to the ASPT system to have URC think through these issues. He suggested consulting AAUP guidelines and other documents to determine how service is recognized by other institutions.

Dean said that how service contributions are weighted in performance evaluations and promotion decisions is also a pressing question. Shively said her department has codified that 20 percent of a faculty member’s work should be spent on service activities. She asked if other units adhere to that standard. Committee members responding said their units do not. Catanzaro pointed out that how service is weighted in a faculty member’s annual assignment and how actual service work is weighted in the faculty member’s performance evaluation may differ. Bonnell raised the question of how the percentages are defined and applied, noting that the official 37.5 hour work week is typically exceeded by faculty members. She noted that answers to that question have

been elusive. Dean said the quality of a faculty member's service contribution is another issue to consider. Jenkins said her unit considers the quality and significance of committee products when evaluating committee contributions. Bonnell said in her unit faculty members are responsible for describing in their performance evaluation papers the contributions they made to the committees on which they served.

Jenkins said it might be helpful for URC to spend additional time discussing service before initiating extensive research into the matter. Dean agreed. She said she will allot time on the agenda of the next URC meeting to continue the discussion.

## V. Updates

### Ad hoc equity review committee

Houston reported that the equity review committee is working to develop a five-year cycle of equity review in which a different issue is assessed each year of the cycle. An example, she said, would be to examine faculty salary by gender, race/ethnicity, ability status, country of origin, military service, and age in the first year of the cycle. Houston reported that the equity review committee received guidance at its last meeting regarding issues that can legally be examined through the equity review process. She said the committee is fortunate that member Tony Walesby, the new director of the Office of Equal Opportunity and Access, had experience with equity review when he worked at the University of Michigan. Houston said the equity review committee continues to examine equity review work at that institution as well as at Berkeley (University of California) and Chapel Hill (University of North Carolina).

Dean said she and Houston will bring equity review committee recommendations and a final equity review proposal to URC as they are developed. Dean said the equity review committee is scheduled to meet next week (the week of November 13, 2017) but will not meet thereafter until January 2018.

### ASPT disciplinary articles

Dean announced that the Caucus has completed its initial discussion of the disciplinary articles that had been recommended by URC in August 2017. Dean said it is her understanding that the Caucus does not intend to ask URC to further revise the articles, rather any revisions will be made by the Caucus based on its discussions this fall. Key issues to be resolved, Dean added, include how temporary reassignment should be categorized (as a sanction, a suspension, or a separate category of disciplinary action), whether a faculty member should be permitted to appeal a suspension to the President, and the role of AFEGC in disciplinary processes.

Bonnell reported that Caucus Chairperson Kalter sent DFSCs, SFSCs, and CFSCs the August 2017 version of the proposed disciplinary articles and asked the committees to send her any comments they may have regarding the articles by November 1. Bonnell asked if URC will get to review those comments. Dean said she has received comments from Kalter prior to Caucus discussion of them.

Dean suggested sending the Caucus a note thanking the Caucus for involving URC in discussions of the disciplinary articles this fall and inquiring about next steps in their review. Committee members agreed. Dean further asked if URC members who participated in those Caucus discussions should share their discussion notes with the Caucus. She said doing so might help bring closure to the process. Catanzaro said the Caucus may not need notes taken by the URC representatives, because the Caucus maintains a verbatim record of its meetings.

### Promotion increments

Catanzaro reported that President Larry Dietz announced the previous Monday (November 6, 2017) retroactive increases to faculty promotion increments, whereby all faculty at the associate professor rank who were promoted at the University will receive an additional \$2,000 increment and all faculty at the professor rank who were promoted at the University will receive an additional \$3,000 increment. Catanzaro said URC might consider recommending that the Caucus revise promotion increments set forth in ASPT policies (Section XII.A.5) accordingly (increasing the increment associated with promotion from Assistant Professor to Associate Professor from \$3,000 per year minimum to \$5,000 per year minimum and increasing the increment associated

with promotion from Associate Professor to Professor from \$5,000 per year minimum to \$8,000 per year minimum). Catanzaro said he has consulted Alan Lacy, Associate Vice President for Academic Fiscal Management, about so revising ASPT policies, and Lacy has indicated he can support such a change. Smelser asked Catanzaro how the University can afford retroactive promotion increment increases at this time. Catanzaro said the University has been cautious with its expenditures for many years and now has sufficient resources in the fund from which faculty salaries are paid to afford the additional increments. Committee members unanimously agreed to immediately recommend to the Caucus that Section XII.A.5 of ASPT policies be so revised. Dean noted that URC has not yet submitted its 2016 report regarding salary increments to the Caucus, the report in which URC recommended reconsideration of the salary increments set forth in ASPT policies. Catanzaro said he can attach that URC report to the memorandum he sends to the Caucus recommending the ASPT policies change.

Dean thanked Catanzaro for raising this matter with URC at this time and for advocating for increased salary increments on behalf of faculty. She noted that URC, through its review of ASPT policies and study of salary increments, has contributed to this development. She thanked URC members for their efforts.

VI. Review of University Policy 3.2.4: Salary Adjustments

Because time allotted for this URC meeting had nearly expired, Dean deferred discussion of this agenda item to a future URC meeting.

VII. URC review of college (ASPT) standards

Because the time allotted for this URC meeting had nearly expired, Dean deferred discussion of this agenda item to a future URC meeting.

VIII. Adjournment

Shively moved that the meeting adjourn. Byrns seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 4:10 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary  
Bruce Stoffel, Recorder

Attachments:

“Suggestions for rewording in Appendix 2, p. 61-62 of ASPT document (green book),” distributed to the University Review Committee at its November 10, 2017 meeting by committee member Sarah Smelser

“Attachment D: URC Working Group, Service Assignments,” undated



SUGGESTIONS FOR REWORDING IN APPENDIX 2, p. 61 - 62 of ASPT document  
(green book)

### **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. Those who evaluate teaching should take into consideration multiple types of evidence over an extended period of time and weigh the various sources of data in ways appropriate to particular faculty members and their situations. One such source of data must be student reactions to teaching performance. When evaluating ~~student reactions to~~ teaching, reviewers should consider factors that can influence the data collected, including course load, instructional method, course content, discipline, potential sources of bias, etc. ~~In addition to student reactions, other s~~ Sources of evidence that may be used to identify meritorious teaching include, but are not limited to, the following:

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. A narrative self-reflection on teaching performance;
6. Evidence that the faculty member's students experience cognitive or affective gain as a result of their instruction;
7. 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;
8. 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;
9. Evidence of meritorious supervision of students in independent studies, internships, clinical experiences, laboratories, and field work;
10. Credible advising and mentoring of students in their preparation of research projects, theses, and dissertations;
11. Significant involvement in sponsoring student organizations and co-curricular activities;
12. Development or review of teaching materials (textbooks, workbooks, reading packets, computer programs, curriculum guides, etc.);
13. Development of new teaching techniques (videotapes, independent study modules, computer activities, instructional technologies, etc.);
14. Service as a master teacher to others (conducting teaching workshops, supervising beginning teachers, coaching performances, etc.);
15. Recognition of meritorious teaching by winning teaching awards;
16. Submitting successful competitive grant proposals related to teaching.

## **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.

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

*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.

***Article VII***

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.

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Friday, December 1, 2017  
3 p.m., Hovey 401D

**MINUTES**

Members present: Michael Byrns, Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Rachel Shively, Sarah Smelser

Members not present: Angela Bonnell, Joe Goodman, Doris Houston, 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 2012” refers to Faculty Appointment, Salary, Promotion, and Tenure Policies effective January 1, 2012; “ASPT 2017” refers to Faculty Appointment, Salary, Promotion, and Tenure Policies effective January 1, 2017;” and “CFSC” refers to college faculty status committee.

I. Call to order

Chairperson Diane Dean called the meeting to order at 3:04 p.m. A quorum was present.

II. Action items

Approval of minutes from the November 10, 2017 meeting

Sam Catanzaro requested that the first sentence in the fourth paragraph of Item IV of the draft minutes be replaced with the following sentence: “Catanzaro noted that a portion of a faculty member’s work is assumed tacitly to be service even though it might not be explicitly assigned as such.” Catanzaro further requested that the third sentence in the fourth paragraph of Item IV of the draft minutes be replaced with the following sentence: “Catanzaro added that once the amount of time a faculty member spends on service activities exceeds some threshold, it may be considered worthy of recognition or an explicit time assignment.”

*Michael Byrns moved approval of the minutes from the November 10, 2017 URC meeting with the changes requested by Catanzaro. Sarah Smelser seconded the motion. The motion passed on voice vote, all voting in the affirmative.*

Adopt an ASPT calendar for 2018-2019

Dean referred committee members to the proposed ASPT calendar for 2018-2019 (see attached), which had been sent to committee members with the meeting agenda. She asked Catanzaro if there are any substantive differences between the current (2017-2018) ASPT calendar and the proposed 2018-2019 ASPT calendar. Catanzaro said the only differences are the dates (in the “Date for 2018-2019” column of the calendar). Catanzaro explained that those dates have been set to comply with the following ASPT guideline: If the University is officially closed on any date for action described in the ASPT document, the action scheduled for that date must be completed on the next working day after the closing. Bruce Stoffel noted that the text in the “Action per ASPT Policies” column of the calendar is based on text in the ASPT document.

*Byrns moved to approve the proposed ASPT calendar for 2018-2019 as distributed prior to the meeting. Rachel Shively seconded the motion. The motion carried on voice vote, all voting in the affirmative.*

Review of University Policy 3.2.4: Salary Adjustments

Dean referred committee members to University Policy 3.2.4 titled “Salary Adjustments” (see attached), which had been sent to committee members with the meeting agenda. Dean explained that the Academic Senate has established a policy of reviewing each university policy at least once every five years and has asked for URC input regarding the Salary Adjustments policy.

*Byrns moved to communicate to the Academic Senate that URC has no comments or changes to suggest regarding University Policy 3.2.4: Salary Adjustments. Smelser seconded the motion. The motion carried on voice vote, all voting in the affirmative.*

Establish a schedule for URC review of college ASPT standards

Dean referred committee members to a memorandum included in the meeting packet from Stoffel regarding the need for URC to establish a schedule for review of college (ASPT) standards (see attached). Stoffel briefly reviewed the memorandum. He noted that the ASPT document requires URC to review college standards at five-year intervals and on an as-needed basis but defers to URC to establish a schedule for doing so. In the past, he said, URC has established a five-year schedule for reviewing the college standards. He noted that the schedule established by URC in connection with adoption of ASPT 2012 provided for review of college standards on a staggered basis, with one or more colleges scheduled to submit their standards to URC each year between 2014 and 2017. He added that he also sent a reminder to the colleges each spring, asking colleges to submit their college standards to URC if any changes to the standards had been during the prior year. Stoffel reported that standards of only two colleges were reviewed by URC in accordance with the schedule adopted by URC. He explained that URC deferred review of standards from the other five colleges until fall 2016, at which time URC asked all seven colleges to submit their standards if they had made changes to them to align with newly-adopted ASPT 2017. Stoffel reported that only one of the seven colleges submitted their standards for review by URC in response to that request. All others reported having made no changes to their standards.

Catanzaro explained that all colleges are asked to review their standards in advance of the effective date of the new edition of the ASPT document, to make any revisions necessary to align with the new ASPT document, and to submit their revised standards to URC for its review and approval in advance of the ASPT document effective date. Catanzaro noted that the next such review of college standards by URC is scheduled to occur in fall 2021, in advance of the scheduled January 1, 2022 effective date of the next edition of the ASPT document.

Byrns suggested that the questions before the committee are how URC should review college standards going forward and whether URC needs to review college standards now for their alignment with ASPT 2017 since only one college submitted their standards to URC in advance of the January 1, 2017 effective date of that document.

*Byrns made the following motion: That each college be asked to submit its current college standards to URC by February 1, 2018 for review by URC for its alignment with ASPT 2017; that each college be asked to submit its college standards to URC for its review and approval in fall 2021, after approval by the Caucus of the next edition of the ASPT document and before its projected January 1, 2022 effective date; and that each college be asked annually to submit its college standards to URC for its review and approval if the college had made changes to the standards during that academic year. Kevin Edwards seconded the motion. The motion carried on voice vote, all members voting in the affirmative.*

Stoffel said he will send each college the standards URC currently has on file for the college and ask the college to either confirm that the standards on file are current or send URC the most recent version. Edwards asked if it will be obvious to URC members what aspects of college standards are out of compliance with the ASPT document. Catanzaro noted that dates in the college standards are not likely to need modification, rather a key issue for URC to consider is whether any provisions of the standards are unclear.



III. Update: Ad hoc equity review committee

Dean said there was nothing new to report regarding the ad hoc equity review committee.

IV. Preview of URC work for spring 2018

Dean identified the following committee tasks for spring 2018: review and discussion of ad hoc equity review committee work, updates about Caucus discussions and actions regarding the proposed ASPT disciplinary articles (URC representatives will attend Caucus meetings when the policies are discussed), study of ASPT policies on service assignments (a working group will be established to facilitate this study), review of annual reports submitted by CFSCs, and review of the annual report submitted by the Faculty Review Committee

Dean asked Catanzaro which university policies URC might be asked by the Academic Senate to review. Catanzaro explained that the Executive Committee of the Academic Senate assigns university policies to committees for review and comment. The vast majority of the policies, Catanzaro said, are assigned to internal Academic Senate committees. He explained that, while URC is an external committee of the Academic Senate, URC is sometimes the first committee asked to review policies related to personnel since URC is responsible for ASPT. Dean said it seems, then, that URC waits to be assigned university policies to review instead of selecting policies to review. Catanzaro confirmed that to be the case.

V. ASPT policies on service assignments

Dean said the primary spring 2018 task for URC is studying ASPT policies regarding service assignments. She suggested that meeting once a month should be sufficient to address that and other issues coming before URC. Committee members concurred. Byrns noted that the service assignments working group could convene between that monthly committee meetings to conduct its work. Dean asked Stoffel to poll committee members via email regarding their availability for spring meetings. Shively asked if URC has already worked on the service assignments issue, citing references to service assignments in January 27, 2016 Caucus minutes. Dean responded that URC is starting anew with its review of the matter. Stoffel explained that the discussion of service assignments documented in the Caucus minutes cited by Shively relates to a minor ASPT policies wording change recommended by URC. Discussion of that recommended change led to a broader discussion of service assignments and, ultimately, to the request by Caucus that URC study service assignments in greater depth.

With the allotted meeting time having nearly expired, Dean suggested tabling discussion of service assignments until the next committee meeting. She noted that the committee is scheduled to meet again on December 8, 2017. Dean said URC could meet then to establish a working group on service assignments or could cancel the December 8 meeting and instead take up the matter in 2018. Committee members agreed to cancel the December 8 meeting and to reconvene in early 2018.

VI. Adjournment

Shively moved that the meeting adjourn. Byrns seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:59 p.m.

Respectfully submitted,  
Bruce Stoffel, Recorder

Attachments:

*ASPT Calendar 2018-2019, Illinois State University, Draft, Undated*

*(University Policy) 3.2.4 Salary Adjustments, Revised September 2004*

Memorandum from Bruce R. Stoffel to University Review Committee 2017-2018 dated November 6, 2017 Re URC review of college (ASPT) standards

# ASPT Calendar 2018-2019

## Illinois State University

This calendar of ASPT activities at Illinois State University for 2018-2019 is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

The ASPT calendar for 2018-2019 is presented in two forms in this document. Individual calendars are presented for each of six ASPT activities described in the ASPT policies document. The individual calendars are followed by a single calendar that chronologically sets forth actions across all six activities. In the PDF version of this document, each heading below links to the appropriate section of this document.

Questions or comments regarding this ASPT calendar may be directed to Dr. Sam Catanzaro, Associate Vice President for Academic Administration, Policy, and Faculty Affairs, Office of the Vice President for Academic Affairs and Provost, Illinois State University, Phone: (309) 438-7018; Email: [catanzar@IllinoisState.edu](mailto:catanzar@IllinoisState.edu).

### Calendars by Activity

Reappointment

Promotion and Tenure

Performance Evaluation

Cumulative Post-Tenure Review

Review and Reporting Requirements

ASPT Elections

### Calendar, All Activities

## ASPT Calendar 2018-2019: Reappointment

This calendar is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

<b>Date per ASPT Policies</b>	<b>Date for 2018-2019</b>	<b>Action per ASPT Policies</b>
February 1	Friday, February 1, 2019	The Provost shall give notice of termination not later than February 1 of the second academic year of service. If the appointment terminates during an academic year, the Provost shall give notice of termination at least six months in advance of the termination.
March 1	Friday, March 1, 2019	The Provost shall give notice of termination not later than March 1 of the first academic year of service. If a one-year appointment terminates during an academic year, the Provost shall give notice of termination at least three months in advance of the termination.
At least twelve months before the termination of an appointment after two or more years of service	Wednesday, May 15, 2019	The Provost shall notify a third- or subsequent-year faculty member who will not be reappointed at least twelve months before the termination of the appointment that the faculty member’s last day of employment is May 15 of the following year. If the appointment is at least twelve months and terminates during an academic year, the Provost shall notify the faculty member at least twelve months prior to the end of the appointment period.

*Non-reappointment recommendations may be appealed by a faculty member on procedural grounds, as provided in Section XIII.K. Because non-reappointment recommendations can be forwarded at different times during the academic year, there are no fixed calendar dates associated with non-reappointment appeals. See Section XIII.K and Appendix 5 of ASPT policies for a description of non-reappointment appeal actions and timelines.*

## ASPT Calendar 2018-2019: Promotion and Tenure

This calendar is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

<b>Date per ASPT Policies</b>	<b>Date for 2018-2019</b>	<b>Action per ASPT Policies</b>
November 1	Thursday, November 1, 2018	Candidates for promotion and tenure must file application materials. In those situations in which a faculty member chooses to extend a shortened probationary period, notification to add the credited years or a portion of the credited years to the probationary period shall be made to the Department/School Chairperson/Director prior to November 1 of the year previously scheduled for the summative review for tenure.
Prior to December 15	Prior to Monday, December 17, 2018	DFSC/SFSC may notify promotion and tenure candidates and the CFSC, in writing, of recommendations at any time prior to December 15, but must notify candidates of intended recommendations at least 10 business days prior to submitting the final DFSC/SFSC recommendations to the CFSC. The DFSC must provide opportunity, if requested, for the candidates to hold a formal meeting with the committee to discuss these recommendations. If the candidate wishes to request a formal meeting to discuss the DFSC/SFSC recommendation, then the candidate must request a meeting with the DFSC/SFSC within 5 business days of receiving the recommendation. Formal meetings will be held under the provisions of Section XIII.D.
December 15	Monday, December 17, 2018	DFSC/SFSC recommendations for promotion and tenure must be reported to candidates and to the CFSC.
February 1	Friday, February 1, 2019	CFSC must notify candidates of intended recommendations and provide opportunity, if requested, for candidates to meet with the committee to discuss these recommendations. If the candidate wishes to request a formal meeting to discuss the CFSC recommendation, then the candidate must request a meeting with the CFSC within 5 business days of receiving the recommendation. Formal meetings will be held under the provisions of Section XIII.D.
March 1	Friday, March 1, 2019	CFSC recommendations for promotion and tenure must be reported to the Provost, DFSC/SFSC, and candidates.
March 10	Monday, March 11, 2019	In the event of a negative recommendation by the DFSC/SFSC or the CFSC, a candidate who wishes a University-wide appeal of his/her credentials must inform the chair of the Faculty Review Committee (FRC) that he/she intends to file an appeal of the recommendation of the DFSC/SFSC or CFSC. The chair of the FRC must acknowledge receipt of this communication within 5 business days of having received it.
March 15	Friday, March 15, 2019	In the event of a negative recommendation by the DFSC/SFSC or the CFSC, a candidate who wishes a University-wide appeal of his/her credentials must file an appeal as defined in Section XIII.C to the Faculty Review Committee (FRC). See also Section XIII.H.3.

## ASPT Calendar 2018-2019: Promotion and Tenure

<b>Date per ASPT Policies</b>	<b>Date for 2018-2019</b>	<b>Action per ASPT Policies</b>
March 21	Thursday, March 21, 2019	Provost's recommendation for non-appealed candidates must be reported to the President, CFSC, DFSC/SFSC, and candidate.
April 15	Monday, April 15, 2019	The FRC must complete its review of promotion and tenure appeals and report to the President, candidates, DFSC/SFSCs, CFSCs, and Provost unless an interim report is appropriate under provisions of Section XIII.G.3.
April 30	Tuesday, April 30, 2019	Provost's recommendation for appealed cases must be reported to the President, candidate, DFSC/SFSC and CFSC.
May 15	Wednesday, May 15, 2019	Notifications of the promotion and tenure decisions by the President shall be sent to the candidates, CFSCs, DFSC/SFSCs, and the Provost.

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## ASPT Calendar 2018-2019: Performance Evaluation

This calendar is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

<b>Date per ASPT Policies</b>	<b>Date for 2018-2019</b>	<b>Action per ASPT Policies</b>
January 5	Monday, January 7, 2019	All faculty members eligible for performance-evaluation salary increment must submit files in support of their request for performance-evaluation adjustments.
February 1	Friday, February 1, 2019	DFSC/SFSC recommendations for performance evaluation must be reported to the faculty member by February 1 in each year that the faculty member is performance-evaluation eligible. DFSC/SFSC must notify faculty members of intended recommendations to CFSC at least 10 business days before submitting these recommendations to CFSC and provide opportunity, if requested, for the candidates to meet with the committee to discuss these recommendations. If the candidate wishes to request a formal meeting to discuss the DFSC/SFSC recommendation, then the candidate must request a meeting with the DFSC/SFSC within 5 business days of receiving the recommendation. Formal meetings will be held under the provisions of Section XIII.B.
February 15	Friday, February 15, 2019	DFSC/SFSC shall transmit final recommendation for performance-evaluation review to the faculty member and to the CFSC.
February 25	Monday, February 25, 2019	Faculty members who wish to appeal their annual performance evaluations to the CFSC must notify the appropriate CFSC chairperson of their intention to do so in writing. The chair of the CFSC shall respond to the faculty member in writing acknowledging receipt of the written notification of the intent to file an appeal within 5 business days of its receipt.
March 1	Friday, March 1, 2019	Faculty members must file with the CFSC any appeal of the DFSC/SFSC performance-evaluation recommendation.
March 31	Monday, April 1, 2019	All appeals to the CFSC of performance-evaluation recommendations must be completed and CFSC decisions reported to the Provost and to the faculty member. Appeals will be held under the provisions of Section XIII.I.

## ASPT Calendar 2018-2019: Cumulative Post-Tenure Review

This calendar is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

<b>Date per ASPT Policies</b>	<b>Date for 2018-2019</b>	<b>Action per ASPT Policies</b>
January 5	Monday, January 7, 2019	All faculty members scheduled for cumulative post-tenure review must submit their materials.
February 15	Friday, February 15, 2019	The DFSC/SFSC must inform the faculty member of cumulative post-tenure review evaluation and, if applicable, a plan for remediation.
February 25	Monday, February 25, 2019	Faculty member's last day to respond in writing or in person to the DFSC/SFSC cumulative post-tenure review evaluation and/or remediation plan.
March 8	Friday, March 8, 2019	The DFSC/SFSC gives final outcome of review and/or remediation plan to faculty member.
March 22	Friday, March 22, 2019	A faculty member must file, to the CFSC chairperson, a written appeal to the cumulative post-tenure review. The CFSC chairperson shall acknowledge receipt of the appeal to the appellant and the DFSC/SFSC within five (5) business days. Appeals will be held under the provisions of Section XIII.J.
April 15	Monday, April 15, 2019	Each CFSC shall submit to each appellant faculty member and to the appropriate DFSC/SFSC a written report that describes the disposition of the cumulative post-tenure review appeal.

## ASPT Calendar 2018-2019: Review and Reporting Requirements

This calendar is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

Date per ASPT Policies	Date for 2018-2019	Action per ASPT Policies
March 31	Monday, April 1, 2019	Annually by March 31, each DFSC/SFSC must review its Department/School policies and procedures based on that academic year’s work and any informal faculty input, in order to identify areas that may need updating, either immediately or at the next five-year review. Any updates proposed by the DFSC/SFSC and approved by department/school faculty vote shall be submitted to the appropriate CFSC, which will approve them for their conformity to College standards and University policies and procedures.
April 15	Monday, April 15, 2019	Departments and Schools shall submit reports of the final results of faculty annual performance evaluations to the Provost, with the Dean’s signature, listing those evaluated as having unsatisfactory performance, all others evaluated, and those not evaluated. These reports are initiated by the Department/School and routed through the Dean’s Office for submission to the Provost by the April 15 deadline.
May 1	Wednesday, May 1, 2019	Each CFSC shall submit an annual report summarizing promotion and tenure recommendations to its College Council and the URC (see IV.D.3).
		Each CFSC shall submit an annual written report to the URC and the Provost that enumerates all performance-evaluation appeals and all cumulative post-tenure review appeals and describes their disposition (see XIII.I.10 and XIII.J.9).
		The CFSC shall submit to the URC the fifth-year review of College Standards or, in the interim, proposed revisions to College Standards.
		The FRC shall submit to the URC a final report summarizing the number of appeals by Department/School and College, the type of appeals, and the disposition of these appeals (See III.F). <i>[Note: URC is asked to forward the report to the Academic Senate office.]</i>



## ASPT Calendar 2018-2019: ASPT Elections

This calendar is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

<b>Date per ASPT Policies</b>	<b>Date for 2018-2019</b>	<b>Action per ASPT Policies</b>
April 15	Monday, April 15, 2019	Members to the University Review Committee, Faculty Review Committee, and College Faculty Status Committee must have been elected. Each College Dean shall inform the Provost of individuals elected to the University Review Committee and individuals elected to the Faculty Review Committee.
May 1	Wednesday, May 1, 2019	Members to the Department/School Faculty Status Committee must have been elected.

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## ASPT Calendar 2018-2019: Chronological, All Activities

This calendar is based on actions and deadlines described in the ASPT policies document titled *Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies*, effective January 1, 2017 (aka “ASPT 2017” or “the green book”). Articles and sections cited in this calendar refer to articles and sections in that ASPT policies document. The document prescribes that if the University is officially closed on any date for action described in the document, the action scheduled for that date must be completed on the next working day after the closing. Entries in the “Date for 2018-2019” column of this calendar comply with that provision.

Date per ASPT Policies	Date for 2018-2019	Action per ASPT Policies
November 1	Thursday, November 1, 2018	<b>Promotion and Tenure:</b> Candidates for promotion and tenure must file application materials. In those situations in which a faculty member chooses to extend a shortened probationary period, notification to add the credited years or a portion of the credited years to the probationary period shall be made to the Department/School Chairperson/Director prior to November 1 of the year previously scheduled for the summative review for tenure.
Prior to December 15	Prior to Monday, December 17, 2018	<b>Promotion and Tenure:</b> DFSC/SFSC may notify promotion and tenure candidates and the CFSC, in writing, of recommendations at any time prior to December 15, but must notify candidates of intended recommendations at least 10 business days prior to submitting the final DFSC/SFSC recommendations to the CFSC. The DFSC must provide opportunity, if requested, for the candidates to hold a formal meeting with the committee to discuss these recommendations. If the candidate wishes to request a formal meeting to discuss the DFSC/SFSC recommendation, then the candidate must request a meeting with the DFSC/SFSC within 5 business days of receiving the recommendation. Formal meetings will be held under the provisions of Section XIII.D.
December 15	Monday, December 17, 2018	<b>Promotion and Tenure:</b> DFSC/SFSC recommendations for promotion and tenure must be reported to candidates and to the CFSC.
January 5	Monday, January 7, 2019	<b>Performance Evaluation:</b> All faculty members eligible for performance-evaluation salary increment must submit files in support of their request for performance-evaluation adjustments.
		<b>Cumulative Post-Tenure Review:</b> All faculty members scheduled for cumulative post-tenure review must submit their materials.

## ASPT Calendar 2018-2019: Chronological, All Activities

Date per ASPT Policies	Date for 2018-2019	Action per ASPT Policies
February 1	Friday, February 1, 2019	<p><b>Promotion and Tenure:</b> CFSC must notify candidates of intended recommendations and provide opportunity, if requested, for candidates to meet with the committee to discuss these recommendations. If the candidate wishes to request a formal meeting to discuss the CFSC recommendation, then the candidate must request a meeting with the CFSC within 5 business days of receiving the recommendation. Formal meetings will be held under the provisions of Section XIII.D.</p>
		<p><b>Performance Evaluation:</b> DFSC/SFSC recommendations for performance evaluation must be reported to the faculty member by February 1 in each year that the faculty member is performance-evaluation eligible. DFSC/SFSC must notify faculty members of intended recommendations to CFSC at least 10 business days before submitting these recommendations to CFSC and provide opportunity, if requested, for the candidates to meet with the committee to discuss these recommendations. If the candidate wishes to request a formal meeting to discuss the DFSC/SFSC recommendation, then the candidate must request a meeting with the DFSC/SFSC within 5 business days of receiving the recommendation. Formal meetings will be held under the provisions of Section XIII.B.</p>
		<p><b>Reappointment:</b> The Provost shall give notice of termination not later than February 1 of the second academic year of service. If the appointment terminates during an academic year, the Provost shall give notice of termination at least six months in advance of the termination.</p>
February 15	Friday, February 15, 2019	<p><b>Performance Evaluation:</b> DFSC/SFSC shall transmit final recommendation for performance-evaluation review to the faculty member and to the CFSC.</p>
		<p><b>Cumulative Post-Tenure Review:</b> The DFSC/SFSC must inform the faculty member of cumulative post-tenure review evaluation and, if applicable, a plan for remediation.</p>
February 25	Monday, February 25, 2019	<p><b>Performance Evaluation:</b> Faculty members who wish to appeal their annual performance evaluations to the CFSC must notify the appropriate CFSC chairperson of their intention to do so in writing. The chair of the CFSC shall respond to the faculty member in writing acknowledging receipt of the written notification of the intent to file an appeal within 5 business days of its receipt.</p>
		<p><b>Cumulative Post-Tenure Review:</b> Faculty member's last day to respond in writing or in person to the DFSC/SFSC cumulative post-tenure review evaluation and/or remediation plan.</p>

## ASPT Calendar 2018-2019: Chronological, All Activities

Date per ASPT Policies	Date for 2018-2019	Action per ASPT Policies
March 1	Friday, March 1, 2019	<b>Promotion and Tenure:</b> CFSC recommendations for promotion and tenure must be reported to the Provost, DFSC/SFSC, and candidates.
		<b>Performance Evaluation:</b> Faculty members must file with the CFSC any appeal of the DFSC/SFSC performance-evaluation recommendation.
		<b>Reappointment:</b> The Provost shall give notice of termination not later than March 1 of the first academic year of service. If a one-year appointment terminates during an academic year, the Provost shall give notice of termination at least three months in advance of the termination.
March 8	Friday, March 8, 2019	<b>Cumulative Post-Tenure Review:</b> The DFSC/SFSC gives final outcome of review and/or remediation plan to faculty member.
March 10	Monday, March 11, 2019	<b>Promotion and Tenure:</b> In the event of a negative recommendation by the DFSC/SFSC or the CFSC, a candidate who wishes a University-wide appeal of his/her credentials must inform the chair of the Faculty Review Committee (FRC) that he/she intends to file an appeal of the recommendation of the DFSC/SFSC or CFSC. The chair of the FRC must acknowledge receipt of this communication within 5 business days of having received it.
March 15	Friday, March 15, 2019	<b>Promotion and Tenure:</b> In the event of a negative recommendation by the DFSC/SFSC or the CFSC, a candidate who wishes a University-wide appeal of his/her credentials must file an appeal as defined in Section XIII.C to the Faculty Review Committee (FRC). See also Section XIII.H.3.
March 21	Thursday, March 21, 2019	<b>Promotion and Tenure:</b> Provost's recommendation for non-appealed candidates must be reported to the President, CFSC, DFSC/SFSC, and candidate.
March 22	Friday, March 22, 2019	<b>Cumulative Post-Tenure Review:</b> A faculty member must file, to the CFSC chairperson, a written appeal to the cumulative post-tenure review. The CFSC chairperson shall acknowledge receipt of the appeal to the appellant and the DFSC/SFSC within five (5) business days. Appeals will be held under the provisions of Section XIII.J.
March 31	Monday, April 1, 2019	<b>Performance Evaluation:</b> All appeals to the CFSC of performance-evaluation recommendations must be completed and CFSC decisions reported to the Provost and to the faculty member. Appeals will be held under the provisions of Section XIII.I.
		<b>Review and Reporting Requirements:</b> Annually by March 31, each DFSC/SFSC must review its Department/School policies and procedures based on that academic year's work and any informal faculty input, in order to identify areas that may need updating, either immediately or at the next five-year review. Any updates proposed by the DFSC/SFSC and approved by department/school faculty vote shall be submitted to the appropriate CFSC, which will approve them for their conformity to College standards and University policies and procedures.

## ASPT Calendar 2018-2019: Chronological, All Activities

Date per ASPT Policies	Date for 2018-2019	Action per ASPT Policies
April 15	Monday, April 15, 2019	<p><b>Promotion and Tenure:</b> The FRC must complete its review of promotion and tenure appeals and report to the President, candidates, DFSC/SFSCs, CFSCs, and Provost unless an interim report is appropriate under provisions of Section XIII.G.3.</p>
		<p><b>Cumulative Post-Tenure Review:</b> Each CFSC shall submit to each appellant faculty member and to the appropriate DFSC/SFSC a written report that describes the disposition of the cumulative post-tenure review appeal.</p>
		<p><b>Review and Reporting Requirements:</b> Departments and Schools shall submit reports of the final results of faculty annual performance evaluations to the Provost, with the Dean's signature, listing those evaluated as having unsatisfactory performance, all others evaluated, and those not evaluated. These reports are initiated by the Department/School and routed through the Dean's Office for submission to the Provost by the April 15 deadline.</p>
		<p><b>ASPT Elections:</b> Members to the University Review Committee, Faculty Review Committee, and College Faculty Status Committee must have been elected. Each College Dean shall inform the Provost of individuals elected to the University Review Committee and individuals elected to the Faculty Review Committee.</p>
April 30	Tuesday, April 30, 2019	<p><b>Promotion and Tenure:</b> Provost's recommendation for appealed cases must be reported to the President, candidate, DFSC/SFSC and CFSC.</p>
May 1	Wednesday, May 1, 2019	<p><b>Review and Reporting Requirements:</b> Each CFSC shall submit an annual report summarizing promotion and tenure recommendations to its College Council and the URC (see IV.D.3).</p>
		<p><b>Review and Reporting Requirements:</b> Each CFSC shall submit an annual written report to the URC and the Provost that enumerates all performance-evaluation appeals and all cumulative post-tenure review appeals and describes their disposition (see XIII.I.10 and XIII.J.9).</p>
		<p><b>Review and Reporting Requirements:</b> The CFSC shall submit to the URC the fifth-year review of College Standards or, in the interim, proposed revisions to College Standards.</p>
		<p><b>Review and Reporting Requirements:</b> The FRC shall submit to the URC a final report summarizing the number of appeals by Department/School and College, the type of appeals, and the disposition of these appeals (See III.F). <i>[Note: URC is asked to forward the report to the Academic Senate office.]</i></p>
<p><b>ASPT Elections:</b> Members to the Department/School Faculty Status Committee must have been elected.</p>		
May 15	Wednesday, May 15, 2019	<p><b>Promotion and Tenure:</b> Notifications of the promotion and tenure decisions by the President shall be sent to the candidates, CFSCs, DFSC/SFSCs, and the Provost.</p>

## ASPT Calendar 2018-2019: Chronological, All Activities

Date per <i>ASPT Policies</i>	Date for 2018-2019	Action per <i>ASPT Policies</i>
At least twelve months before the termination of an appointment after two or more years of service	Wednesday, May 15, 2019	<b>Reappointment:</b> The Provost shall notify a third- or subsequent-year faculty member who will not be reappointed at least twelve months before the termination of the appointment that the faculty member's last day of employment is May 15 of the following year. If the appointment is at least twelve months and terminates during an academic year, the Provost shall notify the faculty member at least twelve months prior to the end of the appointment period.

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## **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

**MEMORANDUM**

TO: University Review Committee 2017-2018

FROM: Bruce R. Stoffel, Recorder, University Review Committee

DATE: November 6, 2017

RE: URC review of college (ASPT) standards

**BACKGROUND**

Section II.C of ASPT 2017 sets forth as a responsibility of the University Review Committee review and approval of college standards (i.e., college ASPT guidelines) at five-year intervals or on an as-needed basis.

A primary responsibility of the URC is to formulate, and at five-year intervals and on an as-needed basis, revise the Illinois State University ASPT document. If necessary, the URC will forward appropriate recommendations for revision of these policies and procedures to the Academic Senate. Unless otherwise provided, revisions of these policies shall be effective as of January 1 of the year following approval by the Faculty Caucus of the Academic Senate. **The URC reviews and approves college standards at five-year intervals and on an as-needed basis.** The URC considers Department/School policies and procedures only at the request of the appropriate Dean or DFSC/SFSC. It does not consider individual cases. In order to fulfill this primary function, the URC shall receive annual reports from each College Faculty Status Committee (see IV.D) and from the Faculty Review Committee (see III.F).

This mandate has been carried over from prior editions of the ASPT document. Subsequent to Faculty Caucus approval of those prior editions, URC established a schedule for systematic review of college standards, whereby each college was assigned an academic year during which the college would submit its standards to URC. The schedule adopted by URC in April 2012 follows.

College	Year of Review	Due to URC
College of Education	2013-2014	May 1, 2014
College of Applied Science and Technology	2014-2015	May 1, 2015
College of Arts and Sciences	2015-2016	May 1, 2016
College of Business	2015-2016	May 1, 2016
Mennonite College of Nursing	2015-2016	May 1, 2016
College of Fine Arts	2016-2017	May 1, 2017
Milner Library	2016-2017	May 1, 2017

Pursuant to this schedule, URC, on October 24, 2013, reviewed and approved standards submitted by the College of Education and, on May 7, 2015, reviewed and approved standards submitted by the College of Applied Science and Technology. URC deferred review of standards from the other five colleges until fall 2016, when URC asked all seven colleges to report any changes made to their standards to align with ASPT 2017.



**DECISION NEEDED**

How does URC prefer to schedule review of college standards to comply with the mandate in ASPT 2017? URC could decide to establish a schedule similar to the one established by URC subsequent to approval of ASPT 2012. An option that would not be precluded by ASPT 2017 would be to schedule standards of all seven colleges for review in fall 2021, prior to the effective date of ASPT 2022 and to also review standards of any college that chooses to revise their standards prior to fall 2021.

Whichever approach URC decides, the person in this recorder's position will continue to remind colleges each spring to submit their standards to URC if any changes had been made to them during the prior year.

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, February 1, 2018  
2 p.m., Hovey 401D

**MINUTES**

Members present: Michael Byrns, Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Joe Goodman, Doris Houston, Sheryl Jenkins, Rachel Shively

Members not present: Angela Bonnell, Sarah Smelser

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; “CFSC” refers to college faculty status committee as provided for in ASPT policies of Illinois State University; and “AFEGC” refers to the Academic Freedom, Ethics, and Grievance Committee at Illinois State University.

I. Call to order

Chairperson Diane Dean called the meeting to order at 2 p.m. A quorum was present.

Dean welcomed committee member Joe Goodman, who had been on sabbatical in fall 2017. Meeting attendees introduced themselves.

II. Approval of minutes from the December 1, 2017 meeting

Michael Byrns moved approval of the minutes from the December 1, 2017 URC meeting as distributed to committee members prior to the meeting. Rachel Shively seconded the motion. The motion passed on voice vote, with five committee members voting in the affirmative and two committee members abstaining (Goodman and Sheryl Jenkins).

III. Updates

Faculty Caucus discussion of ASPT disciplinary policies

Dean reported. Faculty Caucus Chairperson Susan Kalter has presented a revised version of the proposed ASPT disciplinary articles to the Caucus for discussion this spring. The Caucus began its review of the revised articles at its January 24, 2018 meeting. Dean asked Bruce Stoffel to distribute the revised articles to all URC members.

Dean reported that Kalter has invited URC representatives to attend Caucus meetings this spring to answer questions Caucus members may have as they review the revised articles. Dean said URC was represented at the January 24 Caucus meeting by Dean, Sam Catanzaro, and Nerida Ellerton and Christopher Horvath (former URC members). Byrns asked whether the January 24 discussion occurred at a meeting of the Executive Committee of the Academic Senate or at a meeting of the full Caucus. Dean clarified that the discussion occurred at a full Caucus session.

Dean said the latest version of the proposed disciplinary articles includes both editorial changes and substantive changes. She reported that Kalter hopes to call for votes on the articles this spring without first sending them to URC for its input. Catanzaro noted that the revised articles have not yet been reviewed by general counsel. He

said he is preparing a highlighted version of the articles for general counsel review, preferably before the Caucus votes on them.

Noting that the version of the disciplinary articles recommended by URC in August 2017 resulted from an exhaustive review of the articles, Goodman asked how the revised version now being considered by the Caucus differs from the URC version. Dean cited four changes she deems substantive. Dean first noted that, while URC had tried to closely integrate AFEGC and ASPT processes related to discipline, the latest version of the articles makes clear that the two processes are separate and are not to be closely linked. Next, Dean said a provision has been added to address the possibility that there might not be a sufficient number of CFSC members to make a recommendation in a disciplinary case. She explained that the solution set forth is to ask one or more CFSC members from another college to participate in disciplinary deliberations (i.e., from a college other than the college of the faculty member who is central to the proceedings). Dean reported that some Caucus members expressed concerns regarding the provision, including that faculty members recruited from another college would not have been elected by faculty members in the college of the faculty member central to the disciplinary action. Another expressed concern, Dean said, is whether the same college might repeatedly be asked to provide CFSC members for a disciplinary case. Catanzaro explained that authors of the revisions deemed such a provision necessary because the authors had also added a provision allowing both the faculty member charged in the case and the complainant to each ask that up to two CFSC members be recused without having to explain why. Catanzaro said he has pointed out to Caucus members that current ASPT policies include a recusal provision, adding that if the Caucus deems the existing provision sufficient, the need to seek members from another CFSC to assist with disciplinary proceedings should rarely arise. Third, Dean reported that the party making the final decision in a suspension case has been changed from the Provost to the President. She suggested that the change may not be inappropriate, because the Provost would not likely approve a suspension without first conferring with the President. Fourth, Dean reported a change in the treatment of partial release from or reassignment of faculty duties. She explained that URC had defined suspension as relief of a faculty member from all faculty assignments (teaching, research, and service) and had provided that temporary reassignment from one or more but not all faculty assignments would be considered a sanction. The latest version of the articles provides that relief from any aspect of one's assigned faculty duties would be considered a suspension.

Goodman asked if the new recusal provision includes guidance regarding the type of challenges considered acceptable. Catanzaro responded that the provision does not provide such guidance. Goodman asked if the possibility of an appeal has been eliminated from this latest version of the articles, given the addition of the recusal provision. Catanzaro responded that the right to appeal remains in the document.

Jenkins asked how often the Caucus will meet to discuss the disciplinary articles. Dean responded that the Caucus is scheduled to meet every other week this spring but that the Caucus will not necessarily discuss the disciplinary articles at every meeting. Catanzaro said the Caucus intends to continue its discussion of the disciplinary articles at every meeting this spring unless there are more pressing issues to address. He added that the Executive Committee of the Academic Senate decides the Caucus agenda on a meeting-by-meeting basis. Dean reminded URC members that all are welcome to attend Caucus meetings.

#### Ad hoc equity review committee

Doris Houston reported. Houston first explained the genesis of the committee and its charge. Houston then described progress made by the committee. She said the committee continues to plan a five-year cycle of equity review, most recently discussing what topics should be researched in each of the five years. The current thought, she said, is to research salary in year one; promotion in year two; retention and reasons faculty members leave their positions in year three; performance evaluations, including the percent of faculty members receiving unsatisfactory and meritorious ratings, in year four; and disciplinary actions (sanctions, suspensions, and dismissals) in year five. For each review, Houston said, data will be analyzed by gender, race, age, ability status, and military status. Other parameters may be added by the committee, she said. Dean clarified that the equity review plan devised by the committee will be presented to URC for its consideration, feedback, and recommendations, since URC has been charged by ASPT policies to oversee equity review. Houston said the recommendations to URC will likely be made by the equity review committee in fall 2018.

[Catanzaro left the meeting at 2:30 p.m.]

Houston reported that Catanzaro has agreed to help the committee develop a plan for the series of equity review studies and has also offered to provide information to committee members regarding statistical testing. She added that Tony Walesby, Director of the Office of Equal Opportunity and Access, is also available to advise the committee.

Goodman asked if the study of performance evaluations will involve study of post-tenure reviews, pre-tenure reviews, or both. Houston said the equity review committee has not yet discussed details of the performance evaluations study. She said she will raise Goodman's question with the committee. Goodman suggested that the committee also consider incorporating qualitative analyses in its cycle of equity review. He cited review of wording in performance evaluation letters using currently-available software as an example of the qualitative analyses that might be conducted. Byrns cautioned that URC might not be permitted to access performance evaluation letters to conduct such an analysis due to policies regarding confidentiality of personnel documents. Houston said one option might be to ask colleges to perform the analyses and then report summaries of their findings to URC.

Jenkins asked Houston if the committee has also considered studying compression. Houston said the committee initially thought about incorporating analysis of compression in the five-year equity review cycle but is now considering recommending that compression be studied separately. Jenkins asked if compression would be evaluated based on factors such as age and race. Houston responded that the committee has discussed doing so. Byrns offered that if compression is occurring, it is likely the result of inequities in performance evaluations. Houston noted that compression may also be caused by market factors and by the lack of raises for faculty in some years. Shively asked Houston if the committee has considered the nature of the job position as a variable. She cited as one example a faculty member who has been assigned administrative duties and, consequently, may not have sufficient time to conduct the research needed to qualify for tenure. Houston responded that the committee has not yet discussed job positions and has not yet discussed administrative roles. Houston said she will raise the issues with the committee. Byrns also suggested that the committee consider studying hiring practices. Dean noted that disciplinary policies merge with equity review in the fifth year of the proposed equity review cycle. Houston said it should be interesting to study the history of disciplinary actions at that time, since the University will have had a few years of experience implementing the disciplinary policies by then.

Kevin Edwards suggested that the equity review committee consider having someone external to URC conduct the equity analyses. He noted that external contractors are expensive, but the cost may be justified given the importance of this issue. Goodman agreed, citing concerns regarding confidentiality. Houston said she personally thinks the equity review committee will recommend that the colleges report to URC regarding equity, much as the colleges report other data to URC. Jenkins said requiring colleges to do so might be considered an unfunded mandate. Houston said she agrees but feels it is important to have these analyses conducted. Houston thanked URC members for their suggestions and urged members to send her any additional thoughts or insights.

#### IV. Continued discussion of service assignments; establishment of service assignments working group

To allow sufficient time at this meeting to organize review of CFSC standards, Dean deferred discussion of service assignments to the next URC meeting (March 1, 2018). To help facilitate committee discussion at that meeting, Dean asked Stoffel to send committee members the list of questions raised by Caucus members in 2016 regarding the issue. Stoffel said he will also send minutes of fall 2017 URC meetings at which service assignments were discussed.

#### V. Organizing for review of CFSC standards

Stoffel reported having requested current ASPT standards from each college. He reported having received standards from the College of Education, the College of Fine Arts, and Milner Library. Stoffel said the College of Arts and Sciences and the College of Applied Science and Technology have informed him that they are revising their standards and will submit them to URC later this spring term. Stoffel said he has not yet received responses from the College of Business or Mennonite College of Nursing.

URC members agreed to form working groups to review standards submitted by Education, Fine Arts, and Milner Library and to report findings at the next URC meeting. Members organized into the following groups:

College of Education: Shively and Byrns  
College of Fine Arts: Goodman and Jenkins  
Milner Library: Dean and Edwards

Shively asked if there is a summary of changes made to the ASPT document (that was effective January 1, 2012 and that has subsequently been superseded by the ASPT document effective January 1, 2017), that working groups can use when reviewing the college standards. Stoffel responded that Catanzaro had compiled such a summary. Stoffel said he will send the summary to URC members.

VI. Other

There was no other business for consideration by the committee.

VII. Adjournment

Goodman moved, Edwards seconded that the meeting adjourn. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:05 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary  
Bruce Stoffel, Recorder

Attachments:  
None

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, March 1, 2018  
2 p.m., Hovey 401D

**MINUTES**

Members present: Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Joe Goodman, Doris Houston (via telephone), Sheryl Jenkins, Rachel Shively, Sarah Smelser

Members not present: Angela Bonnell, Michael Byrns

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, Illinois State University; “CFSC” refers to college faculty status committee as provided for in ASPT Policies of Illinois State University; “DFSC” refers to department faculty status committee as provided for in ASPT Policies of Illinois State University; “SFSC” refers to school faculty status committee as provided for in ASPT Policies of Illinois State University; and “CFA” refers to the College of Fine Arts at Illinois State University. References in these minutes to “DFSC” refer to both DFSC and SFSC, and references to “department” refer to both department and school.

I. Call to order

Chairperson Diane Dean called the meeting to order at 2 p.m. A quorum was present.

Dean asked to modify the agenda by moving Agenda Item IV (Interpretation of DFSC ASPT matters) to the beginning of the meeting, after approval of the minutes. Sarah Smelser moved to so modify the agenda. Rachel Shively seconded the motion. The motion carried on voice vote, all voting in the affirmative.

II. Approval of minutes from the February 1, 2018 meeting

Joe Goodman moved approval of the minutes from the February 1, 2018 URC meeting as distributed to committee members prior to the meeting. Sheryl Jenkins seconded the motion. The motion passed on voice vote, all voting in the affirmative.

III. Interpretation of DFSC ASPT matters

Dean reported having received an inquiry from a faculty member in the Department of Special Education (SED) regarding ASPT policies and practices of the department. Dean explained that the inquiry was initially received by Susan Kalter in her capacity as Academic Senate Chairperson. Kalter subsequently referred the faculty member to URC in accordance with Section II.F of ASPT Policies, which provides that any faculty member or committee may request URC interpretation of ASPT Policies. Dean described the multiple issues that were part of or related to the inquiry. The first issue involves determining which of three circulating versions of SED ASPT policies is in effect at this time. The three versions differ with regard to composition of the DFSC. Dean said the department chairperson hoped to resolve the differences in spring 2017, but that did not happen. A second issue is what to do about departments that do not follow ASPT Policies, which relates to a third, more specific, issue: SED ASPT guidelines permit only graduate faculty members to vote on ASPT matters, which, Dean noted, does not comply with ASPT Policies. A fourth issue is that salary allocation procedures purportedly are not being communicated to SED faculty members as required by ASPT Policies; instead, the department reportedly has disseminated the rank order of salary increments granted by the DFSC (a violation of confidentiality) without an explanation of how the rankings were determined. Dean added a fifth issue unrelated to the inquiry, namely whether an assistant department chairperson is eligible to serve on the DFSC.

Dean noted that ASPT Policies provide for oversight of department ASPT policies by CFSCs rather than by URC. She said URC periodically asks colleges if they have reviewed guidelines of their DFSCs and SFSCs, and URC routinely accepts the responses. Dean asked Sam Catanzaro what obligation URC has regarding the issues raised by the SED faculty member in light of the indirect relationship URC has with DFSCs. Catanzaro responded that it would be appropriate for URC to respond narrowly to the inquiry, providing policy judgments regarding the issues that have been raised. He cautioned that, in preparing its response, URC should not address whether use of unapproved guidelines by the SED DFSC may have impacted promotion or tenure decisions made by that DFSC. Such questions, Catanzaro said, are to be considered by an appeals body rather than by URC.

Catanzaro provided background information regarding the SED DFSC. Regarding the composition of the DFSC, Catanzaro explained that SED guidelines at one time provided that at least one position on the DFSC be filled by a faculty member with the rank of full professor. Catanzaro said the composition of department faculty changed such that no faculty members were available to fill the position. The department revised its guidelines to remove the restriction, Catanzaro said, but the revised guidelines were not subsequently reviewed and approved by the CFSC. Regarding SED restricting participation in ASPT matters to its graduate faculty, Catanzaro explained that, at one time, graduate faculty membership and the roster of tenure-line faculty members in SED were one and the same. Thus, the provision that only graduate faculty members could participate in SED ASPT matters was not, in practice, problematic in terms of compliance with ASPT Policies. Over time, however, as new faculty members were hired, some SED faculty members were not graduate faculty members. They were not allowed to serve on the DFSC or cast votes in ASPT matters. Catanzaro reported that he has been in contact with the SED chairperson and the College of Education dean to ensure that all tenure-line faculty members in the department are permitted to fully participate in the ASPT system.

Regarding salary increments, Catanzaro noted that Article XII of ASPT Policies provides for a separate provision in DFSC guidelines regarding translation of performance evaluations into salary raises. Dean noted and read aloud from Section V.B.2 of the ASPT document, which requires each DFSC/SFSC to formally invite faculty input regarding salary incrementation policies at least every five years.

Smelser asked whether ASPT Policies permit an assistant director to serve on a DFSC. Catanzaro said ASPT Policies are clear that staff in the Office of the Provost, deans, department chairpersons, and school directors are considered administrators and, therefore, are not covered by ASPT Policies even though they may have faculty status. Catanzaro said it is up to each department to state in its DFSC guidelines whether an assistant or associate chairperson is eligible to serve on a DFSC. Catanzaro said that if the DFSC guidelines for a department do not address this matter, the associate or assistant chairperson is eligible to serve on the DFSC.

Catanzaro offered to work with Dean on drafting a response to the SED faculty member who submitted the inquiry. Doris Houston said that since a response to issues raised by the SED faculty member could benefit all units, it might be appropriate to send a memorandum to all CFSCs, DFSCs, and SFSCs clarifying the policies. She added that doing so might prevent a spotlight being shone on one particular department. Catanzaro concurred.

Dean said it might also help to provide ASPT training for colleges and units regarding these and other matters. Catanzaro said the Office of the Provost already provides ASPT training annually but providing additional training is a good suggestion. He provided as an example the potential need in fall 2018 for training regarding disciplinary articles if such articles are adopted by the Caucus in spring 2018.

Dean recalled concerns articulated at past URC meetings that CFSCs might not be reviewing DFSC documents for their alignment with ASPT Policies and college standards, as CFSCs are charged to do by ASPT Policies. Catanzaro said a process for monitoring CFSC oversight of DFSC guidelines could be created, perhaps asking CFSCs each summer to confirm that they have reviewed DFSC documents.

[Catanzaro left the meeting at approximately 2:35 p.m.]

Bruce Stoffel reported that he has been posting CFSC and DFSC documents on the Office of the Provost website per Catanzaro's request. Stoffel explained that each year he sends deans, department chairpersons, and

school directors the latest edition of their CFSC or DFSC/SFSC document on file in the Office of the Provost and asks them to confirm whether the edition is current. Stoffel said he has been concerned that the version posted on the Office of the Provost website might not be the current edition despite this verification process, which could result in confusion among faculty members who are subject to the standards and guidelines. He said the Office of the Provost might want to stop posting CFSC, DFSC, and SFSC documents for that reason. URC members present agreed that the documents should continue to be posted, because URC members need them and faculty members need them. Stoffel suggested that, in future, he request DFSC and SFSC guidelines from the colleges rather than from the departments and schools. That approach, he said, may serve to remind colleges of their responsibility to review and approve DFSC and SFSC guidelines.

#### IV. Review of CFSC standards

Goodman distributed CFSC standards submitted by the College of Business since the prior URC meeting (see attached). Stoffel thanked Goodman for his work to obtain the document for URC.

##### ASPT standards of the College of Fine Arts (see attached)

Jenkins and Goodman reported. Jenkins said she does not see anything wrong with the CFA ASPT standards other than date references that need to be updated. Goodman agreed, saying he did not see anything glaringly out of place. Jenkins asked Smelser if the lists of teaching, scholarly and creative productivity, and service activities included in the CFA standards are intended to add to the lists included in Appendix 2 of the ASPT Policies. Smelser answered in the affirmative. She explained that the additional lists in the CFA standards are intended to draw parallels between activities appropriate in CFA and activities appropriate in other colleges. She cited as one example the list of scholarly and creative productivity, noting that faculty exhibitions in CFA are equivalent to research in other colleges.

Jenkins moved to approve ASPT standards of the College of Fine Arts as submitted to URC but with revisions to document and page references on page 1 of the standards. Shively seconded the motion. The motion passed on voice vote, all voting in the affirmative. Dean will communicate this decision to the college and will ask the college to submit a revised edition (including a notation that the edition was approved by URC on March 1, 2018) to URC for its records.

##### ASPT standards of Milner Library (see attached)

Kevin Edwards and Dean reported. Edwards reported that the Milner Library ASPT standards are short and that they primarily defer to ASPT Policies rather than set forth policies unique to Milner Library. He explained that specifics are likely set forth in DFSC guidelines for the library, but those guidelines are not the business of URC. He noted that ASPT Policies provide for substitution of librarianship for teaching in the evaluation framework for Milner Library, and that difference is reflected in the Milner Library ASPT standards. Edwards suggested that the Milner standards may not be as specific as some other ASPT documents because librarianship is such a diverse field and the lesser degree of specificity may afford the library flexibility in evaluating its faculty. Edwards moved to validate the Milner Library ASPT standards as submitted to URC. Jenkins seconded the motion. The motion passed on voice vote, all voting in the affirmative. Dean will communicate this decision to the college, ask the college to note at the end of the document that the standards were approved by URC on March 1, 2018, and ask the college to submit a version of the document with that notation to URC for its records.

##### ASPT standards of the College of Education (see attached)

Shively reported. She noted the need to revise date and page references throughout the document. Regarding the paragraph labeled "Teaching," Shively noted the reference to "student evaluations" of teaching. She suggested asking the college to change that and similar references to "student reactions to teaching performance" to be consistent with wording used in ASPT Policies. Houston agreed, stating that students are not in a position to evaluate faculty members. She said it is important to distinguish between evaluation and providing feedback. Goodman asked if the College of Education requires observations of teaching by faculty or only observations of teaching by students. Dean said observations are usually performed just for student-teachers, although DFSC



standards for the Department of Educational Administration and Foundations refer to Appendix 2 of ASPT Policies, which lists “favorable teaching ratings by peers through classroom observation” as one means of documenting meritorious teaching. Dean said she has arranged mid-term chats in some of her courses through the Center for Teaching, Learning, and Technology. Goodman recommended asking the college to revise its ASPT standards by replacing references to student evaluations of teaching with references to student reactions to teaching performance and by updating references to the ASPT Policies document (including date, page, and section references) and to then submit the revised document to URC for its review. URC members present concurred. Dean will communicate this request to the college.

V. Continued discussion of service assignments

Because the time allotted for the meeting was nearly over, Dean deferred discussion of service assignments to a subsequent committee meeting.

VI. Updates

Dean said she will email URC members an update regarding the ASPT disciplinary articles. Houston said she plans to confer with Dean and Kalter (in her capacity as chairperson of the ad hoc equity review committee) before updating URC members regarding the work of the equity review committee.

VII. Other

There was no other business to come before the committee.

VIII. Adjournment

Goodman moved, Jenkins seconded that the meeting adjourn. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:00 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary  
Bruce Stoffel, Recorder

Attachments:

*College of Business Faculty Status Committee Standards, College of Business, Effective January 1, 2012 (as approved by URC November 29, 2011)*

*2012 College of Education Appointment, Salary, Promotion and Tenure Policies (as approved by URC October 24, 2013)*

*College of Fine Arts ASPT Standards (as approved by URC November 29, 2011)*

*College Standards, College Faculty Status Committee, Milner Library, Illinois State University, Effective January 1, 2016 (as approved by the Milner Library DFSC September 30, 2015)*

**College of Business**  
**College of Business Faculty Status Committee Standards**  
**Effective January 1, 2012**

**I. Guiding Philosophy**

The process of evaluating contributions of faculty should be a positive and motivating endeavor, and not rely on formulaic models or discrete evaluation categories. This process should encourage faculty to contribute to achieving the mission of the department, college, and university.

**II. College of Business Mission**

To be a highly respected college of business that develops professionals with the personal dedication, ethics and lifelong learning capabilities needed to succeed professionally and to serve society. We work as a diverse community promoting excellence in learning, teaching, scholarship, and service.

**III. Goals to Accomplish Our Mission**

It is through our teaching, intellectual contributions, and service that we achieve our mission. As an institution emphasizing excellence in teaching, the College of Business seeks to recruit, develop, and support motivated faculty who are active teacher-scholars in their fields.

**Teaching:** We pursue teaching excellence through a student-centered focus, developing and enhancing students' continuous learning skills by educating them in business theory and its application to business practice. We achieve this student-centered focus by actively involving students, creating a small-class atmosphere, maintaining access to instructors, encouraging innovative methodologies, and by continuously improving our curricula.

**Intellectual Contributions:** In addition to basic research, the College values applied research and instructional development as intellectual contributions that help students see the relevancy of theory to business practice.

**Service:** By our service, the faculty and staff are role models for students through contributions to the university, the community and their profession. Faculty and staff represent the college through involvement in university committees and our professional service enhances the visibility and reputation of our college.

**Accreditation:** The College of Business is accredited by AACSB International; the Accounting program is separately accredited. The college is committed to maintaining these important accreditations. Accordingly, DFSC policies should articulate expectations for performance that will enable the college to continue to maintain these accreditations.

**IV. CFSC: Membership, Elections, Terms, and Procedures**

1. The CFSC shall be composed of one tenured faculty member from each of the four departments and the Dean of the College of Business.

2. The Dean of the college shall be an ex-officio voting member and Chairperson of the CFSC. At the beginning of each fall semester a vice-chairperson shall be elected from among its members.
3. A minimum of two candidates from each of the four departments shall be nominated by faculty who hold tenured or probationary (tenure-track) appointments. Election of nominees shall be at large by the college's tenured and probationary (tenure-track) faculty.
4. CFSC member's terms are two years. Terms of the members from each of the four departments are staggered. Therefore, two departmental members are elected each year.
5. Mid-term vacancies shall be filled by election as specified in IV.3. The newly-elected member shall serve to the end of the uncompleted term.
6. No faculty member may serve for more than two consecutive full terms on the CFSC. Those elected to fill partial terms may serve up to two additional full terms.
7. Elections to determine membership on the CFSC shall normally be held before April 15. Terms of office normally commence with the start of the fall semester.
8. Official records of the CFSC shall be kept in the Office of the Dean.

## **V. Goals of the Evaluation Process**

The Departmental Faculty Status Committee (DFSC) mission, goals, policies, and procedures should clearly communicate departmental performance expectations including the expectation that all faculty maintain a level of intellectual contributions sufficient to be viewed as Academically Qualified by AACSB International. The evaluation of faculty should be explicitly linked to those expectations and should allow for flexibility. It should be based on the individual faculty member's short-term and long-term career goals and accomplishments in relationship to the department, college, and University mission.

If appropriate, the annual evaluations should provide developmental feedback. For probationary (tenure-track) faculty or those working toward promotion, the annual evaluation must explicitly address the faculty member's progress toward tenure and/or promotion, and communicate areas in which development or improvement is needed.

The evaluation process should recognize intermediate outcomes in addition to completed outcomes. The approach used by the department to evaluate and reward multi-year contributions should be clearly explained. Departments should provide stability and consistency in the interpretation and application of standards. The chairperson is important in achieving this goal, since she or he is the collective memory of the DFSC. As a starting point in the evaluative process, the chair may take the lead by preparing, for consideration by other DFSC members, salary, promotion, tenure, and retention recommendations for each departmental faculty member.

The evaluation of faculty contributions and accomplishments should emphasize quality in addition to quantity. Furthermore, multiple measures of quality should be used. (For examples of such measures, see pages 46-50 of the *Faculty Appointment, Salary, Promotion and Tenure Policies*.) For teaching, students should have the opportunity to provide an evaluation for each class,

including summer courses. However, in evaluating teaching, each department shall consider additional measures of quality, thus avoiding an over-reliance on student ratings. For intellectual contributions, this should include careful reading of scholarly work to evaluate quality, contributions to the field, and the extensiveness of the project. In the evaluation of service, departments should focus on the significance and quality of, and time required by, a faculty member's university and professional service.

## **VI. Promotion and Tenure**

In order to qualify for promotion or tenure, a faculty member must exhibit and document sustained and consistent high quality performance in all faculty roles. The documentation should include a concise narrative interpreting the materials presented in the candidate's portfolio of teaching, research and service accomplishments and goals. The portfolio should also include the candidate's philosophy on and contributions made in teaching, research and service.

## **VII. Recusal Policy**

As determined by departmental voting during fall 2011, the college adopts the following recusal policy pertaining to the CFSC: CFSC members shall neither participate in nor vote at ASPT deliberations (including appeals) involving individuals from their own department/school.

Approved by the CFSC: November 10, 2011

Approved by the URC: November 29, 2011

## 2012 COLLEGE OF EDUCATION APPOINTMENT, SALARY, PROMOTION AND TENURE POLICIES

Policies and procedures developed by Department Faculty Status Committees (DFSCs) within the College of Education will be performance-based, fair, clear, consistent with the mission of the College, and in conformity with College policies consistent with Illinois State University Faculty Appointment Salary Promotion and Tenure (ASPT) Policies effective January 1, 2012.

### College Appointment, Salary, Promotion, and Tenure Policies

1. **Responsibility to Students:** Student achievement and learning are the primary ends of faculty work. Faculty members are expected to demonstrate a high commitment to students, offering the support and respect that are crucial to student success.
2. **DFSC Responsibility:** DFSC members must act in the best interests of the Department consistent with college and university policies. The Chair, as the permanent member of the DFSC, shall provide a long-term perspective on each faculty member's performance and offer recommendations to the DFSC regarding the work of the DFSC.
3. **CFSC Responsibility:** CFSC members must act in the best interest of the College consistent with department and university policies. CFSC members will participate in, be present at, and vote in ASPT deliberations (including appeals) involving individuals from each department, including their own department.
4. **Performance Expectations:** All faculty members, including those who are newly appointed, will be evaluated annually based on their record of performance between January 1 and December 31 for the calendar year of their evaluation. During the annual performance review, the DFSC shall consider activities performed (or reaching completion) during the calendar year being evaluated but give due attention to long-term contributions made by particular faculty. "Anonymous communications (other than officially collected student reactions to teaching performance) shall not be considered in any evaluative activities" (2012 ASPT Policies, V. 2. d., p. 21). Faculty performance in teaching, scholarly and creative productivity, and service may vary annually in terms of emphasis. "The annual performance evaluation process shall include (1) an annual assessment of the faculty member's performance in teaching, scholarly and creative productivity, and service; (2) a separate interim appraisal of the faculty member's progress toward tenure and/or promotion, if applicable; and (3) an overall evaluation of the faculty member's performance in the evaluation period as either "satisfactory" or "unsatisfactory" (2012 ASPT Policies, VII. E., pp. 25-26).
  - **Teaching:** The College of Education values outstanding teaching by all faculty members. No probationary faculty member shall be reappointed who does not demonstrate promise of excellence or excellence in teaching. All courses delivered by College of Education faculty members will be evaluated by students using an instrument with a common core of questions asked of all classes. Departments and faculty members may add questions to the instrument. In their policies and procedures, DFSCs must describe the acceptable mechanism(s) for the evaluation of teaching performance beyond that of student evaluations to be used within the Department (2012 ASPT Policies, Appendix 2, pp. 62-64).
  - **Scholarly and Creative Productivity:** Scholarly and creative productivity may take many forms. Scholarly and creative productivity should be connected to the mission of the College of Education. Scholarly and creative productivity needs to result in products that are open to

review by knowledgeable peers. Both individual and collaborative efforts in scholarly and creative productivity are valued (2012 ASPT Policies, Appendix 2, pp. 64-65).

- **Service:** Faculty members shall make internal contributions within the University, College, and Department. They shall also make external contributions to schools, other education entities, professional associations, or organizations (2012 ASPT Policies, Appendix 2, p. 66).

5. **Promotion and Tenure:** Consistent with the 2012 ASPT Policies, VIII., pp. 26-39.

*Promotion to Associate Professor:* Faculty seeking promotion to associate professor must show evidence of sustained and consistent performance in all three areas as defined above, promise of outstanding contributions in the future, and connection to the mission of the College (2012 ASPT Policies, VIII. E. 2., pp. 27-28).

*Tenure:* The granting of tenure is a major decision. A summative review of a faculty member's professional activities shall be completed at the time a tenure recommendation is made (2012 ASPT Policies, IX, pp. 29-34).

*Promotion from Associate Professor to Professor:* Earning the rank of professor requires a level of accomplishment of the highest quality and sustained productivity across all three areas of performance expectations ( 2012 ASPT Policies, VIII. E. 3., pp. 28-29)

*Application Format:* In order to ensure uniformity and simplicity in the presentation of evidence from candidates for promotion or tenure, all DFSCs will use the College format for documentation. This format will be disseminated annually by the CFSC with the college policies.

6. **Salary Review:** The annual salary reviews should be directed toward ensuring that faculty salaries are consistent with the performance records of faculty in accordance with the expectations established by the DFSC and CFSC. DFSC criteria may also include equity and/or market adjustments for individual faculty. Except in unusual circumstances, salary recommendations may not be of equal shares (e.g. percents, dollars) across faculty.

**CFSC approved October, 2011**

**URC approved November 8, 2011, with no changes**

**URC approved October 24, 2013, with no changes**

## COLLEGE OF FINE ARTS ASPT STANDARDS

The mission of the College of Fine Arts is to educate developing artists, scholars, teachers and therapists. We believe in advancement of the arts within a diverse intellectual and social environment through collaboration in learning and artistic practice. Underlying all our work is the commitment to the arts as a vital and fundamental cultural force necessary to the functioning of a democratic society and to the education of its citizens.

### INTRODUCTION

It is the responsibility of a profession to set standards and to evaluate its members using those standards. The standards presented here were developed within the context of the College of Fine Arts mission statement. Faculty members in the College of Fine Arts recognize their responsibility to participate in the peer review and evaluation process through the system approved by the Board of Trustees. As established by that system, Fine Arts faculty shall receive a performance evaluation annually. Extending from the annual evaluations, and in an effort to mentor faculty, the School Faculty Status Committee (SFSC) is responsible for insuring that faculty understand their individual responsibilities and that they are informed in writing regarding their individual progress toward promotion and tenure. The College Faculty Status Committee (CFSC) is responsible for reviewing the SFSCs recommendations in light of standards established in this document.

The SFSCs will meet with their faculty to consult about any changes in standards and to discuss performance evaluation procedures. The CFSC will consider any concerns and suggestions raised by the faculty through the SFSCs and will disseminate recommended changes in the standards to the College of Fine Arts faculty. The College standards shall be approved by a majority vote of the SFSCs within the College. Each School shall have one vote, to be determined by majority vote of School faculty as defined in the University ASPT Policies Effective January 1, 2012, pp. 1-2. The CFSC will then forward the revised standards to the University Review Committee (URC) according to the URC's schedule.

### COLLEGE FACULTY STATUS COMMITTEE (CFSC) MEMBERSHIP

The College of Fine Arts Faculty Status Committee shall be comprised of six tenured faculty members and the Dean of the College. Each of the three Schools of the College shall have two faculty representatives, who shall be elected at large by the faculty of the College for staggered two-year terms. Committee members may not serve concurrently on the College Council, School Faculty Status Committee, Faculty Review Committee, or University Review Committee. A faculty member may serve two consecutive terms on the CFSC, and after a two-year interval, may be re-elected. The Dean of the College is an *ex officio* voting member and Chairperson of the Committee. College of Fine Arts CFSC members may participate in discussions and vote in ASPT deliberations, including appeals, involving faculty from their own units (schools).

### EVALUATION

While teaching is the first priority of the University, faculty members are expected to be academically and/or creatively productive and to participate in service to the profession and to the University. Faculty are expected to address concerns expressed in previous SFSC evaluations. The criteria for evaluation that follow presume that

faculty being reviewed are in compliance with Illinois State University policy on ethical conduct. Please consult the University's Faculty Appointment, Salary, Promotion, and Tenure Policies document and the University Policies, Procedures, and Guidelines for further guidance.

#### A. Teaching

Teaching is 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. The following items include, but are not limited to, examples which may be used to identify meritorious teaching:

- A record of solidly favorable student reactions to teaching performance;
- Favorable teaching ratings by peers through review of instructional materials;
- Favorable teaching ratings by peers through classroom observation;
- Favorable teaching reactions by alumni;
- Evidence that the faculty member's students experience cognitive or affective gain as a result of their instruction;
- 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;
- 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;
- Evidence of meritorious supervision of students in scheduled classes, independent studies, internships, clinical experiences, laboratories and fieldwork;
- Advising and mentoring of students in their preparation of research projects, theses and dissertations, portfolios, performances, and exhibitions;
- Significant involvement in sponsoring student organizations and co-curricular activities;
- Development or review of teaching materials;
- Development of new teaching techniques;
- Service as a master teacher to others;
- Recognition of meritorious teaching by winning teaching awards;
- Writing successful competitive grant proposals related to teaching;
- Evidence of additional training and education.

#### B. Scholarly and Creative Productivity

Scholarly and creative productivity includes activities at local, regional, national, and international levels. 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:

- 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;



- 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;
- Production and presentation of films, videos, recordings, and digital works related to the scholarly or creative discipline;
- Refereeing or editing journal articles, grant proposals, and book manuscripts;
- Presentations and papers delivered at local, regional, national and international meetings;
- Performances, exhibitions, and other creative activities locally, regionally, nationally and internationally;
- Managing or serving as a consultant for exhibitions, performances, or research projects;
- Obtaining competitive external or internal grants related to scholarly and creative productivity;
- Writing and submitting proposals for competitive grants, internal or external, related to scholarly and creative productivity;
- Writing and submitting required grant and contract reports;
- Receiving internal or external awards obtained for scholarly or creative productivity;
- Providing evidence that scholarly or creative works have been submitted for review;
- Documenting scholarly or creative works in progress.

### C. Service

The College of Fine Arts, with the University, recognizes under the category of service two major sub-categories. The evaluation of service requires consideration of a variety of factors, including both University service and professional service. Factors used to evaluate service include, but are not limited to, the following:

- Holding office or completing a major assignment with a national or regional professional organization;
- 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;
- Holding office or completing a major assignment in professional organizations;
- Responsibility for planning workshops, seminars, or conferences for department/school, college, or University groups;
- Chairing or leading department/school, college or university committees;
- Nomination for or receipt of an award that recognizes service to department/school, college, university, or to groups outside of the university;
- Serving as program chairperson (state, regional, national or international);
- Serving as consultant, advisor, board member to educational, civic, social, business or other groups;
- Serving on accreditation or evaluation teams;
- Chairing a professional conference session (state, regional, national or international);
- Writing and submitting competitive grant or contract proposals for activities related primarily to service;
- Obtaining a competitive grant or contract for activities related primarily to service;
- Service on a university, college or department/school committee;
- Administering areas or programs within the department/school, college, or university;

- Recruitment of faculty, staff and students;
- Adjudicating.

#### SALARY, PROMOTION, AND TENURE

Decisions regarding salary, promotion, and tenure are based on a faculty member's ability to maintain and document a high level of performance in the three areas of review. Schools will provide a defined standard to guide candidates in documenting teaching, scholarly/creative productivity, and service for review by the SFSC and the CFSC. Since it is commonplace for fine arts units to employ a broad umbrella of teaching techniques and approaches, the reviewers will take these varied techniques under consideration and assess both the quantity and quality of materials submitted. While student evaluations should not be the only criterion used, the SFSCs are required to consider a representative sample of student opinion forms over time and over the range of courses taught by each candidate for tenure, promotion, and post-tenure review. To this end, each School's SFSC shall archive all student evaluation forms for at least six years to allow this range of consideration, and the SFSC should be prepared to provide these to the CFSC upon request for consideration during the process of review.

Approved by Schools, September, 2011

Approved College Faculty Status Committee, September 28, 2011

Approved University Review Committee, November 29, 2011

**Illinois State University  
Milner Library**

**COLLEGE FACULTY STATUS COMMITTEE**

**College Standards**

**Effective January 1, 2016**

**I. INTRODUCTION**

- A. The Milner Library College Faculty Status Committee (CFSC) shall be comprised as specified in the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies* (Section IV.A.2). In the event that an elected member of the CFSC is unable to complete a term of office, a special election shall be conducted by the Milner Library Tenure-Line Faculty Caucus to fill the vacancy from eligible candidates as specified in the section mentioned above.
- B. The responsibilities of the Milner Library CFSC shall be as specified in the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies* (Section IV. B-E).
- C. In accordance with University Policy 1.17.12, CFSC members will avoid conflicts of interest or the appearance of conflicts of interest. CFSC members shall not participate in their own performance, tenure or promotion evaluations or those of faculty members under their direct coordination, their direct administrative coordinator, spouses or other close relatives. Rather, CFSC members shall recuse themselves in such cases by physically absenting themselves. The remaining members shall render performance, tenure or promotion evaluations for the individuals under consideration.

**II. COLLEGE DEFINITIONS FOR EVALUATION, PROMOTION, AND TENURE**

- A. Milner Library faculty evaluations are based on modified criteria unique to Illinois State University faculty, though consistent with the academic library profession. Like other faculty, Milner faculty are evaluated on their scholarly and creative production and their service. However, in place of “teaching,” Milner faculty are evaluated on “librarianship,” as described in “Provisions for Milner Library” in the Overview section of *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*.
- B. In reviewing the decisions of the Milner Library DFSC and making decisions and recommendations to the Provost, the CFSC will respect the *Criteria for Evaluation, Promotion, Tenure, and Post-Tenure Review* established by the DFSC and adhere to the standards and procedures set forth in the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*. Personnel evaluation and decisions will take into account performance in three functional areas, namely, LIBRARIANSHIP, SCHOLARLY AND CREATIVE PRODUCTIVITY, and SERVICE.

- C. **LIBRARIANSHIP** is generally defined as the practice of collecting, organizing, preparing, evaluating, and supplying information. This practice generally includes collection development, bibliographic organization and control, reference service, library instruction, library administration, and classroom instruction.
- D. **SCHOLARLY AND CREATIVE PRODUCTIVITY** is defined as stated in Appendix 2 of the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*. The interdisciplinary scope of LIBRARIANSHIP requires both breadth and depth of knowledge. Library faculty with subject specialties in other disciplines may be involved in contributing scholarly research and other creative works in library and information science and/or in their other discipline.
- E. **SERVICE** is defined as stated in Appendix 2 of the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*.

### III. CRITERIA FOR APPOINTMENT

For appointment, a library faculty member shall possess at a minimum: a master's degree in library and/or information science from a program accredited by the American Library Association, and either 1) a second master's degree, or 2) a Certificate of Advanced Study in Library Science or equivalent graduate certificate program, or 3) a doctorate.

### IV. CRITERIA FOR PERFORMANCE EVALUATION OF LIBRARY FACULTY

- A. Library faculty shall be evaluated based on materials submitted in accordance with the DFSC criteria for evaluation.
- B. Given the Library's mission to be an active participant in the intellectual life of the Illinois State University community, Library faculty are strongly encouraged to plan their goals and accomplishments in LIBRARIANSHIP, SCHOLARLY AND CREATIVE PRODUCTIVITY, and SERVICE in the context of the Library's and University's goals and objectives.
- C. Library faculty are expected to meet minimum criteria in the following areas:
  - 1. In the area of LIBRARIANSHIP, the Library faculty member performs her/his professional duties and responsibilities in a competent manner by applying her/his knowledge, professional skills and judgment in her/his assignment in a resourceful and effective manner; working within the framework of established policies and procedures, suggesting improvements and adapting to change as conditions warrant; maintaining familiarity with current professional trends in LIBRARIANSHIP and related subjects; and maintaining good professional working relationships with her/his colleagues in the Library and in the University community.
  - 2. In the area of SCHOLARLY AND CREATIVE PRODUCTIVITY, the Library faculty

member undertakes research projects and/or creative activities related to the performance of duties as a librarian and/or knowledge in a subject discipline that lead to publication, presentation, or other forms of scholarly communication.

3. In the area of SERVICE, the Library faculty member presents evidence of quality service among a balance of library, university, state, regional, and national service activities.

## **V. CRITERIA FOR PROMOTION IN RANK**

- A. Library faculty adhere to the University-wide guidelines for promotion as described in *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*, Section VIII.
- B. Library faculty are expected to perform at a high level of expertise in LIBRARIANSHIP. SCHOLARLY AND CREATIVE PRODUCTIVITY and SERVICE are also important, and candidates for promotion are expected to show evidence of activity and accomplishment in these areas.
- C. Candidates for rank higher than Assistant Professor shall perform in LIBRARIANSHIP with progressively greater expertise, reaching a level of highest expertise at the rank of Professor. Levels of accomplishment in the areas of SCHOLARLY AND CREATIVE PRODUCTIVITY and SERVICE are expected to reflect increasing levels of quality in the vitae of candidates for Associate and Full Professor in accordance with the DFSC criteria for evaluation.

## **VI. CRITERIA FOR TENURE**

- A. In making decisions on Tenure, the CFSC will adhere to the principles, guidelines, criteria, and procedures as stated in the *Illinois State University Faculty, Appointment, Salary, Promotion and, Tenure Policies*.
- B. The granting of tenure status is a major decision and should not be considered as automatic. The tenure decision should not be the product of any set formula or be based solely on yearly performance evaluation ratings. The statements below are the primary criteria considered important at Illinois State University in making a tenure recommendation. Exceptions to these criteria, while possible, will be rare.
  1. Consideration for tenure is predicated upon completion of the minimum educational requirements for Associate Professor, together with other professional qualifications and accomplishments in the candidate's assigned field of LIBRARIANSHIP.
  2. There must be demonstration of continuing high-quality professional performance during the probationary period with emphasis upon LIBRARIANSHIP, together with documentation of SCHOLARLY AND CREATIVE PRODUCTIVITY and SERVICE.
  3. The candidate's competencies must be in keeping with the long-range goals of the Library and the University if tenure is to be recommended.

4. The candidate must have demonstrated the capability to work responsibly and knowledgeably in a collegial manner toward the goals of the Library and the University.
5. To be eligible for tenure, a faculty member should hold the ranks of Associate Professor or Professor or be recommended for promotion to the rank of Associate Professor when tenure is recommended. An individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be considered for tenure.

## **VII. APPROVAL OF CHANGES TO BYLAWS**

Congruent with guidelines specified in the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies (section IV.E.1)*, changes to the Milner Library College standards shall be approved by a majority vote of tenured and tenure track faculty.

Approved Nov. 17, 1999 by Milner Library CFSC and DFSC.  
Revised and approved September 26, 2005 by Milner CFSC  
Approved October 10, 2005 by the Milner Library DFSC  
Revised and approved September 12, 2011 by Milner Library Faculty  
Approved September 30, 2015 by the Milner Library DFSC

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, March 22, 2018  
2 p.m., Hovey 102

**MINUTES**

Members present: Angela Bonnell, Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Joe Goodman, Sheryl Jenkins, Rachel Shively, Sarah Smelser

Members not present: Michael Byrns, Doris Houston

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, Illinois State University; “CFSC” refers to college faculty status committee as provided for in ASPT Policies of Illinois State University; “DFSC” refers to department faculty status committee as provided for in ASPT Policies of Illinois State University; and “SFSC” refers to school faculty status committee as provided for in ASPT Policies of Illinois State University. Any references in these minutes to “DFSC” refer to both DFSC and SFSC, and any references to “department” refer to both department and school.

I. Call to order

Chairperson Diane Dean called the meeting to order at 2 p.m. A quorum was present.

II. Approval of minutes from the March 1, 2018 meeting

Dean requested changes to the last two sentences on the first page of the draft minutes disseminated prior to the meeting, under III. Interpretation of DFSC ASPT matters.

*From: A fourth issue is that salary allocation procedures purportedly are not being communicated to SED faculty members as required by ASPT Policies; instead the department reportedly has disseminated the rank order of salary increments granted by the DFSC. A fifth issue is whether an assistant chairperson is eligible to serve on the DFSC.*

*To: A fourth issue is that salary allocation procedures purportedly are not being communicated to SED faculty members as required by ASPT Policies; instead the department reportedly has disseminated the rank order of salary increments granted by the DFSC (a violation of confidentiality) without an explanation of how the rankings were determined. Dean added a fifth issue unrelated to the inquiry, namely whether an assistant chairperson is eligible to serve on the DFSC.*

Joe Goodman moved approval of the minutes from the March 1, 2018 URC meeting as disseminated prior to the meeting but with the changes requested by Dean. Sheryl Jenkins seconded the motion. The motion carried on voice vote, all voting in the affirmative.

III. Updates

ASPT disciplinary policies: Status and next steps

Dean reported that the disciplinary articles were finalized by the Caucus at its last meeting (March 7, 2018). Dean said URC should be proud of the role it has played in their adoption.

Sam Catanzaro reported that he has been meeting with legal counsel and Caucus chairperson Susan Kalter to carefully review the disciplinary articles for final wording changes. He said the changes will not likely be substantive. Catanzaro explained that the Caucus has approved each disciplinary article separately, adding that once the review with legal counsel has been completed, the Caucus will consider approving the final version of the articles as a package through a single motion. That will likely occur in fall 2018, in time for the articles to take effect January 1, 2019, he said.

Dean reported that she is scheduled to meet with Catanzaro and Kalter to discuss actions needed prior to January 1, 2019, to implement the articles. One action, Dean said, is training ASPT committee members regarding the new disciplinary policies and procedures. Dean asked Sarah Smelser to attend the meeting in her capacity as URC vice-chairperson, if she is able to do so.

Bruce Stoffel noted that CFSCs will need to revise their college standards to incorporate the disciplinary articles, adding that revised college standards will need to be reviewed and approved by URC prior to their January 1, 2019 effective date. Catanzaro said, that for most colleges, changes to CFSC standards will likely be brief, to acknowledge and refer to the new disciplinary articles and to designate the method the college will use to replace CFSC members recused from deliberations in a disciplinary case. Catanzaro added that changes needed to DFSC and SFSC guidelines (which will be subject to review and approval by CFSCs) are likely to be brief as well. Stoffel also noted that Mennonite College of Nursing faculty members and Milner Library faculty members still need to review the disciplinary articles and propose modifications they feel are needed to reflect aspects of the ASPT system unique to their colleges. He reported that Kalter has asked those two colleges to submit their proposed modifications to the Caucus via URC. Angela Bonnell reported that Milner Library faculty members have already begun their discussions of the disciplinary articles.

#### Ad hoc equity review committee

Dean disseminated and reviewed a summary of draft recommendations to URC (see attached) being finalized by the ad hoc equity review committee. The recommendations set forth the content of equity review at Illinois State and a five-year cycle for the review. Dean explained that the equity review committee is finalizing its recommendations by vetting the wording of the recommendations and by verifying whether data cited in the recommendations can be made available to URC and the CFSCs. Dean said she expects URC to receive the final recommendations from the equity review committee in the next week and will share them with URC members as soon as she receives them.

Catanzaro explained that the draft equity review plan being compiled by the ad hoc equity review committee provides that URC will receive and review data each year and will pass that data to the CFSCs for their review. For each faculty member, he said, the difference between the value calculated for each metric and the expected value of the metric will be calculated and reasons for those differences will be investigated. Catanzaro noted that the larger the difference the more salient the investigation becomes. Catanzaro said there can be no valid equity review without consideration of faculty performance and its impact on the metrics, noting that CFSCs will be charged with reviewing the data in the context of performance evaluations. Rachel Shively asked about a situation in which a faculty member's metrics are near the mean values but the faculty member should have a higher salary. She noted that a lower-than-expected salary may be due to lack of funds for faculty raises in some years. Catanzaro said that is the type of situation CFSCs will need to investigate. Jenkins asked if URC will receive data for all faculty members or just for faculty members for whom differences from expected values have been calculated. Catanzaro responded that URC will receive all data.

Goodman asked if an external party will be retained by the University to compile and analyze the data. Catanzaro and Dean responded that data compilation and analyses will be done by the Office of Planning, Research, and Policy Analysis at the University. Dean noted that some data will come to URC in raw form and some will be analyzed for the committee. Jenkins asked if the equity review process will be burdensome for the colleges. Dean said most data will be provided to the colleges, although the colleges will be asked to collect more data related to their faculty than they have in the past.

Goodman asked Catanzaro if the equity review committee is looking at mixed type data. Goodman noted that there are power models that can be used to conduct the analyses. Catanzaro responded that the analyses will not



likely be that sophisticated. Goodman asked how the equity review committee is defining race for purposes of the review. Catanzaro responded that the definition used by the Office of Human Resources at the University will be used. Shively asked if faculty members are permitted to self-identify their race. Goodman explained that faculty members are only permitted to choose from the categories provided to them.

Shively said she understands that the Provost's office has an equity fund. She asked if that fund is pertinent to equity review. Catanzaro explained that the equity fund relates to the ASPT policy of holding back 10 percent of salary increment funds for distribution by the Provost. The policy does not specify how that 10 percent is to be used. Catanzaro explained that, in practice, the Provost usually passes the 10 percent to the colleges and allows each college to decide how to use its portion of the funds. There is no policy, Catanzaro clarified, that requires the Provost to allocate the funds to the colleges or to allocate them proportionally. Catanzaro said that as the equity review system matures, equity review results could factor into the Provost's decision regarding how to allocate the 10 percent set-aside.

Dean said an issue yet to be decided is whether results of equity review analyses will be shared with faculty. She said this will not likely be an issue if the analyses indicate that inequities do not exist, but she is unsure what should be done if inequities are found. Goodman said this will certainly be an issue to be addressed, because there will be outlier data.

Dean said she is glad URC members are raising these questions, since URC will be responsible for implementing whatever equity review plan the Caucus approves. She explained that URC has some latitude to suggest changes to the recommendations made by the ad hoc committee. She noted that if URC members feel there are better ways to conduct the analyses, URC can suggest them to the Caucus for its consideration. Dean recommended that URC schedule another committee meeting before the end of the spring semester, solely for in-depth discussion of the equity review recommendations once they have been received by URC. She suggested a two-hour meeting. She asked Stoffel to poll committee members regarding their availability.

#### Policy inquiry from Department of Special Education faculty member

Dean said Catanzaro had offered to work with her on a written response to the Special Education faculty member's inquiries, but before they could draft a response the faculty member contacted her by telephone. Dean said she communicated verbally to the faculty member regarding the URC discussion of the matter (at its March 1, 2018 meeting). Dean said she intends to follow up with the faculty member in writing.

#### IV. Review of CFSC standards

##### ASPT standards of the College of Business (see attached)

Smelser and Bonnell reported. Smelser said the changes she suggests are primarily cosmetic. They include updating some references (such as the reference at the bottom of page 2 to "pages 46-50"), changing the word "evaluation" in the last sentence on page 2 to "reactions to teaching performance," changing the reference to "ratings" in the second line on page 3 to "responses," clarifying the reference to IV.3 in point 5 on page 2, changing the singular possessive "member's" in point 4 on page 2 to the plural possessive, and rewriting the beginning of Section II so it is a complete sentence. Bonnell reported having those same suggestions and some others, including removing extra spaces in the Teaching paragraph of Section III, correcting the reference to "Departmental Faculty Status Committee" in the first sentence of Section V (to "Department Faculty Status Committee"), changing references to "scholarly work" and "research" on page 3 of the document to "scholarly and creative works," and using boldface font for the Section VII heading. Dean suggested that URC return the document to the College of Business with a request that those changes be made. URC members agreed.

##### Arrange review of Mennonite College of Nursing standards (see attached)

Goodman and Shively offered to review college standards received from Mennonite College of Nursing and then report their findings at the next URC meeting.

Stoffel reported that college standards have yet to be received from the College of Arts and Sciences and the College of Applied Science and Technology. He said he recently learned from Associate Dean Marla Reese-Weber that the College of Arts and Sciences is completing changes to its standards and plans to submit a revised version to URC by the end of April. Stoffel reported that Dean Todd McLoda had reported in January that the College of Applied Science and Technology was making minor changes to its standards and would submit a revised version to URC this spring. Dean asked Stoffel to follow up with Dean McLoda regarding when URC might expect to receive the revised standards.

V. Continued discussion of service assignments

Because the time allotted for the meeting had nearly expired, Dean tabled discussion of service assignments.

VI. Other

Dean said URC is doing many things to keep on top of changes that need to be made to ASPT documents. She noted that Doris Houston had suggested supplementing the URC response to the Special Education faculty member's inquiry with a more global response to all units. She suggested that URC also think about compiling a checklist of things colleges should be doing (with regard to their ASPT standards and guidelines). She asked Catanzaro and Stoffel to think about what should be included on such a checklist.

VII. Adjournment

Shively moved that the meeting adjourn. Kevin Edwards seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:00 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary

Bruce Stoffel, Recorder

Attachments:

*Brief Summary of recommendations, handout prepared by Dr. Diane Dean, nd.*

*College of Business Faculty Status Committee Standards, College of Business, Effective January 1, 2012 (as approved by URC November 29, 2011).*

*Menonite College of Nursing at Illinois State University, College Standards Supplemental to University Guidelines and Criteria for Faculty Evaluation, Drafted 4/8/05, Effective January 1, 2006, Revised December 2010, Approved by URC January 19, 2011, Mandatory Revisions November 2011, Approved by URC November 8, 2011, Effective January 1, 2012.*

### **Brief summary of recommendations**

The committee is recommending the following schedule for conducting reviews of equity in relation to equal opportunity and access within the ASPT system over repeatable five-year periods:

- 1) Years 1, 6, 11, etc.: Comprehensive collection of salary data for further analysis by URC and/or CFSCs in comparison to college information regarding performance
- 2) Years 2, 7, 12, etc.: Quantitative analysis of conditions prior to tenure and first promotion
- 3) Years 3, 8, 13, etc.: Quantitative analysis of conditions following tenure and first promotion
- 4) Years 4, 9, 14, etc.: Two separate studies, the first regarding unsatisfactory ratings in performance evaluations and the second regarding dynamics of counteroffers/resignations
- 5) Years 5, 10, 15, etc.: Analysis of activity in the newly adopted ASPT disciplinary system

### **Categories related to equal opportunity and access:**

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status in all other countries (possibly by continent of origin if not U.S)
5. Military/non-military, if possible
6. Age
7. Intersections of the above as determined by the URC and PRPA, once the raw data is received

### **Controls:**

1. highest earned degree
2. years since appointment on tenure-line at ISU
3. rank
4. years in rank (both with & without this control; as well as intersection of rank by years-in-rank)
5. departmental affiliation by department of rank
6. past administrative appointment or not (chairs/deans/Provost office & deans offices AP roles)

**College of Business**  
**College of Business Faculty Status Committee Standards**  
**Effective January 1, 2012**

**I. Guiding Philosophy**

The process of evaluating contributions of faculty should be a positive and motivating endeavor, and not rely on formulaic models or discrete evaluation categories. This process should encourage faculty to contribute to achieving the mission of the department, college, and university.

**II. College of Business Mission**

To be a highly respected college of business that develops professionals with the personal dedication, ethics and lifelong learning capabilities needed to succeed professionally and to serve society. We work as a diverse community promoting excellence in learning, teaching, scholarship, and service.

**III. Goals to Accomplish Our Mission**

It is through our teaching, intellectual contributions, and service that we achieve our mission. As an institution emphasizing excellence in teaching, the College of Business seeks to recruit, develop, and support motivated faculty who are active teacher-scholars in their fields.

**Teaching:** We pursue teaching excellence through a student-centered focus, developing and enhancing students' continuous learning skills by educating them in business theory and its application to business practice. We achieve this student-centered focus by actively involving students, creating a small-class atmosphere, maintaining access to instructors, encouraging innovative methodologies, and by continuously improving our curricula.

**Intellectual Contributions:** In addition to basic research, the College values applied research and instructional development as intellectual contributions that help students see the relevancy of theory to business practice.

**Service:** By our service, the faculty and staff are role models for students through contributions to the university, the community and their profession. Faculty and staff represent the college through involvement in university committees and our professional service enhances the visibility and reputation of our college.

**Accreditation:** The College of Business is accredited by AACSB International; the Accounting program is separately accredited. The college is committed to maintaining these important accreditations. Accordingly, DFSC policies should articulate expectations for performance that will enable the college to continue to maintain these accreditations.

**IV. CFSC: Membership, Elections, Terms, and Procedures**

1. The CFSC shall be composed of one tenured faculty member from each of the four departments and the Dean of the College of Business.

2. The Dean of the college shall be an ex-officio voting member and Chairperson of the CFSC. At the beginning of each fall semester a vice-chairperson shall be elected from among its members.
3. A minimum of two candidates from each of the four departments shall be nominated by faculty who hold tenured or probationary (tenure-track) appointments. Election of nominees shall be at large by the college's tenured and probationary (tenure-track) faculty.
4. CFSC member's terms are two years. Terms of the members from each of the four departments are staggered. Therefore, two departmental members are elected each year.
5. Mid-term vacancies shall be filled by election as specified in IV.3. The newly-elected member shall serve to the end of the uncompleted term.
6. No faculty member may serve for more than two consecutive full terms on the CFSC. Those elected to fill partial terms may serve up to two additional full terms.
7. Elections to determine membership on the CFSC shall normally be held before April 15. Terms of office normally commence with the start of the fall semester.
8. Official records of the CFSC shall be kept in the Office of the Dean.

## **V. Goals of the Evaluation Process**

The Departmental Faculty Status Committee (DFSC) mission, goals, policies, and procedures should clearly communicate departmental performance expectations including the expectation that all faculty maintain a level of intellectual contributions sufficient to be viewed as Academically Qualified by AACSB International. The evaluation of faculty should be explicitly linked to those expectations and should allow for flexibility. It should be based on the individual faculty member's short-term and long-term career goals and accomplishments in relationship to the department, college, and University mission.

If appropriate, the annual evaluations should provide developmental feedback. For probationary (tenure-track) faculty or those working toward promotion, the annual evaluation must explicitly address the faculty member's progress toward tenure and/or promotion, and communicate areas in which development or improvement is needed.

The evaluation process should recognize intermediate outcomes in addition to completed outcomes. The approach used by the department to evaluate and reward multi-year contributions should be clearly explained. Departments should provide stability and consistency in the interpretation and application of standards. The chairperson is important in achieving this goal, since she or he is the collective memory of the DFSC. As a starting point in the evaluative process, the chair may take the lead by preparing, for consideration by other DFSC members, salary, promotion, tenure, and retention recommendations for each departmental faculty member.

The evaluation of faculty contributions and accomplishments should emphasize quality in addition to quantity. Furthermore, multiple measures of quality should be used. (For examples of such measures, see pages 46-50 of the *Faculty Appointment, Salary, Promotion and Tenure Policies*.) For teaching, students should have the opportunity to provide an evaluation for each class,

including summer courses. However, in evaluating teaching, each department shall consider additional measures of quality, thus avoiding an over-reliance on student ratings. For intellectual contributions, this should include careful reading of scholarly work to evaluate quality, contributions to the field, and the extensiveness of the project. In the evaluation of service, departments should focus on the significance and quality of, and time required by, a faculty member's university and professional service.

## **VI. Promotion and Tenure**

In order to qualify for promotion or tenure, a faculty member must exhibit and document sustained and consistent high quality performance in all faculty roles. The documentation should include a concise narrative interpreting the materials presented in the candidate's portfolio of teaching, research and service accomplishments and goals. The portfolio should also include the candidate's philosophy on and contributions made in teaching, research and service.

## **VII. Recusal Policy**

As determined by departmental voting during fall 2011, the college adopts the following recusal policy pertaining to the CFSC: CFSC members shall neither participate in nor vote at ASPT deliberations (including appeals) involving individuals from their own department/school.

Approved by the CFSC: November 10, 2011

Approved by the URC: November 29, 2011

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY  
College Standards Supplemental to University Guidelines and  
Criteria for Faculty Evaluation

Drafted 4/8/05, Effective January 1, 2006,

Revised December 2010, Approved by URC January 19, 2011, Mandatory Revisions November 2011,

Approved by URC November 8, 2011

Effective January 1, 2012

### **Mission**

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service and practice with a focus on the vulnerable and underserved. We are committed to being purposeful, open, just, caring, disciplined and celebrative.

### **Introduction**

This document outlines Mennonite College of Nursing standards for appointment, salary, promotion and tenure. The information contained within these policies is supplementary to the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*. Tenure track faculty are expected to review and consider both documents to fully appreciate and understand the ASPT process.

Mennonite College of Nursing is committed to a faculty evaluation system that promotes the highest standards of achievement within the discipline and at the same time is conducted in an atmosphere that promotes collegiality. The college is determined that the evaluation process will nurture faculty development and promote their success within the university and the discipline. The college is committed to rewarding faculty as they advance the college mission.

### **Standards for Appointment, Promotion and Tenure**

#### Appointment

Appointment to a tenure track position is predicated on an individual's ability to achieve promotion to associate professor and/or be granted tenure by the end of the probationary period. Individuals seeking appointment to assistant professor must demonstrate potential for significant achievement in teaching, scholarship and service.

On occasion, initial appointments may be at the associate or full professor level. These individuals will have already demonstrated comparable achievement of this rank at other institutions in congruence with the expectations of Mennonite College of Nursing and Illinois State University.

Appointment to the rank of Assistant Professor may be made in the case of individuals who have:

- Recently received the doctorate and have no teaching experience, or
- Candidacy status for the doctoral degree, with or without teaching experience (Note: Reappointment is contingent upon completion of the doctoral degree within a period of time specified at the time of hire).
- Under rare circumstances variations from these requirements for appointment to assistant professor may be approved.

#### Promotion

A faculty member applying for promotion in rank in Mennonite College of Nursing must provide evidence of a sustained record of success in teaching, scholarship and service with an emphasis on the teaching and scholarship.

All individuals seeking promotion should be effective teachers as demonstrated by student evaluations, peer-review and self-evaluation. Faculty must also provide evidence of scholarship. Such evidence must include

peer-reviewed publications or reviewed creative activity or performances. Faculty may also include presentations, abstracts, and grant awards as evidence of scholarship. Faculty scholarship should demonstrate sustained effort and expertise in a focused area of study that contributes to the discipline of nursing and furthers the mission of the college. Service to the university, discipline and community is an important component of faculty responsibility, but alone is insufficient for promotion.

### Tenure

The probationary period provides tenure track faculty the opportunity to document their productivity and achievement in teaching, scholarship and service. Annual performance evaluations provide individualized critical appraisal that will guide the probationary tenure track faculty in improving the quality of their contributions to the college mission.

To be eligible for tenure, a faculty member must hold the rank of Associate Professor or Professor or be recommended for promotion to the rank of Associate Professor when tenure is recommended. An individual who does not qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be considered for tenure. Granting of tenure is also predicated on the potential for ongoing meritorious performance in teaching, scholarship and service.

### Post-tenure Reviews

Post-tenure reviews are primarily for the purpose of enabling faculty members to shape their continuing careers with Mennonite College of Nursing and Illinois State University and to ensure that the faculty activities are meeting the mission of the college. Tenured faculty members shall receive a post-tenure review every five years following the granting of tenure.

### **Standards for Performance Evaluation and Salary Increments**

Annual performance evaluations serve as one mechanism to reward each faculty member for their contribution to the mission of the college. Salary funds shall be distributed as performance-evaluated increments to faculty based on established policies for salary adjustments. Performance-evaluated increments shall recognize equity, and short-term and long-term contributions made by faculty members. Such increments shall be payable to raise-eligible faculty members who receive satisfactory performance ratings. Performance-evaluated increments ordinarily will not be distributed equally to all raise-eligible faculty members.

### Establishment of the College Faculty Status Committee

The Illinois State University Appointment, Salary, Promotion and Tenure guidelines provide for the establishment of the College Faculty Status Committee (CFSC). The MCN CFSC is responsible for ensuring that the college guidelines are carried out, serving as the final authority in annual review and as the first appeal body for promotion and tenure decisions. By virtue of the MCN organizational structure, CFSC members participate in, are present at, and vote in ASPT deliberations (including appeals) involving individuals within MCN. Approval of CFSC guidelines is by majority vote of all tenure track faculty.



**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, April 12, 2018  
2 p.m., Hovey 401D

**MINUTES**

Members present: Angela Bonnell, Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Doris Houston, Rachel Shively

Members not present: Michael Byrns, Joe Goodman, Sheryl Jenkins, Sarah Smelser

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, Illinois State University; “CFSC” refers to college faculty status committee as provided for in ASPT Policies of Illinois State University; “DFSC” refers to department faculty status committee as provided for in ASPT Policies of Illinois State University; “SFSC” refers to school faculty status committee as provided for in ASPT Policies of Illinois State University; “CAST” refers to the College of Applied Science and Technology at Illinois State University; “CAS” refers to the College of Arts and Sciences at Illinois State University; “Mennonite” refers to Mennonite College of Nursing at Illinois State University; and “ad hoc equity review committee” refers to the Ad Hoc Committee for ASPT Equity Review established by the Faculty Caucus of the Academic Senate at Illinois State University. Any references in these minutes to “DFSC” refer to both DFSC and SFSC, and any references to “department” refer to both department and school.

I. Call to order

Chairperson Diane Dean called the meeting to order at 2 p.m. A quorum was present.

II. Approval of the agenda

Doris Houston moved approval of the agenda as distributed prior to the meeting. Angela Bonnell seconded the motion. The motion carried on voice vote, all voting in the affirmative.

III. Approval of minutes from the March 22, 2018 meeting

Rachel Shively moved approval of the minutes from the March 22, 2018 URC meeting as distributed to committee members prior to the meeting. Kevin Edwards seconded the motion. The motion passed on voice vote, with four committee members voting in the affirmative and one committee member abstaining (Houston).

IV. Review of CFSC standards

Mennonite College of Nursing standards (see attached)

Shively reported, providing her comments regarding the Mennonite CFSC standards and also citing issues identified by her committee colleague Joe Goodman. She said the Mennonite CFSC standards are more similar to DFSC guidelines (than other CFSC standards reviewed by URC). She noted that, as with other CFSC standards reviewed by URC, some dates in the Mennonite standards need to be revised.

Shively asked about the appropriateness of a sentence in the third paragraph on page two of the document that states, “An individual who does not qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be considered for tenure.” Through the ensuing committee discussion of Shively’s question, the committee decided that the sentence is acceptable as it is. Sam Catanzaro explained that the vote to promote and

the vote to tenure are two distinct actions. He said an individual could be hired by the University with the rank of Associate Professor but not with tenure. Houston said she learned of such a case involving an individual who was hired into a faculty position already having a number of publications. The department chairperson recommended hiring the individual with tenure and the rank of Associate Professor. The individual ultimately was hired with the rank of Associate Professor but had to wait two years to apply for tenure. Catanzaro also noted the possibility of a faculty member being promoted early without being granted tenure. He said the College of Fine Arts has used this practice to reward faculty members who excelled early in their careers in the college but who were not yet eligible for tenure because there were no provisions for early tenure.

It was noted that the Mennonite CFSC standards do not describe the CFSC. Committee members agreed that such a description is needed to set forth the number of members on the CFSC, eligibility for serving on the CFSC, and terms of service. Committee members agreed to ask Mennonite to add that description, revise any dates cited in the document that need updating, and submit the revised standards to URC for further review.

Dean quickly scanned ASPT standards already reviewed by URC this spring, noting that the College of Education also needs a description of its CFSC membership. She asked Bruce Stoffel to so notify the college about the need for that addition. Catanzaro cautioned that it will not be sufficient for the College of Education to reference the ASPT Policies section regarding CFSC membership (IV.A.1), because that section allows most colleges, including the College of Education, to decide the number of members on its CFSC from a range set forth in the section.

Arrange review of standards submitted by the College of Arts and Sciences and the College of Applied Science and Technology (see attached)

Houston and Shively volunteered to review CAST CFSC standards, and Bonnell and Dean volunteered to review CAS CFSC standards. Houston said it would be helpful in reviewing the standards to have a Word version of them. Stoffel said he would email a Word version of the CAST standards to Houston and Shively and a Word version of the CAS standards to Bonnell and Dean.

V. Update re ASPT disciplinary policies: Steps toward implementation

Dean reported that the Caucus completed its review and approval of the disciplinary articles at its March 7, 2018 meeting. She reported that the articles are now being reviewed by Susan Kalter (Caucus chairperson), Catanzaro, and legal counsel to address any concerns legal counsel may have regarding them. Catanzaro said the group has identified several wordings changes it intends to recommend to the Caucus to clarify passages. Only two changes, Catanzaro noted, might be considered substantive by some Caucus members. He reported that Kalter intends to present the proposed revisions to the Caucus in September 2018. He added that President Larry Dietz is waiting for final Caucus action on proposed revisions before approving the articles.

Dean reported having met with Kalter and Catanzaro since the last URC meeting to strategize implementation of the disciplinary articles before and after their January 1, 2019 effective date. Among the issues discussed, Dean said, is the need for Mennonite faculty and Milner Library faculty to each decide whether their college will propose modifications to the disciplinary articles to accommodate the unique organizational structure of their college. Dean said any such modifications are to be submitted to the Caucus through URC. She said she has agreed to contact each college to offer her help and the help of Kalter and Catanzaro with their faculty discussions regarding the disciplinary articles. She said each college will be asked to submit any proposed changes by August 31, 2018.

Dean reported that Catanzaro plans to print a revised ASPT Policies book that incorporates the disciplinary articles, for distribution to faculty by January 2019. Dean noted that if the matter of changes to the articles to accommodate Mennonite or Milner Library has not been resolved by the time the revised book goes to print, any changes subsequently made to the ASPT Policies related to Mennonite or Milner Library will be published as an addendum to the new book. Dean stressed that no one involved in the process should feel rushed to make decisions just to meet a printing deadline.

Dean said another part of the implementation plan is for colleges and departments to make changes to their ASPT standards and guidelines to accommodate and align with the new disciplinary articles. She said URC will need to review and approve any changes made by the colleges to their ASPT standards, while the colleges will need to review any changes made by their departments and schools to their ASPT guidelines. She said Catanzaro is preparing a summary of issues colleges, departments, and schools will need to consider as they review their standards and guidelines for alignment with the new disciplinary articles. Along with that summary, Dean noted, Catanzaro will send the disciplinary articles passed by the Caucus earlier in spring 2018, noting in his message to the units that the Caucus may still make minor changes to the articles in fall 2018. Dean said Catanzaro will send URC a copy of the message he sends to the units. Dean asked if URC wants to do anything to ensure that CFSC reviews of department and school ASPT guidelines occur. Catanzaro suggested that the summary he sends to the colleges, departments, and schools could include a request that CFSCs confirm to URC that they have reviewed ASPT guidelines of their units. Committee members agreed with Catanzaro's suggestion.

Dean said she, Kalter, and Catanzaro have decided to invite colleges to submit their draft CFSC policy revisions to URC in fall 2018 before the colleges vote on them. This would be an optional review, Dean said, intended to prevent colleges from having to poll their faculty multiple times in fall 2018 regarding their CFSC standards. Dean said colleges that want this optional URC review will be asked to submit their draft standards to URC by September 21, 2018 and that URC will, in turn, provide comments to the colleges by October 12, 2018. She added that all colleges, whether submitting their standards for optional URC review, will be asked to complete their faculty vote on their revised standards by November 9, 2018 and to submit them to URC for review and approval. If URC requests any changes that necessitate a subsequent vote by faculty members, those colleges will be asked to have their voting finalized by December 14, 2018.

Dean asked if Catanzaro anticipates department and schools needing to make changes to their ASPT guidelines. Catanzaro responded that departments and schools will most likely just need to reference the disciplinary articles, not remove any provisions from their guidelines. He added that since departments and schools are now being asked to review comportment, they may want to reconsider their recusal policy, perhaps to provide more explicit guidance about situations in which faculty members may want to recuse themselves. Catanzaro said he plans for his summary to include issues units may not be required to address but might want to address. Bonnell noted that URC had talked about other provisions of ASPT policies (i.e., other than the disciplinary articles) that need to be changed as a result of the addition of the disciplinary articles. She asked if any of those additional changes will need to be considered by units. Dean said those related changes will be cited in Catanzaro's summary.

Dean said another aspect of disciplinary articles implementation is training for ASPT committees. Dean said Catanzaro offers ASPT training every year, but this coming year he plans to provide more training sessions. Dean said she, Kalter, and Catanzaro have decided to directly invite each CFSC, DFSC, and SFSC member to ASPT training this coming year rather than rely on chairpersons of those committees to pass word to their members regarding the training. Other training issues discussed, Dean said, include the location and time of the training to best accommodate faculty members' schedules. Topics covered by the training in the coming year, Dean said, will include topics covered by Catanzaro in the past but also the disciplinary articles and equity review. She reported that Catanzaro is surveying ASPT committee members regarding any other topics they would like covered in the sessions. Another new feature of the training, Dean said, is participation by Kalter in her capacity as Caucus chairperson and by a representative of URC (its chairperson, vice-chairperson, or a representative selected by the committee). The intent, she explained, is not to get involved in the training Catanzaro has been providing, rather to impress upon faculty members that development of the disciplinary articles has been driven by faculty requests not by university administration. Dean said it would be appropriate for any URC member and any member of the Faculty Review Committee to attend the sessions as well.

#### VI. Continued discussion of ad hoc equity review committee recommendations

Dean announced that the results from the recent polling of URC members regarding their availability for a two-hour meeting on April 19 or 26 to discuss equity review were mixed. She asked if committee members would instead be willing to attend two one-hour meetings, held on April 19 and April 26. She suggested inviting Kalter to attend the April 19 session in her capacity as chairperson of the Ad Hoc Committee for ASPT Equity Review

to discuss the ad hoc committee recommendations. At the April 26 meeting, Dean continued, URC members could then discuss the ad hoc equity review committee recommendations among themselves. There were no objections from URC members present. Dean noted that the final URC meeting of the academic year, scheduled for May 3, could then be dedicated to taking stock of committee work completed in 2017-2018, initiatives that will be carried forward to 2018-2019, and new initiatives for 2018-2019.

Dean distributed two documents related to the ad hoc equity review committee: the committee charge and committee recommendations to URC (see attached). Dean asked URC members to review the documents prior to the April 19 URC meeting.

Dean clarified that the URC role in the equity review issue at this time is to review the recommendations made to it by the ad hoc equity review committee and to send its own comments and recommendations to the Caucus regarding the guidelines. Once the Caucus has approved equity review guidelines, URC will be responsible for general oversight of the equity review process, for receiving and reviewing data reports prepared by other parties, and for developing and recommending equity distribution plans to the Caucus, if deemed necessary and appropriate by the committee, in response to equity review findings.

Houston noted that there are many faculty members at the University looking forward to learning more about the equity review initiative. She said it may be helpful for URC members to update faculty in their own colleges and departments regarding both equity review and the disciplinary articles. She said she has done so in her unit. Shively asked Houston if URC members should update faculty members in their units soon or if they should wait until the equity review guidelines are finalized. Houston responded that since the guidelines have not yet been finalized, there is time in the process for feedback from faculty members.

VII. Next meeting

See VI above.

VIII. Adjournment

Edwards moved that the meeting adjourn. Bonnell seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:00 p.m.

Respectfully submitted,

Bruce Stoffel, Recorder

Attachments:

*College Standards Supplemental to University Guidelines and Criteria for Faculty Evaluation, Mennonite College of Nursing at Illinois State University* (as approved by URC November 8, 2011)

*Illinois State University College of Applied Science and Technology College Faculty Status Committee Standards for Appointment, Salary, Promotion, Tenure, Effective January 1, 2017* (as approved by the College of Applied Science and Technology CFSC on February 22, 2018)

*Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Standards, College of Arts and Sciences, January 2019* (as approved by the College of Arts and Sciences CFSC, April 6, 2018)

Ad Hoc Committee for ASPT Equity Review committee charge (n.d.); Memorandum to University Review Committee from Ad Hoc Committee for ASPT Equity Review re recommendations for review and approval (n.d.)

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY  
College Standards Supplemental to University Guidelines and  
Criteria for Faculty Evaluation

Drafted 4/8/05, Effective January 1, 2006,

Revised December 2010, Approved by URC January 19, 2011, Mandatory Revisions November 2011,

Approved by URC November 8, 2011

Effective January 1, 2012

### **Mission**

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service and practice with a focus on the vulnerable and underserved. We are committed to being purposeful, open, just, caring, disciplined and celebrative.

### **Introduction**

This document outlines Mennonite College of Nursing standards for appointment, salary, promotion and tenure. The information contained within these policies is supplementary to the *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*. Tenure track faculty are expected to review and consider both documents to fully appreciate and understand the ASPT process.

Mennonite College of Nursing is committed to a faculty evaluation system that promotes the highest standards of achievement within the discipline and at the same time is conducted in an atmosphere that promotes collegiality. The college is determined that the evaluation process will nurture faculty development and promote their success within the university and the discipline. The college is committed to rewarding faculty as they advance the college mission.

### **Standards for Appointment, Promotion and Tenure**

#### Appointment

Appointment to a tenure track position is predicated on an individual's ability to achieve promotion to associate professor and/or be granted tenure by the end of the probationary period. Individuals seeking appointment to assistant professor must demonstrate potential for significant achievement in teaching, scholarship and service.

On occasion, initial appointments may be at the associate or full professor level. These individuals will have already demonstrated comparable achievement of this rank at other institutions in congruence with the expectations of Mennonite College of Nursing and Illinois State University.

Appointment to the rank of Assistant Professor may be made in the case of individuals who have:

- Recently received the doctorate and have no teaching experience, or
- Candidacy status for the doctoral degree, with or without teaching experience (Note: Reappointment is contingent upon completion of the doctoral degree within a period of time specified at the time of hire).
- Under rare circumstances variations from these requirements for appointment to assistant professor may be approved.

#### Promotion

A faculty member applying for promotion in rank in Mennonite College of Nursing must provide evidence of a sustained record of success in teaching, scholarship and service with an emphasis on the teaching and scholarship.

All individuals seeking promotion should be effective teachers as demonstrated by student evaluations, peer-review and self-evaluation. Faculty must also provide evidence of scholarship. Such evidence must include

peer-reviewed publications or reviewed creative activity or performances. Faculty may also include presentations, abstracts, and grant awards as evidence of scholarship. Faculty scholarship should demonstrate sustained effort and expertise in a focused area of study that contributes to the discipline of nursing and furthers the mission of the college. Service to the university, discipline and community is an important component of faculty responsibility, but alone is insufficient for promotion.

### Tenure

The probationary period provides tenure track faculty the opportunity to document their productivity and achievement in teaching, scholarship and service. Annual performance evaluations provide individualized critical appraisal that will guide the probationary tenure track faculty in improving the quality of their contributions to the college mission.

To be eligible for tenure, a faculty member must hold the rank of Associate Professor or Professor or be recommended for promotion to the rank of Associate Professor when tenure is recommended. An individual who does not qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be considered for tenure. Granting of tenure is also predicated on the potential for ongoing meritorious performance in teaching, scholarship and service.

### Post-tenure Reviews

Post-tenure reviews are primarily for the purpose of enabling faculty members to shape their continuing careers with Mennonite College of Nursing and Illinois State University and to ensure that the faculty activities are meeting the mission of the college. Tenured faculty members shall receive a post-tenure review every five years following the granting of tenure.

### **Standards for Performance Evaluation and Salary Increments**

Annual performance evaluations serve as one mechanism to reward each faculty member for their contribution to the mission of the college. Salary funds shall be distributed as performance-evaluated increments to faculty based on established policies for salary adjustments. Performance-evaluated increments shall recognize equity, and short-term and long-term contributions made by faculty members. Such increments shall be payable to raise-eligible faculty members who receive satisfactory performance ratings. Performance-evaluated increments ordinarily will not be distributed equally to all raise-eligible faculty members.

### Establishment of the College Faculty Status Committee

The Illinois State University Appointment, Salary, Promotion and Tenure guidelines provide for the establishment of the College Faculty Status Committee (CFSC). The MCN CFSC is responsible for ensuring that the college guidelines are carried out, serving as the final authority in annual review and as the first appeal body for promotion and tenure decisions. By virtue of the MCN organizational structure, CFSC members participate in, are present at, and vote in ASPT deliberations (including appeals) involving individuals within MCN. Approval of CFSC guidelines is by majority vote of all tenure track faculty.

ILLINOIS STATE UNIVERSITY  
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY  
COLLEGE FACULTY STATUS COMMITTEE STANDARDS  
FOR APPOINTMENT, SALARY, PROMOTION, TENURE  
*Effective January 1, 2017*

#### Overview

The CFSC for the College of Applied Science and Technology (the College) provides herein a statement of standards that further interpret University ASPT Policies. The Department Faculty Status Committees (DFSCs) and School Faculty Status Committees (SFSCs) in the College have, by majority vote, accepted these standards. The standards are subject to on-going revision and interpretation by the CFSC as inquiries and cases come before the Committee. The CFSC, DFSCs, and SFSCs will follow the guidelines as described in the *Faculty ASPT Policies, January 1, 2017*.

#### Composition of CFSC

The six elected members of the CFSC must be tenured and hold the minimum rank of Associate Professor. At least three elected members of the CFSC must hold the rank of Professor.

#### Recusal Policy

The members of the CFSC accept the obligation to render opinions that are derived from the evidence submitted to the committee and that are fair, without prejudice, and based on the appropriate and applicable rules as described in the Faculty Appointment, Salary, Promotion and tenure Policies, effective January 1, 2017. Members of the committee may be present during, and participate in, deliberations in cases where faculty members from the same department or school may be under review, but must recuse themselves from rendering an opinion by voting as to the merit of any case where a faculty from the same department or school is under consideration for tenure or promotion. This recusal policy applies to any and all appeals that may come forward by a member of the faculty.

#### General Statement on Teaching

Teaching is central to the mission of the College. Documentation submitted for evaluation should provide multiple indicators of teaching quality; one of these must be student reactions to teaching performance. For illustrative examples of teaching activities and evaluation factors that may be used, see pages 60-62 of the *Faculty ASPT Policies, January 1, 2017*.

#### General Statement on Scholarship

Scholarship is a fundamental responsibility for tenure and promotion considerations. Reviews of scholarly and creative productivity by the CFSC, DFSCs, and SFSCs are broadly defined to recognize scholarship that includes discovery, integration, application and outreach. Evaluation materials should document a scholarly approach to the development, performance and communication of these activities. For illustrative examples of scholarly activities that may be recognized see pages 62-63 of the *Faculty ASPT Policies, January 1, 2017*.

## General Statement on Service

Faculty are expected to provide service to their departments, the College, and the University as well as to their professional organizations and practitioners. The applied nature of programs in the College provides multiple opportunities for faculty members to engage in service activities. Service in which faculty members apply their unique expertise to improve professional practice or to enrich community life is highly valued. For illustrative examples of service activities that may be pursued see pages 63-64 of the *Faculty ASPT Policies, January 1, 2017*.

## Granting of Tenure

Probationary tenure-track faculty members are responsible for demonstrating that the granting of tenure is warranted through their performance during the probationary period. An annual Performance Review and Department Chair/School Director oversight, through ongoing supervision and communication, will guide probationary faculty members.

To be granted tenure, faculty must document high-quality professional contributions, throughout the probationary period, in all three areas of performance review. Their work should demonstrate a positive impact on teaching, scholarship, and service in their department and discipline. Faculty must show evidence of developing a focused area of scholarly expertise and demonstrate the ability to function as a contributing colleague within the culture of their Department or School College and University. An individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be recommended for tenure.

## Promotion In Rank

Associate Professor. Except in unusual circumstances, promotion to this rank will not be granted prior to recommendation for tenure. Earning this rank requires a level of accomplishment that is expected to take most entry-level faculty members six years to achieve.

Specifically, promotion to the rank of Associate Professor requires a high level of competence as a teacher. Successful candidates for promotion to Associate Professor will document an ability to teach courses important to the department's mission. They will have a record of high quality teaching. They will have contributed to curriculum development in their department, demonstrated good mentoring of students in and out of the classroom, and/or demonstrated an ability to help students apply theory to practice. Successful candidates for Associate Professor must document scholarly accomplishments that include, among other scholarly and creative activities, peer reviewed publications and a developing, focused area of scholarship. These accomplishments must establish a level of expertise recognized at least at the regional level by their colleagues in higher education and/or industry. Successful candidates for Associate Professor must document significant departmental service and active involvement in College, University and discipline based service activities. Documentation of high quality teaching and scholarly productivity is more critical to being promoted to Associate Professor than service.

Professor. This is the highest rank faculty may earn and it is not attained solely by time as an Associate Professor. Successful candidates must demonstrate teaching, research, and service accomplishments that exceed minimal criteria for satisfactory annual performance. Successful candidates for this rank will provide evidence of continuing high quality teaching and significant participation in their Department/School teaching mission, which may include involving students



in their area of scholarship, influencing curriculum development in their department, and/or mentoring junior faculty. Successful candidates for Professor will document their expertise and scholarship are important to society or to the work of other scholars and/or the practices and policies of their professional area. Successful candidates for Professor will document that their provision of service is meaningful and has had a demonstrable impact to their Department or School, College, University, professional organizations and/or society. Promotion to this rank requires sustained accomplishments across all three areas of performance review over a significant period of time. Successful candidates for Professor must be truly outstanding in at least one area of performance review.

Candidates submitting materials for promotion to Professor are encouraged to include written evaluations from peer evaluators external to ISU who are qualified to comment on contributions to the discipline. The strongest evidence of performance in the area of scholarship and creative activity comes from one's peers within the discipline. Generally, those who can best judge the quality of such work are those who have similar academic interests and work outside of this University. On the other hand, the best evaluations of the quality of a faculty member's teaching and service are peers within the academic department.

#### Salary Incrementation

Department/School policies must maintain the ability to make significantly different awards for differential performance.

Departments/Schools may not develop policies that circumvent the need to make salary incrementation awards to faculty members based on performance in the three areas of performance review.

#### Procedures

Faculty members are responsible for submitting their documentation for performance, promotion or tenure evaluation. They must submit their documentation in the CFSC required formats and must include all files requested and all teaching performance data that is required by the College. DFSC/SFSC reports on each candidate for tenure and promotion are to be submitted on the form provided by the CFSC and should be accompanied by the files requested.

#### Review of DFSC/SFSC Policies and Procedures

The CFSC is responsible for reviewing and approving the criteria developed by each DFSC/SFSC. At a minimum, these criteria must implement the ASPT Policies as well as the CFSC Standards.

*Approved by the CFSC April 4, 2005*

*Approved by the College DFSCs and SFSCs April 14, 2005*

*Approved by the URC August 30, 2005*

*Approved by the CFSC November 13, 2009*

*Approved by the CFSC October 21, 2011*

*Approved by the CFSC February 22, 2018*

## FACULTY APPOINTMENT, SALARY, PROMOTION, AND TENURE (ASPT) STANDARDS

College of Arts and Sciences

January 2019

The College of Arts and Sciences is committed to a system of faculty evaluation and compensation that promotes the highest quality professional work by faculty. The College standards are meant to encourage departments/schools to set high expectations for faculty performance and to offer appropriate rewards to faculty based upon their accomplishments in teaching, scholarly and creative activity, and service that genuinely advance the mission of the department/school, College, and the University.

The most important principle of effective faculty evaluation is peer review. The strongest evidence of performance in the area of scholarship and creative activity comes from one's peers within the discipline. Generally, the best judges of the quality of such work are those who have similar academic interests and whose judgments influence dissemination in appropriate scholarly or creative venues. The best evaluators of the quality of a faculty member's teaching and service are peers within the academic department.

### CFSC POLICIES

The College Faculty Status Committee (CFSC) shall be composed of the Dean of the College, who is an ex officio voting member and six members of the College faculty who represent the three groups (Natural Sciences and Mathematics, Social Sciences, Humanities). Each group has two members elected for two-year staggered terms. No Department/School can have more than one representative. All members of the committee must hold tenure. College Council members shall not be eligible to serve. No faculty member may serve more than two consecutive terms. Faculty members may serve on only one ASPT committee at a time (URC, FRC, CFSC, D/SFSC).

CFSC members may participate in, be present at, and vote in ASPT deliberations (including appeals) involving individuals from their own departments/schools. However, requests to have a CFSC member recused (regardless of Departmental/School affiliation of the member) can be made by the applicant or by the Chair/Director/DFSC/SFSC of the Department/School. Persons making such a request must provide the Dean a brief written explanation. These requests will be considered by the Dean and the CFSC on a case-by-case basis. A CFSC member may recuse herself/himself at any time but should not provide an explanation for his or her recusal. Individuals may not serve on CFSC the year they are being considered for Tenure, Promotion, Distinguished or University Professor.

### PROMOTION AND TENURE

Evaluation of the professional performance of faculty cannot be reduced to simple numeric standards. D/SFSCs and the CFSC must make judgments about the overall quality of a candidate's performance in accordance with the unit's "satisfactory" and "unsatisfactory" standards as these committees make

recommendation on promotion and tenure. Given these assumptions, the following standards should apply in considering all applications for promotion and tenure within the College:

To qualify for promotion and tenure, a faculty member must exhibit sustained and consistent high quality performance in all faculty roles.

1. Each candidate for promotion or tenure must present evidence of high quality achievements in teaching. Evidence of high quality teaching must include a statement that addresses the candidate's teaching philosophy and goals, as well as examples of course materials (e.g., syllabi, selected assignments). It is the responsibility of the Chair/Director to provide a summary of systematically gathered student reactions to teaching performance, with results placed in the context of departmental norms.
2. Each candidate for promotion or tenure must present high-quality scholarly or creative works. These works may have appeared in any medium, but the scholarly or creative works will have been subject to external peer review appropriate to the discipline. Successful scholarly or creative records normally also include additional evidence of scholarly productivity demonstrated by activities such as conference papers, performances, invited addresses or funded external grants. Evidence of high quality scholarly or creative works should include a statement that addresses how the work contributes to the discipline and plans for future work.
3. Each candidate for promotion or tenure must present evidence of service activities that advance the mission of the department, college, university, discipline, or community.
4. The scholarship or creative work of each candidate for promotion or tenure will be evaluated by at least three and no more than six scholars from his or her discipline and external to Illinois State University. The external reviewers should be at or above the rank that the candidate is seeking and should not be former mentors, former students, spouses or significant others, co-authors, or co-investigators on grants. Guidelines for conducting the review will be developed by each Department/School and added to the Department/School's ASPT document.
5. The College regards the customary six-year probationary period in rank as an opportunity to observe a candidate's sustained performance in teaching, scholarship/creative activity and service before awarding promotion and tenure. Early promotion and tenure is unusual in the College and shall occur only when the candidate has exhibited an extraordinary scholarly record, an exceptional record of teaching performance, and appropriate service.
6. Each candidate for tenure will undergo a mid-probationary tenure review conducted by the D/SFSC in the candidate's third or fourth year in order to assess the candidate's progress toward tenure.

Written departmental assignments for faculty may emphasize one of the faculty roles over others for purposes of evaluation. However, all candidates for promotion and tenure must have a record that includes peer-reviewed scholarly or creative works, and strong teaching.

To ensure uniformity in the presentation of information on candidates for promotion or tenure, all D/SFSCs shall utilize the College format for documentation of promotion and tenure cases.

## PERFORMANCE REVIEW

Departmental/School guidelines for the annual performance review of faculty should reflect the strategic directions and values of the Department/School. These guidelines should be designed to recognize faculty contributions in both short-term and long-term performance.

Faculty's overall annual performance will be evaluated in accordance with "satisfactory" and "unsatisfactory" standards developed by each Department/School's Faculty Status Committee (D/SFSC). Departments/Schools may choose to provide separate assessments of faculty performance in each evaluation category (teaching, scholarly and creative productivity, and service) as either "satisfactory" and "unsatisfactory," but must provide an overall assessment of "satisfactory" or "unsatisfactory." In addition, a separate interim appraisal of the faculty member's progress towards tenure and/or promotion must be included (see VII.E., p.23 in the University ASPT policies).

Annual performance review of faculty should be consistent with the annual assignment letters provided to each faculty member by the Chair/Director. Assignment letters should include information on the faculty member's teaching load for the year, the amount of time assigned to scholarly and creative activities, and any other assignments expected to utilize significant portions of a faculty member's time.

## SALARY REVIEW

Annual salary review should be directed toward ensuring that faculty salaries are consistent with performance and contributions to the department, in both the short term and the long term. The Chair/Director serves as chair of the D/SFSC and is responsible with presenting to the D/SFSC a set of recommendations regarding the distribution of salary increment funds. The D/SFSC is responsible for input and final approval of salary recommendations.

The College Standards were approved by a majority vote of the Departments/Schools, March 27, 2018.

The College Standards were approved by the CFSC, April 6, 2018.

The College Standards were approved by the University Review Committee, [enter date].

## 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.

To: University Review Committee

From: Ad Hoc Committee for ASPT Equity Review

Re: Recommendations for review and approval

Dear members of the University Review Committee,

In Spring 2016, the Faculty Caucus of the Academic Senate approved the formation of an ad hoc committee for ASPT Equity Review. The charge of this committee was to “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” according to ASPT policy II.D. Seating of the committee was delayed for one year while a search for a new Director of the Office of Equal Opportunity and Access was conducted and the new director brought onboard at ISU. The committee met in Fall 2017 and Spring 2018. Below we briefly summarize our specific recommendations to the URC regarding ASPT policy II.D. and related aspects of equity among faculty; recommendations as to our charge regarding ASPT policy II.D. are expanded upon in the “Proposed Scope of Each Year’s Equity Study” that follows this cover memo.

#### **Brief policy history note**

Since the formation of the ad hoc committee, research into the archives of the University’s shared governance system has confirmed that Article II.D originated in part and possibly in large part due to concerns regarding equity as it relates to affirmative action. These concerns regarding equal opportunity and access were also the main focus of the 2017-18 ad hoc committee’s work.

#### **Brief summary of recommendations**

The committee is recommending the following schedule for conducting reviews of equity in relation to equal opportunity and access within the ASPT system over repeatable five-year periods:

- 1) Years 1, 6, 11, etc.: Comprehensive collection of salary data for further analysis by URC and/or CFSCs in comparison to college information regarding performance
- 2) Years 2, 7, 12, etc.: Quantitative analysis of conditions prior to tenure and first promotion
- 3) Years 3, 8, 13, etc.: Quantitative analysis of conditions following tenure and first promotion
- 4) Years 4, 9, 14, etc.: Two separate studies, the first regarding unsatisfactory ratings in performance evaluations and the second regarding dynamics of counteroffers/resignations
- 5) Years 5, 10, 15, etc.: Analysis of activity in the newly adopted ASPT disciplinary system

Details of this repeatable cycle and schedule may be found on the subsequent pages.

We recommend that by the end of each five-year cycle, the URC scrutinize and reassess the specific elements within the cycle with an eye toward adjusting processes, eliminating portions of the study that appear not fruitful, and/or calling for another ad hoc committee to adjust the schedule and its contents.

ASPT policy gives the URC the authority to conduct equity reviews, which by their nature involve the handling of sensitive information. The ad hoc committee discussed and reaffirmed the sense that the URC is authorized to receive this information because they are specifically charged to carry out II.D and they are held to a standard of confidentiality by ASPT policy, being expected to deliberate about the information in closed session when warranted. In addition, we agreed that for all recommendations within the “Proposed scope of each year’s equity study” that entail the use of various sensitive categories, controls, and intersections, Planning, Research, and Policy Analysis will need to consult with the Office of Equal Opportunity and Access, with Legal Counsel, and with the URC regarding how to protect individual identities in association with confidentially disclosed information from being revealed to URC, CFSC, or DFSC members or the faculty at large who are not authorized by ASPT policy or by law to have access to them.

### **Consideration of equity outside the policy history and framework**

Given that the Spring 2016 Faculty Caucus also expressed concerns regarding equity not specifically related to equal opportunity and access as defined in Policy 1.1 Equal Opportunity / Non-Discrimination, the committee would like to make specific remark regarding its discussions of internal compression and inversion (often thought of as the *totality* of internal equity rather than just a portion) as well as competitiveness of salaries and promotional increments in the national and international academic arena (sometimes thought of as external equity).

The committee chose not to include these two priority items within the scope of the equity studies to be performed under ASPT Article II.D. Again, these items relate to 1) competitiveness and retention success in faculty salaries and 2) internal compression and inversion not related to OEOA considerations. The committee strongly feels that these two items require the *ongoing* attention of the URC and the administration, either yearly or every other year. As an institution, we lack competitiveness in faculty salaries at the associate and full professor levels, and likely at the advanced assistant level. We are therefore at a disadvantage when attempting to employ a full range of retention strategies. Given the cost of faculty searches as documented in the URC’s recent white paper on performance increments that resulted in an adjustment in January 2018, we encourage that a high priority of the administration should be to keep starting assistant professor salaries at or above the median for comparator institutions and to adjust associate and full professor salaries gradually so that they rise to a level at or above the median for comparator institutions. This would include attention to overall annual salary increases by the administration. It would also require that the URC give attention to ASPT Article XII.A.5 (January 1, 2017 version) more frequently than during the five-year comprehensive revisions of ASPT policy.

More detailed comparison to each discipline’s medians at comparator institutions should occur at least once every five years; these should either be provided to department by the administration, or vice versa where publicly and easily available to department chairs.

We would also emphasize that internal compression and national comparator adjustments should not be distributed only to those faculty already receiving salary increments based upon placement in the *highest* merit categories, but be distributed across *all* merit categories in appropriate proportions, particularly given the impact of a recent series of years of low to no raise increments.

To emphasize, we strongly encourage the URC and the administration to continue to monitor the competitiveness of our promotional increments and to adjust these increments routinely rather than once every five years (or even less frequently). When doing so, we recommend that attention be paid to avoiding



unintended compression and inversion impacts, particularly upon full professors both recently promoted and holding many years in rank. This will be especially important for departments with a significant proportion of full professors where built-in ASPT salary increments for equity are less likely to cover the need for case-by-case adjustment.

### **Consideration of faculty equity outside of the ASPT system**

The ad hoc committee also discussed whether non-tenure-line faculty salaries or other factors should be included in any equity study. The University of North Carolina at Chapel Hill included such faculty in their salary study. Given that we believe there to be differences in the gender and racial/ethnic makeup of our non-tenure-line faculty compared to our tenure-line faculty (for example, fewer international faculty, fewer faculty of color, and/or more women), the committee felt that these salaries and demographics may deserve study. However, we determined such study beyond the scope of the ad hoc committee and the URC given that this faculty does not fall under the jurisdiction of ASPT policy. We look forward to the Faculty Caucus considering the issue, including how salaries and other factors for non-tenure-line faculty and other instructors may impact ASPT faculty.

### **Proactive approaches to equity in equal opportunity and access**

Finally, we bring it to the attention of the URC that the URC can help D/SFSCs mitigate against unconscious bias in the performance review processes and other ASPT processes without waiting for the results of these equity studies under ASPT II.D. The existing literature on human resources recruitment and retention, faculty recruitment and retention, and recruitment and retention of faculty in specific disciplines, as well as the findings and recommendations from other institutions surveyed by the ad hoc committee (University of California, Berkeley; UNC-Chapel Hill; University of Illinois at Urbana-Champaign; University of Michigan) could be of assistance.

The committee discussed at some length as well the distribution of supportive goods within departments, within colleges, and among colleges. While we ultimately determined that such goods (graduate assistant support; release time; course load; service load; recruitment into internal departmental administrative roles; “quiet” support such as requests for seed support from Foundation funds; distribution of assignments and/or workloads within departments such as number of graduate students and/or teacher candidates supervised, etc.) did not fall directly within ASPT jurisdiction, they could have a significant impact upon salary distribution and promotional success. We encourage the URC to discuss whether it might be able to issue guidance, recommend changes to the collection templates for annual faculty productivity reports, and/or encourage the promulgation of policy by departments regarding fair and equitable distribution of such goods. Uniform data collection regarding such distributions would be difficult, but local and college level analyses could be fruitful in identifying structural inequities. We call the committee’s attention specifically to the University of California, Berkeley’s report, pages 57-61.

The URC can help to set a tone of attention to equity through possible policy changes as well as through recommendations and/or mandates regarding evaluative procedures for D/SFSCs and CFSCs.

Proposed scope of each year's equity study  
Based on ASPT equity ad hoc committee's discussions

Year one:

Salary, with each faculty member's monthly salary adjusted into an annual standard for ease of analysis and layperson comprehension, broken out by the following categories related to equal opportunity and access:

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military/non-military, if possible
6. Age
7. Intersections of the above as determined by the URC and PRPA, once the raw data is received

Controls:

1. highest earned degree
2. years since appointment on tenure-line at ISU
3. rank
4. years in rank (both with and without this control; as well as intersection of rank by years-in-rank)
5. departmental affiliation by department of rank
6. past administrative appointment or not (chairs/deans/Provost office & deans offices AP roles)

Type:

- a. snapshot in time rather than longitudinal
- b. two key sub-models:
  - i. controlled for experience, field and rank
  - ii. same without controlling for rank
- c. total population model (for example, large, high-paid colleges that throw our data off can be excluded in a not-total-population model)
- d. white-male model with possible sub-models (for example, compared to all-women and compared to all-faculty-of-color) as determined by URC and PRPA

Following receipt of the raw and intersectional data by URC, URC will need to work with CFSCs to combine the results of the multiple regression analyses with assessment of individual faculty performance. This is not a URC-level endeavor, but a CFSC-level endeavor, with CFSCs reporting back to the URC regarding findings and corrective steps if identified.

A few studies from other universities that the ad hoc committee examined show the percent distribution of male/female, race/ethnic identity across departments. The Academic Planning Committee and PRPA already currently track this type of data in a different way through Academic Program Profiles and the APC encourages diversification plans; however, seeing concentrations comparatively on one graph may be informative to considerations of how work environment may be affecting outcomes.

## Year two

Quantitative analysis of conditions or dynamics from appointment through tenure; longitudinal; no controls for departmental affiliation in year two, judgment of URC and the administration in years seven and beyond

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful tenure cases and promotions to associate professor, time-to-tenure-and-promotion, non-reappointments, tenure denials, and resignations/retirements prior to tenure-and-promotion.

UID scope: All persons appointed without tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of appointments should be represented during the year two study, fifteen years during year seven, and twenty years in subsequent cycle years

Once the raw data regarding how many persons were appointed without tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of hire" and "at the time of the study or last year tracked if non-reappointed/tenure denied/resigned/retired."

The URC will also be provided with the overall percentage of the total appointed who have been tenured/promoted. Within the subset of those tenured/promoted, percentages will be provided according to gender, race/ethnicity, disability status, country of origin, military/non-military, and age. Time to tenure-and-promotion will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who have been non-reappointed. Within non-reappointments, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to non-reappointment will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who were denied tenure upon applying for it. Within non-reappointments due to tenure denial, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to tenure denial will also be provided, both overall and broken out according to gender, etc.

The URC will be provided finally with the overall percent of the total appointed who resigned/retired prior to tenure/first promotion. Within those resignations/retirements, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to resignation/retirement will also be provided, both overall and broken out according to gender, etc.

### Year three

Quantitative analysis of conditions or dynamics from tenure through resignation/retirement; longitudinal

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful promotions to full professor, time-to-promotion to full professor, resignations/retirements prior to promotion to full professor, and time-to-resignation/retirement prior to promotion to full professor.

UID scope: All persons tenured or hired with tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of hiring should be represented during the year three study, fifteen years during year eight, and twenty years in subsequent cycle years.

Once the raw data regarding how many persons were tenured or hired with tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of tenuring/appointment with tenure" and "at the time of the study or last year tracked if resigned/retired."

The URC will also be provided with the overall percent of the total who have been promoted to full professor and/or appointed at full professor at or after the year of eligibility. Within the subset of those promoted to full professor, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. The time to promotion to full, both overall and broken out according to gender, race/ethnicity, etc will also be provided. For those eligible to be promoted who have not yet been promoted but remain employed at ISU, the overall and broken down percentages will be provided along with the number of years since tenure/appointment with tenure.

In addition, the overall percent of the total who resigned/retired prior to second promotion and the time between tenure/appointment with tenure and resignation will be provided. Within this subset of resignations/retirements prior to promotion to full professor, the percentages according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age will be provided.

## Year four

Two simple studies will be performed:

- 1) The Provost's office will provide data on the percentage of faculty members receiving unsatisfactory ratings from DFSCs as compared to the total ASPT faculty, and will further break this data out by gender, race/ethnicity, etc. (according to our year one scope). It will compare this broken-out data to the total ISU tenure-line population to see if there are patterns of disproportionality such as would be analogous to studies in K-12 education that have found that the race/ethnicity and gender of students suspended is disproportionately African American males. If year nine data yields no remarkable results, this study might not need to be repeated in year fourteen, year nineteen, etc. The intention of this study will be to examine the success/failure of our system of rewards, including merit-based salary increments, formative feedback, and other factors intended to encourage successful faculty productivity outcomes.
- 2) Starting in FY19, the Provost's office will ask chairs/directors to provide data regarding all persons who leave a faculty role for positions outside of the University, with or without a request for a counteroffer, and regarding the percentage of any counteroffer in relation to current salary for all faculty who received a counteroffer, coded by whether they stayed at ISU or were not retained. This data will be collected and in year four will be provided to the URC. It will be broken down by department and by gender, race/ethnicity, etc. (according to our year one scope). These two break downs need not be intersected if to do so would reveal confidential personnel information. Records of institutions to whom we have lost faculty may also be of interest in formulating optimum retention strategies for ISU. The intention of this study will be to examine the success/failure of our efforts to retain faculty and the ability of ISU to offer competitive salaries.

Year five

Study of sanctions/suspension/dismissal outcomes

The Provost's office will provide the overall percentage of faculty members sanctioned/suspended/dismissed (in the aggregate, with dismissals not separated from suspensions, suspensions not separated from sanctions) as compared to the total ASPT faculty.

It will also provide data regarding how the persons discipline break down by gender, race/ethnicity, etc., according to our year one scope.

Intersections here (e.g. white male, black female, disabled older-than-peers faculty member) will be provided.

These statistics will be reported confidentially to the URC in the aggregate, not broken down by college or department, in order to protect the identities of disciplined faculty. According to proposed Article XII.A.7, confidential reports of disciplinary actions will also be submitted annually by the Provost to the URC. However, such annual reports may or may not include data related to equal opportunity and access considerations, so may not related directly to these year-five studies.

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, April 19, 2018  
3 p.m., Hovey 102

**MINUTES**

Members present: Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Joe Goodman, Sheryl Jenkins, Rachel Shively, Sarah Smelser

Members not present: Angela Bonnell, Michael Byrns, Doris Houston

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, Illinois State University; “CFSC” refers to college faculty status committee as provided for in ASPT Policies of Illinois State University; “DFSC” refers to department faculty status committee as provided for in ASPT Policies of Illinois State University; “SFSC” refers to school faculty status committee as provided for in ASPT Policies of Illinois State University; “PRPA” refers to the Office of Planning, Research, and Policy Analysis at Illinois State University; and “ad hoc equity review committee” refers to the Ad Hoc Committee for ASPT Equity Review established by the Faculty Caucus of the Academic Senate at Illinois State University. Any references in these minutes to “DFSC” refer to both DFSC and SFSC, and any references to “department” refer to both department and school.

I. Call to order

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

II. Recommendations to URC from the Ad Hoc Committee for ASPT Equity Review:  
Conversation with committee chairperson Dr. Susan Kalter

Dean introduced the primary topic of the meeting, recommendations made by the Ad Hoc Committee for ASPT Equity Review to URC, in advance of committee chairperson Susan Kalter joining the meeting to discuss the recommendations. Dean noted that she, Doris Houston, and Sam Catanzaro served on the committee and can also provide insights regarding committee recommendations.

Dean said this meeting is an opportunity for Kalter to review the report compiled by the ad hoc equity review committee (see attached) with URC members and for URC members to ask questions of Kalter regarding the report. Dean said that at the next URC meeting URC members will consider the information provided by Kalter and discuss the recommendations among themselves. Dean explained that the role of URC vis-à-vis equity review at this time is to review the committee report, formulate comments and recommendations to the Caucus regarding the report, and submit them to the Caucus for its consideration. She explained that once the Caucus approves an equity review plan, URC will be responsible for implementing it. For that reason, she said, URC members have to make sure they are comfortable with the plan and the ability of URC to implement it. URC will work with other entities to do so, Dean said, explaining that URC will be responsible for oversight of the implementation process. Dean stressed that she does not want URC members to feel pressured to submit recommendations to the Caucus this spring. She explained that planning for data gathering can still begin this spring even if approval of the equity review recommendations by the Caucus does not occur until fall. She reported that she is arranging a meeting with Kalter, Catanzaro, and the director of the Office of Planning, Research, and Policy Analysis to discuss how data will be compiled. Catanzaro suggested asking Kalter if the Caucus could finalize the disciplinary articles before it considers the equity review recommendations, given the work that will need to be done in fall 2018 to prepare for implementation of the disciplinary articles. Dean agreed.

Dean noted that one issue the ad hoc committee did not discuss was equity review distribution plans, even though the final committee report references such plans. She noted that the only guidance regarding this matter is in the ad hoc equity review committee charge, which states that development of appropriate equity re-distribution plans is the responsibility of URC, which is to recommend such plans to the Caucus and the President for their approval. She cited salary inequities as one circumstance in which an equity distribution plan may be needed. She said if the salary study conducted in the first year of the five-year study cycle concludes that inequities exist, URC will work with the academic units in which the inequities are identified to understand the reasons for them. But aside from that review, the ad hoc equity review committee report does not provide URC guidance as to how inequities are to be addressed.

Catanzaro said that although he missed some meetings of the ad hoc equity review committee, he too does not recall any conversations and did not read anything in meeting materials regarding equity distribution plans. He explained that ASPT policies provide for decisions by ASPT committees regarding how salary increment funds are to be distributed. If inequities are found to exist in a department, Catanzaro asked, where will the funds come from to address them; should URC ask departments to expend all of their annual salary increment pools (provided for in ASPT Policies and allocated by the Provost) to address the inequities?

Rachel Shively asked if analyses across categories like gender are to involve comparisons across the University or just within units of the University. Catanzaro explained that data for the entire University are included in the salary database but there is a control variable for rank. He cautioned that URC should carefully select control variables so the model does not collapse under its own weight. He explained that one of his roles is to help persons involved with equity review understand how equity review works, if not statistically then conceptually.

Kalter joined the meeting at 3:20 p.m. Persons present introduced themselves. Dean updated Kalter regarding the committee discussion of the equity review report thus far. She noted that one request of URC members is for the Caucus to finalize the disciplinary articles before the Caucus finalizes the equity review plan. Kalter said that is her intent.

Kalter then reviewed the proposed scope of equity review during each year of the five-year equity review cycle. The ad hoc equity review committee divided review activities across five years, she said, so equity review would be more manageable. She noted that the schedule of equity review studies is based in part on what other universities have done.

Kalter first discussed the salary study scheduled for the first year of the five-year cycle. She reported that the ad hoc equity review committee had lengthy discussions regarding this component. One issue discussed is whether data regarding disability status could be collected. Another, she said, is country of origin; because that information will not be available for the analysis, the committee had to settle for data regarding continent of origin, which may not be particularly meaningful for the analysis. Kalter explained that URC should feel free to recommend any other factors URC might find useful, noting that it might not be possible for PRPA to provide some types of data due to confidentiality concerns. Kalter then reviewed controls recommended by the ad hoc equity review committee for the salary study, noting that most other universities conducting equity review used such controls. She also noted that there are different types of models that can be run to analyze the salary data. She concluded her overview of the salary study by noting that URC will need to work with CFSCs once salary data have been compiled to determine how those data relate to performance evaluation outcomes.

Kalter then discussed the second year study, which, she said is intended to probe the quantitative dynamics of the tenure and promotion processes. She noted that qualitative analysis is not part of the methodology. Among the questions to be studied in the second year of the cycle are how many faculty members leave the University during the tenure or promotion processes, why faculty members leave before their probationary period has elapsed, and whether there is disproportionate representation among those who leave.

Kalter continued with an overview of the study proposed for the third year of the cycle. She explained that the ad hoc equity review committee had considered studying the dynamics of two post-tenure-decision levels: what happens from the time of tenure to the time of promotion to Professor and what happens from the time of promotion to Professor to retirement; the equity review committee instead decided to collapse those two levels into one.



The proposed year four study, Kalter explained, involves two simpler studies: one involves studying data provided by the Provost regarding unsatisfactory performance ratings, particularly studying the data by equal opportunity categories to search for patterns of disproportionality; the second study examines data provided by chairpersons and directors regarding resignations and counteroffers. Among the questions to be addressed, she said, are who asks for counteroffers, who receives them, and whether counteroffers are successful in retaining faculty members. Other questions to be probed, Kalter said, are what happens to faculty members who do not ask for a counteroffer, what percentage of salary does the counteroffer constitute, and whether the University is losing faculty members because they prefer to work in larger cities or at other Research II universities.

Kalter ended her overview of the five-year cycle with a description of the report proposed for the fifth year of the cycle. She said the fifth-year report is intended to document what is going on with the disciplinary articles once they are in place. She explained that the study will document the number of sanctions, suspensions, and dismissal cases and their outcomes. She noted that the disciplinary articles provide for URC receiving annual reports from the Provost regarding disciplinary cases, however the data provided by the Provost will not necessarily be disaggregated by affirmative action categories.

Kalter then offered comments regarding the memorandum used by the ad hoc equity review committee to transmit the committee recommendations to URC.

Kalter noted that there had been discussion among Caucus members whether the equity review study should address inversion and compression. Some Caucus members, she said, wanted the study to address inversion and compression issues in addition to equal opportunity issues while other Caucus members only wanted the study to address equal opportunity. The decision was made, Kalter said, to review equity only from the perspective of equal opportunity matters. This approach, she noted, is consistent with the focus of equity review at the time it was introduced into ASPT policies in the 1970s. That said, Kalter continued, the ad hoc equity review committee recommends that the administration continue to monitor inversion and compression. She noted Joe Goodman's work on behalf of URC that led to increases in salary increments associated with promotion, adding that those increments should be monitored regularly for their competitiveness.

Another major issue of discussion by the ad hoc equity review committee, Kalter said, was whether the equity review study should investigate salaries of non-tenure track faculty members, as the University of North Carolina Chapel Hill has done. She reported that the ad hoc committee decided not to study non-tenure track faculty salaries because they are not covered by ASPT Policies. Nonetheless, Kalter added, the ad hoc equity review committee wants the Caucus to study how salaries of non-tenure track faculty members may impact salaries of faculty members who are subject to ASPT Policies.

Kalter added that the ad hoc equity review committee has cited numerous actions URC can take to promote equity from the perspective of equal opportunity and access even before URC has data to review. Kalter cited as examples providing guidance to units regarding templates used to collect information for faculty productivity reports and studying distribution of goods that support faculty, such as graduate assistantships, even though their allocation is not under the direct jurisdiction of ASPT Policies.

Shively said she remembers an observation documented in findings of the recent cultural climate survey that faculty members of color are often called upon to serve on multiple committees to provide the perspective of persons of color. Shively asked if the ad hoc equity review committee had looked into the issue of service load resulting from such requests. Kalter responded that the issue of service load was noted by the ad hoc equity review committee but was not studied at length. Dean reminded Kalter that the Caucus had asked URC to consider the issue of service load, but URC has been unable to do so given the work it has had with the disciplinary acts and other matters. Kalter said she figures service load is a more granular issue that is difficult to capture and suggested that it might be appropriate for colleges to ask their departments to look into the issue. Shively said URC could suggest that the colleges do so. Catanzaro agreed. He added that URC might seek ways to mentor faculty in learning how to say no to excessive service requests and might also seek ways to mentor chairpersons in making service assignments fairly and responsibly.

Kalter ended her overview by urging URC to look critically at the ad hoc equity review committee recommendations, adding that no one will be offended if URC suggests changes. That is the role of URC, she noted. Dean thanked Kalter for that freedom.

Dean asked if URC members had any other questions for Kalter. Kevin Edwards asked about URC monitoring of inversion and compression every year. Kalter suggested that URC could include review of salary increments related to promotion on a list of issues to periodically consider, to keep those increments current and competitive. She said it is clear to her that the Provost is concerned about inversion and compression as a phenomenon even though there may not be money to address it. Kalter added that the ad hoc equity review committee noted that inversion and compression is not addressed in Section II.D, however the committee wants URC to continue thinking about the phenomenon and how URC might guide departments when making equity adjustments for their faculty members.

Edwards and Sheryl Jenkins left the meeting at 4 p.m.

Kalter noted that DFSCs at the University take different approaches to the question whether a faculty member who is not performing at the level of their colleagues should receive an equity adjustment to their salary. Kalter said while it may be preferable to allow those different approaches across the system, doing so may further inconsistencies across the University. That is why URC needs to work with units on salary equity, Dean observed.

III. Review of CFSC standards

Dean tabled review of CFSC standards submitted by the College of Applied Science and Technology and the College of Arts and Sciences until the next URC meeting (scheduled for 2 p.m., April 26, 2018, Hovey 102).

IV. Other

There was no other business to come before the committee.

V. Adjournment

Smelser moved that the meeting adjourn. Goodman seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 4:05 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary

Bruce Stoffel, Recorder

Attachments:

Ad Hoc Committee for ASPT Equity Review committee charge (n.d.); Memorandum to University Review Committee from Ad Hoc Committee for ASPT Equity Review re recommendations for review and approval (n.d.)

## 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.

To: University Review Committee

From: Ad Hoc Committee for ASPT Equity Review

Re: Recommendations for review and approval

Dear members of the University Review Committee,

In Spring 2016, the Faculty Caucus of the Academic Senate approved the formation of an ad hoc committee for ASPT Equity Review. The charge of this committee was to “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” according to ASPT policy II.D. Seating of the committee was delayed for one year while a search for a new Director of the Office of Equal Opportunity and Access was conducted and the new director brought onboard at ISU. The committee met in Fall 2017 and Spring 2018. Below we briefly summarize our specific recommendations to the URC regarding ASPT policy II.D. and related aspects of equity among faculty; recommendations as to our charge regarding ASPT policy II.D. are expanded upon in the “Proposed Scope of Each Year’s Equity Study” that follows this cover memo.

#### **Brief policy history note**

Since the formation of the ad hoc committee, research into the archives of the University’s shared governance system has confirmed that Article II.D originated in part and possibly in large part due to concerns regarding equity as it relates to affirmative action. These concerns regarding equal opportunity and access were also the main focus of the 2017-18 ad hoc committee’s work.

#### **Brief summary of recommendations**

The committee is recommending the following schedule for conducting reviews of equity in relation to equal opportunity and access within the ASPT system over repeatable five-year periods:

- 1) Years 1, 6, 11, etc.: Comprehensive collection of salary data for further analysis by URC and/or CFSCs in comparison to college information regarding performance
- 2) Years 2, 7, 12, etc.: Quantitative analysis of conditions prior to tenure and first promotion
- 3) Years 3, 8, 13, etc.: Quantitative analysis of conditions following tenure and first promotion
- 4) Years 4, 9, 14, etc.: Two separate studies, the first regarding unsatisfactory ratings in performance evaluations and the second regarding dynamics of counteroffers/resignations
- 5) Years 5, 10, 15, etc.: Analysis of activity in the newly adopted ASPT disciplinary system

Details of this repeatable cycle and schedule may be found on the subsequent pages.

We recommend that by the end of each five-year cycle, the URC scrutinize and reassess the specific elements within the cycle with an eye toward adjusting processes, eliminating portions of the study that appear not fruitful, and/or calling for another ad hoc committee to adjust the schedule and its contents.

ASPT policy gives the URC the authority to conduct equity reviews, which by their nature involve the handling of sensitive information. The ad hoc committee discussed and reaffirmed the sense that the URC is authorized to receive this information because they are specifically charged to carry out II.D and they are held to a standard of confidentiality by ASPT policy, being expected to deliberate about the information in closed session when warranted. In addition, we agreed that for all recommendations within the “Proposed scope of each year’s equity study” that entail the use of various sensitive categories, controls, and intersections, Planning, Research, and Policy Analysis will need to consult with the Office of Equal Opportunity and Access, with Legal Counsel, and with the URC regarding how to protect individual identities in association with confidentially disclosed information from being revealed to URC, CFSC, or DFSC members or the faculty at large who are not authorized by ASPT policy or by law to have access to them.

### **Consideration of equity outside the policy history and framework**

Given that the Spring 2016 Faculty Caucus also expressed concerns regarding equity not specifically related to equal opportunity and access as defined in Policy 1.1 Equal Opportunity / Non-Discrimination, the committee would like to make specific remark regarding its discussions of internal compression and inversion (often thought of as the *totality* of internal equity rather than just a portion) as well as competitiveness of salaries and promotional increments in the national and international academic arena (sometimes thought of as external equity).

The committee chose not to include these two priority items within the scope of the equity studies to be performed under ASPT Article II.D. Again, these items relate to 1) competitiveness and retention success in faculty salaries and 2) internal compression and inversion not related to OEOA considerations. The committee strongly feels that these two items require the *ongoing* attention of the URC and the administration, either yearly or every other year. As an institution, we lack competitiveness in faculty salaries at the associate and full professor levels, and likely at the advanced assistant level. We are therefore at a disadvantage when attempting to employ a full range of retention strategies. Given the cost of faculty searches as documented in the URC’s recent white paper on performance increments that resulted in an adjustment in January 2018, we encourage that a high priority of the administration should be to keep starting assistant professor salaries at or above the median for comparator institutions and to adjust associate and full professor salaries gradually so that they rise to a level at or above the median for comparator institutions. This would include attention to overall annual salary increases by the administration. It would also require that the URC give attention to ASPT Article XII.A.5 (January 1, 2017 version) more frequently than during the five-year comprehensive revisions of ASPT policy.

More detailed comparison to each discipline’s medians at comparator institutions should occur at least once every five years; these should either be provided to department by the administration, or vice versa where publicly and easily available to department chairs.

We would also emphasize that internal compression and national comparator adjustments should not be distributed only to those faculty already receiving salary increments based upon placement in the *highest* merit categories, but be distributed across *all* merit categories in appropriate proportions, particularly given the impact of a recent series of years of low to no raise increments.

To emphasize, we strongly encourage the URC and the administration to continue to monitor the competitiveness of our promotional increments and to adjust these increments routinely rather than once every five years (or even less frequently). When doing so, we recommend that attention be paid to avoiding

unintended compression and inversion impacts, particularly upon full professors both recently promoted and holding many years in rank. This will be especially important for departments with a significant proportion of full professors where built-in ASPT salary increments for equity are less likely to cover the need for case-by-case adjustment.

### **Consideration of faculty equity outside of the ASPT system**

The ad hoc committee also discussed whether non-tenure-line faculty salaries or other factors should be included in any equity study. The University of North Carolina at Chapel Hill included such faculty in their salary study. Given that we believe there to be differences in the gender and racial/ethnic makeup of our non-tenure-line faculty compared to our tenure-line faculty (for example, fewer international faculty, fewer faculty of color, and/or more women), the committee felt that these salaries and demographics may deserve study. However, we determined such study beyond the scope of the ad hoc committee and the URC given that this faculty does not fall under the jurisdiction of ASPT policy. We look forward to the Faculty Caucus considering the issue, including how salaries and other factors for non-tenure-line faculty and other instructors may impact ASPT faculty.

### **Proactive approaches to equity in equal opportunity and access**

Finally, we bring it to the attention of the URC that the URC can help D/SFSCs mitigate against unconscious bias in the performance review processes and other ASPT processes without waiting for the results of these equity studies under ASPT II.D. The existing literature on human resources recruitment and retention, faculty recruitment and retention, and recruitment and retention of faculty in specific disciplines, as well as the findings and recommendations from other institutions surveyed by the ad hoc committee (University of California, Berkeley; UNC-Chapel Hill; University of Illinois at Urbana-Champaign; University of Michigan) could be of assistance.

The committee discussed at some length as well the distribution of supportive goods within departments, within colleges, and among colleges. While we ultimately determined that such goods (graduate assistant support; release time; course load; service load; recruitment into internal departmental administrative roles; “quiet” support such as requests for seed support from Foundation funds; distribution of assignments and/or workloads within departments such as number of graduate students and/or teacher candidates supervised, etc.) did not fall directly within ASPT jurisdiction, they could have a significant impact upon salary distribution and promotional success. We encourage the URC to discuss whether it might be able to issue guidance, recommend changes to the collection templates for annual faculty productivity reports, and/or encourage the promulgation of policy by departments regarding fair and equitable distribution of such goods. Uniform data collection regarding such distributions would be difficult, but local and college level analyses could be fruitful in identifying structural inequities. We call the committee’s attention specifically to the University of California, Berkeley’s report, pages 57-61.

The URC can help to set a tone of attention to equity through possible policy changes as well as through recommendations and/or mandates regarding evaluative procedures for D/SFSCs and CFSCs.

Proposed scope of each year's equity study  
Based on ASPT equity ad hoc committee's discussions

Year one:

Salary, with each faculty member's monthly salary adjusted into an annual standard for ease of analysis and layperson comprehension, broken out by the following categories related to equal opportunity and access:

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military/non-military, if possible
6. Age
7. Intersections of the above as determined by the URC and PRPA, once the raw data is received

Controls:

1. highest earned degree
2. years since appointment on tenure-line at ISU
3. rank
4. years in rank (both with and without this control; as well as intersection of rank by years-in-rank)
5. departmental affiliation by department of rank
6. past administrative appointment or not (chairs/deans/Provost office & deans offices AP roles)

Type:

- a. snapshot in time rather than longitudinal
- b. two key sub-models:
  - i. controlled for experience, field and rank
  - ii. same without controlling for rank
- c. total population model (for example, large, high-paid colleges that throw our data off can be excluded in a not-total-population model)
- d. white-male model with possible sub-models (for example, compared to all-women and compared to all-faculty-of-color) as determined by URC and PRPA

Following receipt of the raw and intersectional data by URC, URC will need to work with CFSCs to combine the results of the multiple regression analyses with assessment of individual faculty performance. This is not a URC-level endeavor, but a CFSC-level endeavor, with CFSCs reporting back to the URC regarding findings and corrective steps if identified.

A few studies from other universities that the ad hoc committee examined show the percent distribution of male/female, race/ethnic identity across departments. The Academic Planning Committee and PRPA already currently track this type of data in a different way through Academic Program Profiles and the APC encourages diversification plans; however, seeing concentrations comparatively on one graph may be informative to considerations of how work environment may be affecting outcomes.



## Year two

Quantitative analysis of conditions or dynamics from appointment through tenure; longitudinal; no controls for departmental affiliation in year two, judgment of URC and the administration in years seven and beyond

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful tenure cases and promotions to associate professor, time-to-tenure-and-promotion, non-reappointments, tenure denials, and resignations/retirements prior to tenure-and-promotion.

UID scope: All persons appointed without tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of appointments should be represented during the year two study, fifteen years during year seven, and twenty years in subsequent cycle years

Once the raw data regarding how many persons were appointed without tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of hire" and "at the time of the study or last year tracked if non-reappointed/tenure denied/resigned/retired."

The URC will also be provided with the overall percentage of the total appointed who have been tenured/promoted. Within the subset of those tenured/promoted, percentages will be provided according to gender, race/ethnicity, disability status, country of origin, military/non-military, and age. Time to tenure-and-promotion will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who have been non-reappointed. Within non-reappointments, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to non-reappointment will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who were denied tenure upon applying for it. Within non-reappointments due to tenure denial, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to tenure denial will also be provided, both overall and broken out according to gender, etc.

The URC will be provided finally with the overall percent of the total appointed who resigned/retired prior to tenure/first promotion. Within those resignations/retirements, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to resignation/retirement will also be provided, both overall and broken out according to gender, etc.

### Year three

Quantitative analysis of conditions or dynamics from tenure through resignation/retirement; longitudinal

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful promotions to full professor, time-to-promotion to full professor, resignations/retirements prior to promotion to full professor, and time-to-resignation/retirement prior to promotion to full professor.

UID scope: All persons tenured or hired with tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of hiring should be represented during the year three study, fifteen years during year eight, and twenty years in subsequent cycle years.

Once the raw data regarding how many persons were tenured or hired with tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of tenuring/appointment with tenure" and "at the time of the study or last year tracked if resigned/retired."

The URC will also be provided with the overall percent of the total who have been promoted to full professor and/or appointed at full professor at or after the year of eligibility. Within the subset of those promoted to full professor, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. The time to promotion to full, both overall and broken out according to gender, race/ethnicity, etc will also be provided. For those eligible to be promoted who have not yet been promoted but remain employed at ISU, the overall and broken down percentages will be provided along with the number of years since tenure/appointment with tenure.

In addition, the overall percent of the total who resigned/retired prior to second promotion and the time between tenure/appointment with tenure and resignation will be provided. Within this subset of resignations/retirements prior to promotion to full professor, the percentages according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age will be provided.

## Year four

Two simple studies will be performed:

- 1) The Provost's office will provide data on the percentage of faculty members receiving unsatisfactory ratings from DFSCs as compared to the total ASPT faculty, and will further break this data out by gender, race/ethnicity, etc. (according to our year one scope). It will compare this broken-out data to the total ISU tenure-line population to see if there are patterns of disproportionality such as would be analogous to studies in K-12 education that have found that the race/ethnicity and gender of students suspended is disproportionately African American males. If year nine data yields no remarkable results, this study might not need to be repeated in year fourteen, year nineteen, etc. The intention of this study will be to examine the success/failure of our system of rewards, including merit-based salary increments, formative feedback, and other factors intended to encourage successful faculty productivity outcomes.
- 2) Starting in FY19, the Provost's office will ask chairs/directors to provide data regarding all persons who leave a faculty role for positions outside of the University, with or without a request for a counteroffer, and regarding the percentage of any counteroffer in relation to current salary for all faculty who received a counteroffer, coded by whether they stayed at ISU or were not retained. This data will be collected and in year four will be provided to the URC. It will be broken down by department and by gender, race/ethnicity, etc. (according to our year one scope). These two break downs need not be intersected if to do so would reveal confidential personnel information. Records of institutions to whom we have lost faculty may also be of interest in formulating optimum retention strategies for ISU. The intention of this study will be to examine the success/failure of our efforts to retain faculty and the ability of ISU to offer competitive salaries.

Year five

Study of sanctions/suspension/dismissal outcomes

The Provost's office will provide the overall percentage of faculty members sanctioned/suspended/dismissed (in the aggregate, with dismissals not separated from suspensions, suspensions not separated from sanctions) as compared to the total ASPT faculty.

It will also provide data regarding how the persons discipline break down by gender, race/ethnicity, etc., according to our year one scope.

Intersections here (e.g. white male, black female, disabled older-than-peers faculty member) will be provided.

These statistics will be reported confidentially to the URC in the aggregate, not broken down by college or department, in order to protect the identities of disciplined faculty. According to proposed Article XII.A.7, confidential reports of disciplinary actions will also be submitted annually by the Provost to the URC. However, such annual reports may or may not include data related to equal opportunity and access considerations, so may not related directly to these year-five studies.

**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, April 26, 2018  
2 p.m., Hovey 102

**MINUTES**

Members present: Angela Bonnell, Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Joe Goodman, Doris Houston, Sheryl Jenkins, Rachel Shively, Sarah Smelser

Members not present: Michael Byrns

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, Illinois State University; “CFSC” refers to college faculty status committee as provided for in ASPT Policies of Illinois State University; “DFSC” refers to department faculty status committee as provided for in ASPT Policies of Illinois State University; “SFSC” refers to school faculty status committee as provided for in ASPT Policies of Illinois State University; “CAST” refers to the College of Applied Science and Technology at Illinois State University; “CAS” refers to the College of Arts and Sciences at Illinois State University; and “ad hoc equity review committee” and “equity review committee” refer to the Ad Hoc Committee for ASPT Equity Review established by the Faculty Caucus of the Academic Senate at Illinois State University. Any references in these minutes to “DFSC” refer to both DFSC and SFSC, and any references to “department” refer to both department and school.

I. Call to order

Chairperson Diane Dean called the meeting to order at 2 p.m. A quorum was present.

II. Approval of the agenda

Joe Goodman moved approval of the agenda as distributed prior to the meeting. Sarah Smelser seconded the motion. The motion carried on voice vote, all voting in the affirmative.

III. Review of CFSC standards

College of Applied Science and Technology (see attached)

Shively asked committee members about three passage of the CAST standards: “Composition of CFSC”; the sentence on page three of the document that states, “Promotion to rank requires sustained accomplishments across all three areas of performance review over a significant period of time”; and the sentence on page three of the document that states, “Candidates submitting materials for promotion to Professor are encouraged to include written evaluations from peer evaluators external to ISU who are qualified to comment on contributions to the discipline.” With respect to each, Shively asked committee members if the passage should be clearer or more complete. She noted that “Composition of CFSC” could cite additional provisions from ASPT Policies. She said the phrase “significant period of time” is ambiguous; she reported that a similar phrase in standards of another college led to confusion regarding eligibility for promotion.

Dean said the role of URC is to ensure coherent compliance with ASPT Policies while allowing every college flexibility to write their standards as they deem appropriate. She suggested that URC might want to point out to CAST that ambiguities could create confusion on the part of faculty members, without requiring CAST to modify the passages. Catanzaro suggested that URC might also consider reminding CAST that in the absence of clarity or completeness in CFSC standards, provisions of ASPT Policies apply.

Sarah Smelser moved that URC approve the CAST standards as submitted to URC. She further moved to include in the communication to CAST a reminder that ASPT Policies apply in the absence of specificity in college standards and a friendly suggestion that CAST consider clarifying the passages regarding CFSC composition, eligibility for promotion to full professor, and use of external reviews in promotion decisions. Shively seconded the motion. The motion passed on voice vote, all voting in the affirmative.

College of Arts and Sciences (see attached)

Angela Bonnell noted inconsistencies throughout the document in capitalization of “college standards” (“College standards” in one reference, “College Standards” in others) and in capitalization of “department/school” (“Department/School in some references, “department/school” in others). Bonnell also noted inconsistencies in references to scholarship (“scholarship or creative work,” or “scholarship/creative activity,” “scholarship and creative productivity,” and “scholarship and creative activities”). She suggested that the inconsistencies be corrected. She also suggested removing the page reference on page three of the document (in the passage “see VII.E., p. 23), noting that the page reference will likely need to be changed once the ASPT Policies have been revised to include the disciplinary articles.

Regarding the sentence on page three of the document that states, “The D/SFSC is responsible for input and final approval of salary recommendations,” Goodman asked Catanzaro what would happen if a DFSC were to disagree with salary increments recommended by the department chairperson. Catanzaro said the DFSC could discuss the matter with the department chairperson and come to an agreement. In practice what happens, Catanzaro explained, is that the department chairperson calculates salary increments by following the formula set forth in DFSC guidelines for translating performance ratings to salary increments. The department chairperson then distributes the calculations to the DFSC for comment before the increments are finalized and the DFSC votes on them.

Smelser moved to approve the CAS CFSC standards as submitted to the committee subject to CAS removing inconsistencies in the capitalization of “college standards” and “department/school” and removing the reference to page 23 on page three of the document and then submitting the revised document to URC for its files. Jenkins seconded the motion. Doris Houston asked if URC members are permitted to cast votes on motions related to CFSC standards of their own college. Dean and Catanzaro responded that URC members may do so. The motion passed on voice vote, all voting in the affirmative.

IV. Recommendations to URC from the Ad Hoc Committee for ASPT Equity Review (see attached)

Dean introduced the discussion by noting that the next action regarding equity review is for URC to formalize its recommendations to the Caucus regarding the final report submitted to URC by the ad hoc equity review committee. Dean reported that the Caucus would like URC recommendations regarding the equity review report by fall 2018. If URC needs more time to discuss the report than is available during this meeting and during the last URC meeting of the academic year (May 3), URC could carry the discussion over into the fall.

Edwards asked to whom URC will be reporting results of each of the five studies set forth in the final report once a report has been approved by the Caucus. Dean responded that the final report provides for URC reporting its findings to the Caucus. Dean expressed concern over URC doing so, suggesting that URC might consider recommending that its reports be sent to Executive Committee of the Caucus. She expressed concern about more widely disseminating information about inequities, if they are found, when it may take a long time to address them.

In the course of the ensuing discussion, URC members considered the timeline and workload involved with conducting the five studies proposed in the five-year cycle, whether the final report to the Caucus should address how re-distribution plans are to be developed in the event inequities are found, and methodology involved in conducting the each of the studies.

Regarding timeline and workload, Dean said she is not sure if URC should specify due dates since URC does not yet know what will be involved in completing each study. She noted there will be work behind the scenes before fall 2018 to compile data for the salary study, but it has not yet been determined how the study will be

performed. She noted that if equity review starts next year, URC will be addressing equity review and the disciplinary articles at the same time, and in year two URC will be working on the tenure study while beginning the next five-year review of the ASPT Policies. Dean suggested that URC consider organizing the five studies in phases rather than years given both the uncertainties and the numerous other URC responsibilities ahead. Another idea, Dean said, might be to conduct a pilot project in the first year, perhaps with one college, to determine how long the studies might take. She said she realizes some people may not favor a pilot because they do not want further delays in the project. Houston agreed, noting that the project is already a year behind schedule.

Smelser said that organizing the studies in phases rather than years might be helpful, because one study might take more than a year to complete while another study might take less than a year. Houston suggested that if URC decides to recommend organizing the studies by phases, the plan should state that all five phases should be completed within so many years, so the studies are not drawn out indefinitely. Dean noted that the plan provides for reports from URC to the Caucus after each of the five studies to identify changes needed for future iterations of each study; thus, a more definite timeline can be developed for a second implementation of the cycle of five studies. Edwards noted that Kalter seems to have considered the magnitude of the five-study cycle and the effort that would be involved. He suggested that URC consider retaining the target of completing all five studies within five years and decide what work can reasonably be accomplished within each year of the five-year period.

Goodman expressed his preference for organizing the five studies into phases rather than into years because of a 180-day regulation (per Ledbetter Fair Pay Act) regarding corrective actions. He explained that every time a salary inequity based on protected class has been determined to have occurred, the University is required to study the 180-day period prior to that violation to determine if any inequities occurred during that period (thus making it difficult to project how lengthy a salary study may be). Edwards asked if there is work CFSCs can do on the studies to reduce the URC workload. Catanzaro noted that the idea is for colleges to review results of each study and integrate information on faculty performance. CFSCs will be asked to make sense of the study results pertaining to their college, he added.

Regarding equity re-distribution plans, Dean asked if URC should at this time discuss how a re-distribution plan might be compiled rather than wait until inequities have been found. Shively said discussion of re-distribution plans seems independent of what has been proposed by the ad hoc review committee in its final report. She asked Dean if URC can decide how to proceed with re-distribution plans outside the scope of the final report. Dean responded that URC can do so but should be mindful that whatever studies are approved by the Caucus, URC will be required to implement them. Houston suggested that it might be valuable for URC to ask the Caucus to establish a second ad hoc committee, to discuss possible remedies if inequities are discovered. She said work of a second ad hoc committee could help URC given all the other work URC has to accomplish.

Catanzaro said URC might consider establishing principles for re-distribution plans in advance, to guide URC in developing such a plan if inequities are discovered. Dean asked Catanzaro if he could draft principles for URC to consider or if it would be more appropriate for URC to ask Alan Lacy (Associate Vice President for Academic Fiscal Management) for his help doing so. Catanzaro suggested that URC might consider setting aside a meeting to confer with Lacy to brainstorm principles that would be involved, after which he and Lacy could compile a first draft of principles for consideration by URC. Catanzaro added that the discussion of re-distribution plan principles could occur as salary data are being compiled and analyzed.

Goodman noted that a re-distribution plan may need to look beyond salary and consider other issues such as SURS. Shively said it had been her impression from Kalter that the University could proceed with equity review without having funds to rectify inequities. Goodman clarified that if a study conducted by the University determines that a member of a protected class has been treated inequitably, the University will be required by law to remedy the inequity. Dean asked what URC could do if inequities are found through the year two study regarding tenure decisions, nothing that faculty members denied tenure would have likely left the University. She asked if it would be appropriate to suggest mentoring programs for departments regarding tenure decisions. Shively said two separate issues are involved: what the University will do to remediate the inequity and what the University will do going forward to prevent such inequities. Smelser posited that how inequities should be addressed may be part of a larger conversation. She said URC could ask CFSCs how they might remedy

inequities discovered in their college, noting that URC could be overstepping its jurisdiction if it were to decide remedies since URC is not familiar with the culture of each college.

Regarding methodology, Dean asked if the committee is amenable to removing details regarding methodology from the final report to the Caucus and instead decide methods with the implementation of each study. Goodman suggested that determining methodology could be deferred if the University is discussing equity review proactively and not doing so in response to prior litigation. Committee members then discussed item (d) in the "Type" section of the salary study description. The question was asked whether there are any potential concerns with the University identifying a group by race and gender for comparison purposes. Catanzaro asked Dean if she could share the reasons for the ad hoc equity review committee including item (d) in the final report and how item (d) could yield information different from information obtained by implementing the standard model. Dean recalled that the equity review committee felt that white males are doing the best of any race-gender group at the University and every other group would be raised to that level. Goodman cautioned against designing a salary study with any such assumptions. He cited a court case involving the Springfield, Illinois, police department in which it was found that white males in the department were being paid less than females in the department. Shively posited that item (d) may have been included by the equity review committee in recognition of historical systemic inequities, adding that she questions whether it is necessary to include the item. Dean agreed, stating that her preference is to retain only items (a), (b), and (c) in the list of types.

Dean said she will draft revisions to the ad hoc equity review committee final report based on discussion at this URC meeting. She said URC can then discuss the proposed revisions at its May 3 meeting (2 p.m., Hovey 102).

V. Other business

There was none.

VI. Adjournment

Edwards moved that the meeting adjourn. Goodman seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:10 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary

Bruce Stoffel, Recorder

Attachments:

*Illinois State University College of Applied Science and Technology College Faculty Status Committee Standards for Appointment, Salary, Promotion, Tenure, Effective January 1, 2017 (as approved by the College of Applied Science and Technology CFSC on February 22, 2018)*

*Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Standards, College of Arts and Sciences, January 2019 (as approved by the College of Arts and Sciences CFSC, April 6, 2018)*

Ad Hoc Committee for ASPT Equity Review committee charge (n.d.); Memorandum to University Review Committee from Ad Hoc Committee for ASPT Equity Review re recommendations for review and approval (n.d.)



ILLINOIS STATE UNIVERSITY  
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY  
COLLEGE FACULTY STATUS COMMITTEE STANDARDS  
FOR APPOINTMENT, SALARY, PROMOTION, TENURE  
*Effective January 1, 2017*

#### Overview

The CFSC for the College of Applied Science and Technology (the College) provides herein a statement of standards that further interpret University ASPT Policies. The Department Faculty Status Committees (DFSCs) and School Faculty Status Committees (SFSCs) in the College have, by majority vote, accepted these standards. The standards are subject to on-going revision and interpretation by the CFSC as inquiries and cases come before the Committee. The CFSC, DFSCs, and SFSCs will follow the guidelines as described in the *Faculty ASPT Policies, January 1, 2017*.

#### Composition of CFSC

The six elected members of the CFSC must be tenured and hold the minimum rank of Associate Professor. At least three elected members of the CFSC must hold the rank of Professor.

#### Recusal Policy

The members of the CFSC accept the obligation to render opinions that are derived from the evidence submitted to the committee and that are fair, without prejudice, and based on the appropriate and applicable rules as described in the Faculty Appointment, Salary, Promotion and tenure Policies, effective January 1, 2017. Members of the committee may be present during, and participate in, deliberations in cases where faculty members from the same department or school may be under review, but must recuse themselves from rendering an opinion by voting as to the merit of any case where a faculty from the same department or school is under consideration for tenure or promotion. This recusal policy applies to any and all appeals that may come forward by a member of the faculty.

#### General Statement on Teaching

Teaching is central to the mission of the College. Documentation submitted for evaluation should provide multiple indicators of teaching quality; one of these must be student reactions to teaching performance. For illustrative examples of teaching activities and evaluation factors that may be used, see pages 60-62 of the *Faculty ASPT Policies, January 1, 2017*.

#### General Statement on Scholarship

Scholarship is a fundamental responsibility for tenure and promotion considerations. Reviews of scholarly and creative productivity by the CFSC, DFSCs, and SFSCs are broadly defined to recognize scholarship that includes discovery, integration, application and outreach. Evaluation materials should document a scholarly approach to the development, performance and communication of these activities. For illustrative examples of scholarly activities that may be recognized see pages 62-63 of the *Faculty ASPT Policies, January 1, 2017*.

## General Statement on Service

Faculty are expected to provide service to their departments, the College, and the University as well as to their professional organizations and practitioners. The applied nature of programs in the College provides multiple opportunities for faculty members to engage in service activities. Service in which faculty members apply their unique expertise to improve professional practice or to enrich community life is highly valued. For illustrative examples of service activities that may be pursued see pages 63-64 of the *Faculty ASPT Policies, January 1, 2017*.

## Granting of Tenure

Probationary tenure-track faculty members are responsible for demonstrating that the granting of tenure is warranted through their performance during the probationary period. An annual Performance Review and Department Chair/School Director oversight, through ongoing supervision and communication, will guide probationary faculty members.

To be granted tenure, faculty must document high-quality professional contributions, throughout the probationary period, in all three areas of performance review. Their work should demonstrate a positive impact on teaching, scholarship, and service in their department and discipline. Faculty must show evidence of developing a focused area of scholarly expertise and demonstrate the ability to function as a contributing colleague within the culture of their Department or School College and University. An individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be recommended for tenure.

## Promotion In Rank

Associate Professor. Except in unusual circumstances, promotion to this rank will not be granted prior to recommendation for tenure. Earning this rank requires a level of accomplishment that is expected to take most entry-level faculty members six years to achieve.

Specifically, promotion to the rank of Associate Professor requires a high level of competence as a teacher. Successful candidates for promotion to Associate Professor will document an ability to teach courses important to the department's mission. They will have a record of high quality teaching. They will have contributed to curriculum development in their department, demonstrated good mentoring of students in and out of the classroom, and/or demonstrated an ability to help students apply theory to practice. Successful candidates for Associate Professor must document scholarly accomplishments that include, among other scholarly and creative activities, peer reviewed publications and a developing, focused area of scholarship. These accomplishments must establish a level of expertise recognized at least at the regional level by their colleagues in higher education and/or industry. Successful candidates for Associate Professor must document significant departmental service and active involvement in College, University and discipline based service activities. Documentation of high quality teaching and scholarly productivity is more critical to being promoted to Associate Professor than service.

Professor. This is the highest rank faculty may earn and it is not attained solely by time as an Associate Professor. Successful candidates must demonstrate teaching, research, and service accomplishments that exceed minimal criteria for satisfactory annual performance. Successful candidates for this rank will provide evidence of continuing high quality teaching and significant participation in their Department/School teaching mission, which may include involving students

in their area of scholarship, influencing curriculum development in their department, and/or mentoring junior faculty. Successful candidates for Professor will document their expertise and scholarship are important to society or to the work of other scholars and/or the practices and policies of their professional area. Successful candidates for Professor will document that their provision of service is meaningful and has had a demonstrable impact to their Department or School, College, University, professional organizations and/or society. Promotion to this rank requires sustained accomplishments across all three areas of performance review over a significant period of time. Successful candidates for Professor must be truly outstanding in at least one area of performance review.

Candidates submitting materials for promotion to Professor are encouraged to include written evaluations from peer evaluators external to ISU who are qualified to comment on contributions to the discipline. The strongest evidence of performance in the area of scholarship and creative activity comes from one's peers within the discipline. Generally, those who can best judge the quality of such work are those who have similar academic interests and work outside of this University. On the other hand, the best evaluations of the quality of a faculty member's teaching and service are peers within the academic department.

#### Salary Incrementation

Department/School policies must maintain the ability to make significantly different awards for differential performance.

Departments/Schools may not develop policies that circumvent the need to make salary incrementation awards to faculty members based on performance in the three areas of performance review.

#### Procedures

Faculty members are responsible for submitting their documentation for performance, promotion or tenure evaluation. They must submit their documentation in the CFSC required formats and must include all files requested and all teaching performance data that is required by the College. DFSC/SFSC reports on each candidate for tenure and promotion are to be submitted on the form provided by the CFSC and should be accompanied by the files requested.

#### Review of DFSC/SFSC Policies and Procedures

The CFSC is responsible for reviewing and approving the criteria developed by each DFSC/SFSC. At a minimum, these criteria must implement the ASPT Policies as well as the CFSC Standards.

*Approved by the CFSC April 4, 2005*

*Approved by the College DFSCs and SFSCs April 14, 2005*

*Approved by the URC August 30, 2005*

*Approved by the CFSC November 13, 2009*

*Approved by the CFSC October 21, 2011*

*Approved by the CFSC February 22, 2018*

## FACULTY APPOINTMENT, SALARY, PROMOTION, AND TENURE (ASPT) STANDARDS

College of Arts and Sciences

January 2019

The College of Arts and Sciences is committed to a system of faculty evaluation and compensation that promotes the highest quality professional work by faculty. The College standards are meant to encourage departments/schools to set high expectations for faculty performance and to offer appropriate rewards to faculty based upon their accomplishments in teaching, scholarly and creative activity, and service that genuinely advance the mission of the department/school, College, and the University.

The most important principle of effective faculty evaluation is peer review. The strongest evidence of performance in the area of scholarship and creative activity comes from one's peers within the discipline. Generally, the best judges of the quality of such work are those who have similar academic interests and whose judgments influence dissemination in appropriate scholarly or creative venues. The best evaluators of the quality of a faculty member's teaching and service are peers within the academic department.

### CFSC POLICIES

The College Faculty Status Committee (CFSC) shall be composed of the Dean of the College, who is an ex officio voting member and six members of the College faculty who represent the three groups (Natural Sciences and Mathematics, Social Sciences, Humanities). Each group has two members elected for two-year staggered terms. No Department/School can have more than one representative. All members of the committee must hold tenure. College Council members shall not be eligible to serve. No faculty member may serve more than two consecutive terms. Faculty members may serve on only one ASPT committee at a time (URC, FRC, CFSC, D/SFSC).

CFSC members may participate in, be present at, and vote in ASPT deliberations (including appeals) involving individuals from their own departments/schools. However, requests to have a CFSC member recused (regardless of Departmental/School affiliation of the member) can be made by the applicant or by the Chair/Director/DFSC/SFSC of the Department/School. Persons making such a request must provide the Dean a brief written explanation. These requests will be considered by the Dean and the CFSC on a case-by-case basis. A CFSC member may recuse herself/himself at any time but should not provide an explanation for his or her recusal. Individuals may not serve on CFSC the year they are being considered for Tenure, Promotion, Distinguished or University Professor.

### PROMOTION AND TENURE

Evaluation of the professional performance of faculty cannot be reduced to simple numeric standards. D/SFSCs and the CFSC must make judgments about the overall quality of a candidate's performance in accordance with the unit's "satisfactory" and "unsatisfactory" standards as these committees make

recommendation on promotion and tenure. Given these assumptions, the following standards should apply in considering all applications for promotion and tenure within the College:

To qualify for promotion and tenure, a faculty member must exhibit sustained and consistent high quality performance in all faculty roles.

1. Each candidate for promotion or tenure must present evidence of high quality achievements in teaching. Evidence of high quality teaching must include a statement that addresses the candidate's teaching philosophy and goals, as well as examples of course materials (e.g., syllabi, selected assignments). It is the responsibility of the Chair/Director to provide a summary of systematically gathered student reactions to teaching performance, with results placed in the context of departmental norms.
2. Each candidate for promotion or tenure must present high-quality scholarly or creative works. These works may have appeared in any medium, but the scholarly or creative works will have been subject to external peer review appropriate to the discipline. Successful scholarly or creative records normally also include additional evidence of scholarly productivity demonstrated by activities such as conference papers, performances, invited addresses or funded external grants. Evidence of high quality scholarly or creative works should include a statement that addresses how the work contributes to the discipline and plans for future work.
3. Each candidate for promotion or tenure must present evidence of service activities that advance the mission of the department, college, university, discipline, or community.
4. The scholarship or creative work of each candidate for promotion or tenure will be evaluated by at least three and no more than six scholars from his or her discipline and external to Illinois State University. The external reviewers should be at or above the rank that the candidate is seeking and should not be former mentors, former students, spouses or significant others, co-authors, or co-investigators on grants. Guidelines for conducting the review will be developed by each Department/School and added to the Department/School's ASPT document.
5. The College regards the customary six-year probationary period in rank as an opportunity to observe a candidate's sustained performance in teaching, scholarship/creative activity and service before awarding promotion and tenure. Early promotion and tenure is unusual in the College and shall occur only when the candidate has exhibited an extraordinary scholarly record, an exceptional record of teaching performance, and appropriate service.
6. Each candidate for tenure will undergo a mid-probationary tenure review conducted by the D/SFSC in the candidate's third or fourth year in order to assess the candidate's progress toward tenure.

Written departmental assignments for faculty may emphasize one of the faculty roles over others for purposes of evaluation. However, all candidates for promotion and tenure must have a record that includes peer-reviewed scholarly or creative works, and strong teaching.

To ensure uniformity in the presentation of information on candidates for promotion or tenure, all D/SFSCs shall utilize the College format for documentation of promotion and tenure cases.

## PERFORMANCE REVIEW

Departmental/School guidelines for the annual performance review of faculty should reflect the strategic directions and values of the Department/School. These guidelines should be designed to recognize faculty contributions in both short-term and long-term performance.

Faculty's overall annual performance will be evaluated in accordance with "satisfactory" and "unsatisfactory" standards developed by each Department/School's Faculty Status Committee (D/SFSC). Departments/Schools may choose to provide separate assessments of faculty performance in each evaluation category (teaching, scholarly and creative productivity, and service) as either "satisfactory" and "unsatisfactory," but must provide an overall assessment of "satisfactory" or "unsatisfactory." In addition, a separate interim appraisal of the faculty member's progress towards tenure and/or promotion must be included (see VII.E., p.23 in the University ASPT policies).

Annual performance review of faculty should be consistent with the annual assignment letters provided to each faculty member by the Chair/Director. Assignment letters should include information on the faculty member's teaching load for the year, the amount of time assigned to scholarly and creative activities, and any other assignments expected to utilize significant portions of a faculty member's time.

## SALARY REVIEW

Annual salary review should be directed toward ensuring that faculty salaries are consistent with performance and contributions to the department, in both the short term and the long term. The Chair/Director serves as chair of the D/SFSC and is responsible with presenting to the D/SFSC a set of recommendations regarding the distribution of salary increment funds. The D/SFSC is responsible for input and final approval of salary recommendations.

The College Standards were approved by a majority vote of the Departments/Schools, March 27, 2018.

The College Standards were approved by the CFSC, April 6, 2018.

The College Standards were approved by the University Review Committee, [enter date].

## 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.



To: University Review Committee

From: Ad Hoc Committee for ASPT Equity Review

Re: Recommendations for review and approval

Dear members of the University Review Committee,

In Spring 2016, the Faculty Caucus of the Academic Senate approved the formation of an ad hoc committee for ASPT Equity Review. The charge of this committee was to “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” according to ASPT policy II.D. Seating of the committee was delayed for one year while a search for a new Director of the Office of Equal Opportunity and Access was conducted and the new director brought onboard at ISU. The committee met in Fall 2017 and Spring 2018. Below we briefly summarize our specific recommendations to the URC regarding ASPT policy II.D. and related aspects of equity among faculty; recommendations as to our charge regarding ASPT policy II.D. are expanded upon in the “Proposed Scope of Each Year’s Equity Study” that follows this cover memo.

### **Brief policy history note**

Since the formation of the ad hoc committee, research into the archives of the University’s shared governance system has confirmed that Article II.D originated in part and possibly in large part due to concerns regarding equity as it relates to affirmative action. These concerns regarding equal opportunity and access were also the main focus of the 2017-18 ad hoc committee’s work.

### **Brief summary of recommendations**

The committee is recommending the following schedule for conducting reviews of equity in relation to equal opportunity and access within the ASPT system over repeatable five-year periods:

- 1) Years 1, 6, 11, etc.: Comprehensive collection of salary data for further analysis by URC and/or CFSCs in comparison to college information regarding performance
- 2) Years 2, 7, 12, etc.: Quantitative analysis of conditions prior to tenure and first promotion
- 3) Years 3, 8, 13, etc.: Quantitative analysis of conditions following tenure and first promotion
- 4) Years 4, 9, 14, etc.: Two separate studies, the first regarding unsatisfactory ratings in performance evaluations and the second regarding dynamics of counteroffers/resignations
- 5) Years 5, 10, 15, etc.: Analysis of activity in the newly adopted ASPT disciplinary system

Details of this repeatable cycle and schedule may be found on the subsequent pages.

We recommend that by the end of each five-year cycle, the URC scrutinize and reassess the specific elements within the cycle with an eye toward adjusting processes, eliminating portions of the study that appear not fruitful, and/or calling for another ad hoc committee to adjust the schedule and its contents.

ASPT policy gives the URC the authority to conduct equity reviews, which by their nature involve the handling of sensitive information. The ad hoc committee discussed and reaffirmed the sense that the URC is authorized to receive this information because they are specifically charged to carry out II.D and they are held to a standard of confidentiality by ASPT policy, being expected to deliberate about the information in closed session when warranted. In addition, we agreed that for all recommendations within the “Proposed scope of each year’s equity study” that entail the use of various sensitive categories, controls, and intersections, Planning, Research, and Policy Analysis will need to consult with the Office of Equal Opportunity and Access, with Legal Counsel, and with the URC regarding how to protect individual identities in association with confidentially disclosed information from being revealed to URC, CFSC, or DFSC members or the faculty at large who are not authorized by ASPT policy or by law to have access to them.

### **Consideration of equity outside the policy history and framework**

Given that the Spring 2016 Faculty Caucus also expressed concerns regarding equity not specifically related to equal opportunity and access as defined in Policy 1.1 Equal Opportunity / Non-Discrimination, the committee would like to make specific remark regarding its discussions of internal compression and inversion (often thought of as the *totality* of internal equity rather than just a portion) as well as competitiveness of salaries and promotional increments in the national and international academic arena (sometimes thought of as external equity).

The committee chose not to include these two priority items within the scope of the equity studies to be performed under ASPT Article II.D. Again, these items relate to 1) competitiveness and retention success in faculty salaries and 2) internal compression and inversion not related to OEOA considerations. The committee strongly feels that these two items require the *ongoing* attention of the URC and the administration, either yearly or every other year. As an institution, we lack competitiveness in faculty salaries at the associate and full professor levels, and likely at the advanced assistant level. We are therefore at a disadvantage when attempting to employ a full range of retention strategies. Given the cost of faculty searches as documented in the URC’s recent white paper on performance increments that resulted in an adjustment in January 2018, we encourage that a high priority of the administration should be to keep starting assistant professor salaries at or above the median for comparator institutions and to adjust associate and full professor salaries gradually so that they rise to a level at or above the median for comparator institutions. This would include attention to overall annual salary increases by the administration. It would also require that the URC give attention to ASPT Article XII.A.5 (January 1, 2017 version) more frequently than during the five-year comprehensive revisions of ASPT policy.

More detailed comparison to each discipline’s medians at comparator institutions should occur at least once every five years; these should either be provided to department by the administration, or vice versa where publicly and easily available to department chairs.

We would also emphasize that internal compression and national comparator adjustments should not be distributed only to those faculty already receiving salary increments based upon placement in the *highest* merit categories, but be distributed across *all* merit categories in appropriate proportions, particularly given the impact of a recent series of years of low to no raise increments.

To emphasize, we strongly encourage the URC and the administration to continue to monitor the competitiveness of our promotional increments and to adjust these increments routinely rather than once every five years (or even less frequently). When doing so, we recommend that attention be paid to avoiding

unintended compression and inversion impacts, particularly upon full professors both recently promoted and holding many years in rank. This will be especially important for departments with a significant proportion of full professors where built-in ASPT salary increments for equity are less likely to cover the need for case-by-case adjustment.

### **Consideration of faculty equity outside of the ASPT system**

The ad hoc committee also discussed whether non-tenure-line faculty salaries or other factors should be included in any equity study. The University of North Carolina at Chapel Hill included such faculty in their salary study. Given that we believe there to be differences in the gender and racial/ethnic makeup of our non-tenure-line faculty compared to our tenure-line faculty (for example, fewer international faculty, fewer faculty of color, and/or more women), the committee felt that these salaries and demographics may deserve study. However, we determined such study beyond the scope of the ad hoc committee and the URC given that this faculty does not fall under the jurisdiction of ASPT policy. We look forward to the Faculty Caucus considering the issue, including how salaries and other factors for non-tenure-line faculty and other instructors may impact ASPT faculty.

### **Proactive approaches to equity in equal opportunity and access**

Finally, we bring it to the attention of the URC that the URC can help D/SFSCs mitigate against unconscious bias in the performance review processes and other ASPT processes without waiting for the results of these equity studies under ASPT II.D. The existing literature on human resources recruitment and retention, faculty recruitment and retention, and recruitment and retention of faculty in specific disciplines, as well as the findings and recommendations from other institutions surveyed by the ad hoc committee (University of California, Berkeley; UNC-Chapel Hill; University of Illinois at Urbana-Champaign; University of Michigan) could be of assistance.

The committee discussed at some length as well the distribution of supportive goods within departments, within colleges, and among colleges. While we ultimately determined that such goods (graduate assistant support; release time; course load; service load; recruitment into internal departmental administrative roles; “quiet” support such as requests for seed support from Foundation funds; distribution of assignments and/or workloads within departments such as number of graduate students and/or teacher candidates supervised, etc.) did not fall directly within ASPT jurisdiction, they could have a significant impact upon salary distribution and promotional success. We encourage the URC to discuss whether it might be able to issue guidance, recommend changes to the collection templates for annual faculty productivity reports, and/or encourage the promulgation of policy by departments regarding fair and equitable distribution of such goods. Uniform data collection regarding such distributions would be difficult, but local and college level analyses could be fruitful in identifying structural inequities. We call the committee’s attention specifically to the University of California, Berkeley’s report, pages 57-61.

The URC can help to set a tone of attention to equity through possible policy changes as well as through recommendations and/or mandates regarding evaluative procedures for D/SFSCs and CFSCs.

Proposed scope of each year's equity study  
Based on ASPT equity ad hoc committee's discussions

Year one:

Salary, with each faculty member's monthly salary adjusted into an annual standard for ease of analysis and layperson comprehension, broken out by the following categories related to equal opportunity and access:

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military/non-military, if possible
6. Age
7. Intersections of the above as determined by the URC and PRPA, once the raw data is received

Controls:

1. highest earned degree
2. years since appointment on tenure-line at ISU
3. rank
4. years in rank (both with and without this control; as well as intersection of rank by years-in-rank)
5. departmental affiliation by department of rank
6. past administrative appointment or not (chairs/deans/Provost office & deans offices AP roles)

Type:

- a. snapshot in time rather than longitudinal
- b. two key sub-models:
  - i. controlled for experience, field and rank
  - ii. same without controlling for rank
- c. total population model (for example, large, high-paid colleges that throw our data off can be excluded in a not-total-population model)
- d. white-male model with possible sub-models (for example, compared to all-women and compared to all-faculty-of-color) as determined by URC and PRPA

Following receipt of the raw and intersectional data by URC, URC will need to work with CFSCs to combine the results of the multiple regression analyses with assessment of individual faculty performance. This is not a URC-level endeavor, but a CFSC-level endeavor, with CFSCs reporting back to the URC regarding findings and corrective steps if identified.

A few studies from other universities that the ad hoc committee examined show the percent distribution of male/female, race/ethnic identity across departments. The Academic Planning Committee and PRPA already currently track this type of data in a different way through Academic Program Profiles and the APC encourages diversification plans; however, seeing concentrations comparatively on one graph may be informative to considerations of how work environment may be affecting outcomes.

## Year two

Quantitative analysis of conditions or dynamics from appointment through tenure; longitudinal; no controls for departmental affiliation in year two, judgment of URC and the administration in years seven and beyond

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful tenure cases and promotions to associate professor, time-to-tenure-and-promotion, non-reappointments, tenure denials, and resignations/retirements prior to tenure-and-promotion.

UID scope: All persons appointed without tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of appointments should be represented during the year two study, fifteen years during year seven, and twenty years in subsequent cycle years

Once the raw data regarding how many persons were appointed without tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of hire" and "at the time of the study or last year tracked if non-reappointed/tenure denied/resigned/retired."

The URC will also be provided with the overall percentage of the total appointed who have been tenured/promoted. Within the subset of those tenured/promoted, percentages will be provided according to gender, race/ethnicity, disability status, country of origin, military/non-military, and age. Time to tenure-and-promotion will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who have been non-reappointed. Within non-reappointments, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to non-reappointment will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who were denied tenure upon applying for it. Within non-reappointments due to tenure denial, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to tenure denial will also be provided, both overall and broken out according to gender, etc.

The URC will be provided finally with the overall percent of the total appointed who resigned/retired prior to tenure/first promotion. Within those resignations/retirements, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to resignation/retirement will also be provided, both overall and broken out according to gender, etc.

### Year three

Quantitative analysis of conditions or dynamics from tenure through resignation/retirement; longitudinal

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful promotions to full professor, time-to-promotion to full professor, resignations/retirements prior to promotion to full professor, and time-to-resignation/retirement prior to promotion to full professor.

UID scope: All persons tenured or hired with tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of hiring should be represented during the year three study, fifteen years during year eight, and twenty years in subsequent cycle years.

Once the raw data regarding how many persons were tenured or hired with tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of tenuring/appointment with tenure" and "at the time of the study or last year tracked if resigned/retired."

The URC will also be provided with the overall percent of the total who have been promoted to full professor and/or appointed at full professor at or after the year of eligibility. Within the subset of those promoted to full professor, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. The time to promotion to full, both overall and broken out according to gender, race/ethnicity, etc will also be provided. For those eligible to be promoted who have not yet been promoted but remain employed at ISU, the overall and broken down percentages will be provided along with the number of years since tenure/appointment with tenure.

In addition, the overall percent of the total who resigned/retired prior to second promotion and the time between tenure/appointment with tenure and resignation will be provided. Within this subset of resignations/retirements prior to promotion to full professor, the percentages according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age will be provided.

## Year four

Two simple studies will be performed:

- 1) The Provost's office will provide data on the percentage of faculty members receiving unsatisfactory ratings from DFSCs as compared to the total ASPT faculty, and will further break this data out by gender, race/ethnicity, etc. (according to our year one scope). It will compare this broken-out data to the total ISU tenure-line population to see if there are patterns of disproportionality such as would be analogous to studies in K-12 education that have found that the race/ethnicity and gender of students suspended is disproportionately African American males. If year nine data yields no remarkable results, this study might not need to be repeated in year fourteen, year nineteen, etc. The intention of this study will be to examine the success/failure of our system of rewards, including merit-based salary increments, formative feedback, and other factors intended to encourage successful faculty productivity outcomes.
- 2) Starting in FY19, the Provost's office will ask chairs/directors to provide data regarding all persons who leave a faculty role for positions outside of the University, with or without a request for a counteroffer, and regarding the percentage of any counteroffer in relation to current salary for all faculty who received a counteroffer, coded by whether they stayed at ISU or were not retained. This data will be collected and in year four will be provided to the URC. It will be broken down by department and by gender, race/ethnicity, etc. (according to our year one scope). These two break downs need not be intersected if to do so would reveal confidential personnel information. Records of institutions to whom we have lost faculty may also be of interest in formulating optimum retention strategies for ISU. The intention of this study will be to examine the success/failure of our efforts to retain faculty and the ability of ISU to offer competitive salaries.

Year five

Study of sanctions/suspension/dismissal outcomes

The Provost's office will provide the overall percentage of faculty members sanctioned/suspended/dismissed (in the aggregate, with dismissals not separated from suspensions, suspensions not separated from sanctions) as compared to the total ASPT faculty.

It will also provide data regarding how the persons discipline break down by gender, race/ethnicity, etc., according to our year one scope.

Intersections here (e.g. white male, black female, disabled older-than-peers faculty member) will be provided.

These statistics will be reported confidentially to the URC in the aggregate, not broken down by college or department, in order to protect the identities of disciplined faculty. According to proposed Article XII.A.7, confidential reports of disciplinary actions will also be submitted annually by the Provost to the URC. However, such annual reports may or may not include data related to equal opportunity and access considerations, so may not related directly to these year-five studies.



**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, May 3, 2018  
2 p.m., Hovey 102

**MINUTES**

Members present: Angela Bonnell, Sam Catanzaro (non-voting), Diane Dean, Kevin Edwards, Joe Goodman, Doris Houston, Sheryl Jenkins, Rachel Shively, Sarah Smelser

Members not present: Michael Byrns

Others present: Bruce Stoffel (recorder)

Note: In these minutes “URC” refers to the University Review Committee at Illinois State University; “FRC” refers to the Faculty 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, Illinois State University; “CFSC” refers to college faculty status committee as provided for in ASPT Policies of Illinois State University; “DFSC” refers to department faculty status committee as provided for in ASPT Policies of Illinois State University; “SFSC” refers to school faculty status committee as provided for in ASPT Policies of Illinois State University; “ad hoc equity review committee” and “equity review committee” refer to the Ad Hoc Committee for ASPT Equity Review established by the Faculty Caucus of the Academic Senate at Illinois State University; and “AAUP” refers to the American Association of University Professors. Any references in these minutes to “DFSC” refer to both DFSC and SFSC, and any references to “department” refer to both department and school.

I. Call to order

Chairperson Diane Dean called the meeting to order at 2:05 p.m. A quorum was present.

Dean announced that she has scheduled several items for review and approval by URC via email after this meeting. The items include four sets of URC meeting minutes, CFSC annual reports (one from each of the seven colleges), and the annual report from the Faculty Review Committee to URC. Items will be made available to URC members on Monday, May 7, 2018. URC members are asked to submit any requests they may have for changes to the documents via email no later than 5 p.m., Friday, May 11, 2018. A document for which no requested change is submitted will be considered approved by URC on that date. If any URC member requests a change to a document, all URC members will be polled regarding the change. A final vote will then be taken regarding the document via email.

Shively asked about the URC role with regard to the FRC report. Bruce Stoffel advised that URC should review the report for clarity and completeness; the action to be taken by URC is to accept the report as submitted or to request that FRC clarify the report or provide additional information. Stoffel explained that the URC role is the same with respect to the CFSC annual reports. Dean noted that URC has been receiving the FRC and CFSC reports for many years but has not discussed them at great length. She said in the coming year URC may want to review a compilation of longitudinal data submitted by the CFSCs and by FRC in their reports.

II. University Policy 3.3.9: Proceedings in Faculty Academic Freedom Suspension, Dismissal, and Non-reappointment cases (see attached)

Dean explained that University Policy 3.3.9 needs to be revised to account for the disciplinary articles adopted by the Caucus in spring 2018. She reported that Caucus Chairperson Susan Kalter has submitted the policy to URC with her comments and suggestions. Kalter has invited URC to submit to the Caucus any comments URC may have regarding the proposed re-draft of the policy. Dean then reviewed the comments and suggestions made by Kalter regarding the policy. Dean said her only question regarding Kalter’s suggestions relates to the

passage, “Language and philosophy developed by the American Association of University Professors (AAUP) regarding faculty tenure, suspension, and dismissal.” Dean recalled that when URC was drafting the disciplinary articles for consideration by the Caucus, URC members decided that AAUP guidelines should be considered by URC but should be incorporated into the articles only if deemed appropriate given the unique circumstances at the University. Dean added that the Caucus, when considering the disciplinary articles recommended by URC, more than once decided to revise passages to align more closely with AAUP guidelines. Catanzaro said he thinks the wording of the passage cited by Dean allows the University flexibility to adapt AAUP guidelines to university policies. He asked URC members if they concur. Discussion ensued. Shively pointed out the importance of considering the passage with the phrase preceding the source list in the policy: “These procedures follow general principles set forth in:” Doris Houston said she interprets the passage as supporting AAUP-cited best practices, to which all universities contribute and from which all universities benefit. Angela Bonnell noted that University Policy 3.3.9 had been intended to guide academic freedom cases; Bonnell said she appreciates the concerns raised by Dean given that references to academic freedom cases do not appear in the proposed revised policy. Sheryl Jenkins suggested removing the phrase “Language and” from the passage cited by Dean, stating that the policy without that phrase would be broader and provide the University more flexibility in developing procedures for suspension, dismissal, and non-reappointment cases. Houston agreed.

Jenkins moved a friendly amendment to the proposed revised University Policy 3.3.9 to delete the phrase “Language and” from the passage, “Language and philosophy developed by the American Association of University Professors (AAUP) regarding faculty tenure, suspension, and dismissal.” Houston seconded the motion. The motion carried on voice vote, all voting in the affirmative.

### III. Recommendations to URC from the Ad Hoc Committee for ASPT Equity Review (see attached)

Dean summarized her notes regarding equity review scope changes suggested by URC members at the April 26 committee meeting. Suggestions cited by Dean include changing references in the report from years of study to phases of study, because some studies in the five-year equity review cycle may take more than one year to complete and some may take less than a year; removing references to specific research methods and instead permitting URC to determine methods as it designs each of the five studies; not referencing names of departments in initial reports to the Academic Senate regarding study findings; and deleting the reference to “white-male model with possible sub-models” from the scope of the year one study (which, Dean noted, would be removed from the document anyway if references to methods are removed).

Joe Goodman distributed a set of charts (see attached) he created using data extracted from a *Chronicle of Higher Education* online database. The charts compare average tenure-line faculty salaries at Illinois State University with average tenure-line faculty salaries nationally and state-wide. In the national comparison, average salaries are disaggregated by rank and gender. In the state comparison, average salaries are disaggregated by rank. Goodman explained that the data points are average salaries across all disciplines, noting that the analysis would become more complicated if salary data were disaggregated by discipline. Kevin Edwards asked if Illinois State University salary data used to compile the charts include salaries of Mennonite College of Nursing faculty, noting that including data from that college could skew the university averages. Goodman responded that Illinois State University salary data in the *Chronicle of Higher Education* database were provided by the University. In that case, Dean said, Mennonite College of Nursing faculty salaries would be included in the data charted by Goodman.

Goodman recommended not committing in the equity study scope statement to conducting multiple regression analyses because other methodologies such as cluster analysis may be more appropriate. The data charts, Goodman explained, suggest the advisability of URC more carefully considering methods before specifying the methods it will use. Dean reported that every comparable equity review study considered by the ad hoc equity review committee used regression analyses. She said the information Goodman has provided suggests that regression analysis might not be the most appropriate approach in every instance.

Dean noted that the charge to the ad hoc equity review committee included consideration of equity in faculty assignments, performance evaluations, and workload. She reported that the equity review committee has determined that such information cannot easily be collected. She said URC can instead ask CFSCs to consider

those issues. Goodman asked if the intent is for CFSCs to conduct the analyses. Catanzaro explained that URC is to commission the appropriate university offices to compile data and run the analyses and then ask CFSCs to review the results for their college to provide context. Information colleges will need to provide that context, such as faculty productivity, is not available outside the colleges, Catanzaro explained. Dean added that URC is to review results before sending them to the colleges, in the process flagging data URC believes should be examined to determine whether inequities exist.

Dean noted that at the April 26 URC meeting committee members acknowledged that the concept of an equity re-distribution plan will need URC attention next fall, since such plans are not addressed in the ad hoc equity review committee final report. Among issues to be considered, she said, are how inequities can be addressed, resources available to address them, and timelines for eliminating inequities. Next fall, Dean said, URC will work with Alan Lacy (Associate Vice President for Academic Fiscal Management) and Catanzaro to establish general principles for addressing inequities, to guide compilation of re-distribution plans if and when such plans are deemed necessary.

Dean explained that the task before URC at this time is to draft a report to the Caucus communicating URC recommendations regarding the ad hoc equity review committee final report. She asked URC members if they are comfortable sending recommendations to the Caucus this spring. Edwards asked how the cycles (phases) are to be defined in the URC recommendations. Houston said a report will need to be submitted to the Caucus each year of the five-year equity review cycle. Edwards asked if the studies set forth in the five-year cycle could then overlap (since it may take more than a year to complete a study). Smelser said her understanding is that the studies are not to overlap, that URC is to complete one study before starting the next. Shively said URC had talked at its last meeting about considering the first five-study cycle as a pilot, completing each of the five studies back-to-back to determine how long each would take. Dean agreed, stating that equity review will need the full attention of URC in the coming years until it can be determined how long it will take to complete the five studies.

Houston moved to approve the pilot equity review study with the amendments previously discussed by URC. Shively seconded the motion. Goodman said he will oppose the motion, not because he objects to the URC recommendations but because he prefers to review the recommendations before he votes on them. He explained that he is taking this position because the issue is so important to the University. Smelser asked if there are any other ways to approve the recommendations to the Caucus this spring without doing so at this meeting. Dean said the only options she can suggest are approving the report via email or meeting again in person before the end of the academic year. URC members agreed to meet again at 2 p.m. on Thursday, May 10, 2018, to consider recommendations drafted by Dean. Houston then withdrew her motion to approve the report. Catanzaro thanked committee members for their many contributions to the work of the committee, especially at this busy time of year.

#### IV. Review of 2017-2018 URC work, a look ahead to 2018-2019, and thanks to committee members

Dean announced that Jenkins, Houston, and Michael Byrns will not be rejoining URC next academic year. She explained that Jenkins is completing her second consecutive term on the committee (and, therefore, is not eligible to serve on the committee in 2018-2019). Houston announced she will need to resign from the committee before completing her second consecutive term, because she will be serving as interim director of the School of Social Work next year. Houston said she has appreciated her time on the committee, noting that most members of the university community do not know the importance of URC work. Dean thanked Jenkins and Houston for their many contributions to the ASPT system through their dedicated service on URC. A hearty round of applause followed.

Dean then summarized work completed by URC this academic year: supporting the work of the ad hoc equity review committee and completing a recommendation to the Caucus regarding the final report of that committee, supporting Caucus deliberations regarding the disciplinary articles, reviewing college ASPT standards for alignment with ASPT Policies, recommending a revision to ASPT Policies regarding teaching evaluations, making recommendations to the Academic Senate regarding university policies 3.2.4 and 3.3.9, and fielding a policy inquiry from a faculty member. Dean also noted that retroactive salary increases related to promotions in faculty rank were approved by the President this past year. She reminded URC members that the increase had

been recommended by URC in a prior year. That is a good example, she said, of not necessarily seeing the fruits of the committee work until sometime in the future.

Dean said that URC has a busy agenda for fall 2018: the first study of the equity review cycle, supporting Catanzaro in providing training to ASPT committee members, review of any changes to the disciplinary articles proposed by either Mennonite College of Nursing or Milner Library before those changes are considered by the Caucus, another round of college ASPT standards reviews, and a study of service assignments (which URC was unable to conduct this academic year due to other priorities). Bonnell reported that Milner Library faculty will work on a disciplinary articles proposal this coming summer, with a goal of presenting a proposal to URC in early fall. Jenkins reported that Mennonite College of Nursing faculty continues to discuss whether to start drafting its disciplinary articles proposal this summer or fall. Dean said URC normally does not convene for the first time in an academic year until mid to late September and does not usually start its work until October. But because URC will need to complete more work than usual in fall 2018 and do so earlier in the semester than usual, the committee will need to convene in early September, she said. Dean said she has asked Stoffel to send a scheduling poll to committee members in mid August so the committee can meet as early in September as possible.

V. Other business

There was none.

VI. Adjournment

Smelser moved that the meeting adjourn. Goodman seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:04 p.m.

Respectfully submitted,  
Sheryl Jenkins, Secretary

Bruce Stoffel, Recorder

Attachments:

*3.3.9: Proceedings in Faculty Academic Freedom Suspension, Dismissal, and Non-reappointment Cases, 03.26.18.01, From Senate Chairperson Kalter (April 27, 2015), Dist. to Executive Faculty Caucus 4/02/18*

Ad Hoc Committee for ASPT Equity Review committee charge (n.d.); Memorandum to University Review Committee from Ad Hoc Committee for ASPT Equity Review re recommendations for review and approval (n.d.)

Faculty salary charts compiled by Dr. Joe Goodman, University Review Committee member, from data extracted from *The Chronicle of Higher Education*, and distributed by Dr. Goodman at the May 3, 2018 University Review Committee meeting.

03.26.18.01

From Senate Chairperson Kalter (April 27, 2015)  
Dist. to Executive Faculty Caucus 4/02/18

*chair simply created unified draft based on 2014-15 Faculty Affairs Committee work*

### 3.3.9 Proceedings in Faculty Academic Freedom Suspension, Dismissal, and Non-reappointment Cases

Individual rights and institutional integrity require that a procedure be established for handling faculty suspension, dismissal and non-reappointment cases when they arise at Illinois State University. General guidelines for this procedure of academic due process are These procedures follow general principles set forth in:

1. "Governing Policy for the Regency Universities of the State of Illinois," Board of Regents, Springfield, Illinois, May 4, 1969. Article IV, Sections 3 and 5 deal with academic freedom and tenure.
2. "Bylaws of the Board of Regents," Board of Regents, Springfield, Illinois, May 4, 1969. Section 2 B 3 specifies the powers and duties of the Board with regard to employment and removal of academic personnel. Other sections are either directly or indirectly related to this power.
3. The Illinois State University Constitution. "Illinois State University Constitution," Article III Sections 2, 3, 4, and 5 deal with the topics of concern to this policy statement.
4. "Bylaws of Illinois State University." The Governing Documents of the Board of Trustees.
5. "Statement of Principles on Academic Freedom and Tenure," AAUP Bulletin, Summer, 1963. (Ratified by major professional organizations.) Language and philosophy developed by the American Association of University Professors (AAUP) regarding faculty tenure, suspension, and dismissal.
6. "Statement on Procedural Standards in Faculty Dismissal Proceedings," AAUP Bulletin, Spring, 1964.
7. "Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments," AAUP Bulletin, Spring, 1970.

The general policy of Illinois State University shall be to assure thorough and careful deliberation by elected members of the faculty prior to dismissal of a faculty member and/or cases of nonreappointment involving issues of academic freedom.

See also current specific procedures on file in Academic Senate Office.

Specific processes are detailed in the Illinois State University Appointment, Salary, Promotion, and Tenure ("ASPT") document.

Initiating body: Academic Senate

**Commented [SK1]:** Note from Senate chairperson Kalter: do we have a good reason for removing the idea of "academic due process" from this sentence?

**Commented [SK2]:** Renumber starting at #1 here.

**Commented [SK3]:** Note from Senate chairperson Kalter: was there a good reason for removing language that assures thorough and careful deliberation and that seats that deliberation in elected members of the faculty? For removing mentions of academic freedom from the document in their entirety?

**Commented [SK4]:** Note from Senate chairperson Kalter: did FAC ask the Senate clerk to perform a search of the Senate Office files for these procedures?

## 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.

To: University Review Committee

From: Ad Hoc Committee for ASPT Equity Review

Re: Recommendations for review and approval

Dear members of the University Review Committee,

In Spring 2016, the Faculty Caucus of the Academic Senate approved the formation of an ad hoc committee for ASPT Equity Review. The charge of this committee was to “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” according to ASPT policy II.D. Seating of the committee was delayed for one year while a search for a new Director of the Office of Equal Opportunity and Access was conducted and the new director brought onboard at ISU. The committee met in Fall 2017 and Spring 2018. Below we briefly summarize our specific recommendations to the URC regarding ASPT policy II.D. and related aspects of equity among faculty; recommendations as to our charge regarding ASPT policy II.D. are expanded upon in the “Proposed Scope of Each Year’s Equity Study” that follows this cover memo.

### **Brief policy history note**

Since the formation of the ad hoc committee, research into the archives of the University’s shared governance system has confirmed that Article II.D originated in part and possibly in large part due to concerns regarding equity as it relates to affirmative action. These concerns regarding equal opportunity and access were also the main focus of the 2017-18 ad hoc committee’s work.

### **Brief summary of recommendations**

The committee is recommending the following schedule for conducting reviews of equity in relation to equal opportunity and access within the ASPT system over repeatable five-year periods:

- 1) Years 1, 6, 11, etc.: Comprehensive collection of salary data for further analysis by URC and/or CFSCs in comparison to college information regarding performance
- 2) Years 2, 7, 12, etc.: Quantitative analysis of conditions prior to tenure and first promotion
- 3) Years 3, 8, 13, etc.: Quantitative analysis of conditions following tenure and first promotion
- 4) Years 4, 9, 14, etc.: Two separate studies, the first regarding unsatisfactory ratings in performance evaluations and the second regarding dynamics of counteroffers/resignations
- 5) Years 5, 10, 15, etc.: Analysis of activity in the newly adopted ASPT disciplinary system

Details of this repeatable cycle and schedule may be found on the subsequent pages.

We recommend that by the end of each five-year cycle, the URC scrutinize and reassess the specific elements within the cycle with an eye toward adjusting processes, eliminating portions of the study that appear not fruitful, and/or calling for another ad hoc committee to adjust the schedule and its contents.



ASPT policy gives the URC the authority to conduct equity reviews, which by their nature involve the handling of sensitive information. The ad hoc committee discussed and reaffirmed the sense that the URC is authorized to receive this information because they are specifically charged to carry out II.D and they are held to a standard of confidentiality by ASPT policy, being expected to deliberate about the information in closed session when warranted. In addition, we agreed that for all recommendations within the “Proposed scope of each year’s equity study” that entail the use of various sensitive categories, controls, and intersections, Planning, Research, and Policy Analysis will need to consult with the Office of Equal Opportunity and Access, with Legal Counsel, and with the URC regarding how to protect individual identities in association with confidentially disclosed information from being revealed to URC, CFSC, or DFSC members or the faculty at large who are not authorized by ASPT policy or by law to have access to them.

### **Consideration of equity outside the policy history and framework**

Given that the Spring 2016 Faculty Caucus also expressed concerns regarding equity not specifically related to equal opportunity and access as defined in Policy 1.1 Equal Opportunity / Non-Discrimination, the committee would like to make specific remark regarding its discussions of internal compression and inversion (often thought of as the *totality* of internal equity rather than just a portion) as well as competitiveness of salaries and promotional increments in the national and international academic arena (sometimes thought of as external equity).

The committee chose not to include these two priority items within the scope of the equity studies to be performed under ASPT Article II.D. Again, these items relate to 1) competitiveness and retention success in faculty salaries and 2) internal compression and inversion not related to OEOA considerations. The committee strongly feels that these two items require the *ongoing* attention of the URC and the administration, either yearly or every other year. As an institution, we lack competitiveness in faculty salaries at the associate and full professor levels, and likely at the advanced assistant level. We are therefore at a disadvantage when attempting to employ a full range of retention strategies. Given the cost of faculty searches as documented in the URC’s recent white paper on performance increments that resulted in an adjustment in January 2018, we encourage that a high priority of the administration should be to keep starting assistant professor salaries at or above the median for comparator institutions and to adjust associate and full professor salaries gradually so that they rise to a level at or above the median for comparator institutions. This would include attention to overall annual salary increases by the administration. It would also require that the URC give attention to ASPT Article XII.A.5 (January 1, 2017 version) more frequently than during the five-year comprehensive revisions of ASPT policy.

More detailed comparison to each discipline’s medians at comparator institutions should occur at least once every five years; these should either be provided to department by the administration, or vice versa where publicly and easily available to department chairs.

We would also emphasize that internal compression and national comparator adjustments should not be distributed only to those faculty already receiving salary increments based upon placement in the *highest* merit categories, but be distributed across *all* merit categories in appropriate proportions, particularly given the impact of a recent series of years of low to no raise increments.

To emphasize, we strongly encourage the URC and the administration to continue to monitor the competitiveness of our promotional increments and to adjust these increments routinely rather than once every five years (or even less frequently). When doing so, we recommend that attention be paid to avoiding

unintended compression and inversion impacts, particularly upon full professors both recently promoted and holding many years in rank. This will be especially important for departments with a significant proportion of full professors where built-in ASPT salary increments for equity are less likely to cover the need for case-by-case adjustment.

### **Consideration of faculty equity outside of the ASPT system**

The ad hoc committee also discussed whether non-tenure-line faculty salaries or other factors should be included in any equity study. The University of North Carolina at Chapel Hill included such faculty in their salary study. Given that we believe there to be differences in the gender and racial/ethnic makeup of our non-tenure-line faculty compared to our tenure-line faculty (for example, fewer international faculty, fewer faculty of color, and/or more women), the committee felt that these salaries and demographics may deserve study. However, we determined such study beyond the scope of the ad hoc committee and the URC given that this faculty does not fall under the jurisdiction of ASPT policy. We look forward to the Faculty Caucus considering the issue, including how salaries and other factors for non-tenure-line faculty and other instructors may impact ASPT faculty.

### **Proactive approaches to equity in equal opportunity and access**

Finally, we bring it to the attention of the URC that the URC can help D/SFSCs mitigate against unconscious bias in the performance review processes and other ASPT processes without waiting for the results of these equity studies under ASPT II.D. The existing literature on human resources recruitment and retention, faculty recruitment and retention, and recruitment and retention of faculty in specific disciplines, as well as the findings and recommendations from other institutions surveyed by the ad hoc committee (University of California, Berkeley; UNC-Chapel Hill; University of Illinois at Urbana-Champaign; University of Michigan) could be of assistance.

The committee discussed at some length as well the distribution of supportive goods within departments, within colleges, and among colleges. While we ultimately determined that such goods (graduate assistant support; release time; course load; service load; recruitment into internal departmental administrative roles; “quiet” support such as requests for seed support from Foundation funds; distribution of assignments and/or workloads within departments such as number of graduate students and/or teacher candidates supervised, etc.) did not fall directly within ASPT jurisdiction, they could have a significant impact upon salary distribution and promotional success. We encourage the URC to discuss whether it might be able to issue guidance, recommend changes to the collection templates for annual faculty productivity reports, and/or encourage the promulgation of policy by departments regarding fair and equitable distribution of such goods. Uniform data collection regarding such distributions would be difficult, but local and college level analyses could be fruitful in identifying structural inequities. We call the committee’s attention specifically to the University of California, Berkeley’s report, pages 57-61.

The URC can help to set a tone of attention to equity through possible policy changes as well as through recommendations and/or mandates regarding evaluative procedures for D/SFSCs and CFSCs.

Proposed scope of each year's equity study  
Based on ASPT equity ad hoc committee's discussions

Year one:

Salary, with each faculty member's monthly salary adjusted into an annual standard for ease of analysis and layperson comprehension, broken out by the following categories related to equal opportunity and access:

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military/non-military, if possible
6. Age
7. Intersections of the above as determined by the URC and PRPA, once the raw data is received

Controls:

1. highest earned degree
2. years since appointment on tenure-line at ISU
3. rank
4. years in rank (both with and without this control; as well as intersection of rank by years-in-rank)
5. departmental affiliation by department of rank
6. past administrative appointment or not (chairs/deans/Provost office & deans offices AP roles)

Type:

- a. snapshot in time rather than longitudinal
- b. two key sub-models:
  - i. controlled for experience, field and rank
  - ii. same without controlling for rank
- c. total population model (for example, large, high-paid colleges that throw our data off can be excluded in a not-total-population model)
- d. white-male model with possible sub-models (for example, compared to all-women and compared to all-faculty-of-color) as determined by URC and PRPA

Following receipt of the raw and intersectional data by URC, URC will need to work with CFSCs to combine the results of the multiple regression analyses with assessment of individual faculty performance. This is not a URC-level endeavor, but a CFSC-level endeavor, with CFSCs reporting back to the URC regarding findings and corrective steps if identified.

A few studies from other universities that the ad hoc committee examined show the percent distribution of male/female, race/ethnic identity across departments. The Academic Planning Committee and PRPA already currently track this type of data in a different way through Academic Program Profiles and the APC encourages diversification plans; however, seeing concentrations comparatively on one graph may be informative to considerations of how work environment may be affecting outcomes.

## Year two

Quantitative analysis of conditions or dynamics from appointment through tenure; longitudinal; no controls for departmental affiliation in year two, judgment of URC and the administration in years seven and beyond

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful tenure cases and promotions to associate professor, time-to-tenure-and-promotion, non-reappointments, tenure denials, and resignations/retirements prior to tenure-and-promotion.

UID scope: All persons appointed without tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of appointments should be represented during the year two study, fifteen years during year seven, and twenty years in subsequent cycle years

Once the raw data regarding how many persons were appointed without tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of hire" and "at the time of the study or last year tracked if non-reappointed/tenure denied/resigned/retired."

The URC will also be provided with the overall percentage of the total appointed who have been tenured/promoted. Within the subset of those tenured/promoted, percentages will be provided according to gender, race/ethnicity, disability status, country of origin, military/non-military, and age. Time to tenure-and-promotion will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who have been non-reappointed. Within non-reappointments, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to non-reappointment will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who were denied tenure upon applying for it. Within non-reappointments due to tenure denial, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to tenure denial will also be provided, both overall and broken out according to gender, etc.

The URC will be provided finally with the overall percent of the total appointed who resigned/retired prior to tenure/first promotion. Within those resignations/retirements, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to resignation/retirement will also be provided, both overall and broken out according to gender, etc.

### Year three

Quantitative analysis of conditions or dynamics from tenure through resignation/retirement; longitudinal

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful promotions to full professor, time-to-promotion to full professor, resignations/retirements prior to promotion to full professor, and time-to-resignation/retirement prior to promotion to full professor.

UID scope: All persons tenured or hired with tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of hiring should be represented during the year three study, fifteen years during year eight, and twenty years in subsequent cycle years.

Once the raw data regarding how many persons were tenured or hired with tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of tenuring/appointment with tenure" and "at the time of the study or last year tracked if resigned/retired."

The URC will also be provided with the overall percent of the total who have been promoted to full professor and/or appointed at full professor at or after the year of eligibility. Within the subset of those promoted to full professor, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. The time to promotion to full, both overall and broken out according to gender, race/ethnicity, etc will also be provided. For those eligible to be promoted who have not yet been promoted but remain employed at ISU, the overall and broken down percentages will be provided along with the number of years since tenure/appointment with tenure.

In addition, the overall percent of the total who resigned/retired prior to second promotion and the time between tenure/appointment with tenure and resignation will be provided. Within this subset of resignations/retirements prior to promotion to full professor, the percentages according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age will be provided.

#### Year four

Two simple studies will be performed:

- 1) The Provost's office will provide data on the percentage of faculty members receiving unsatisfactory ratings from DFSCs as compared to the total ASPT faculty, and will further break this data out by gender, race/ethnicity, etc. (according to our year one scope). It will compare this broken-out data to the total ISU tenure-line population to see if there are patterns of disproportionality such as would be analogous to studies in K-12 education that have found that the race/ethnicity and gender of students suspended is disproportionately African American males. If year nine data yields no remarkable results, this study might not need to be repeated in year fourteen, year nineteen, etc. The intention of this study will be to examine the success/failure of our system of rewards, including merit-based salary increments, formative feedback, and other factors intended to encourage successful faculty productivity outcomes.
- 2) Starting in FY19, the Provost's office will ask chairs/directors to provide data regarding all persons who leave a faculty role for positions outside of the University, with or without a request for a counteroffer, and regarding the percentage of any counteroffer in relation to current salary for all faculty who received a counteroffer, coded by whether they stayed at ISU or were not retained. This data will be collected and in year four will be provided to the URC. It will be broken down by department and by gender, race/ethnicity, etc. (according to our year one scope). These two break downs need not be intersected if to do so would reveal confidential personnel information. Records of institutions to whom we have lost faculty may also be of interest in formulating optimum retention strategies for ISU. The intention of this study will be to examine the success/failure of our efforts to retain faculty and the ability of ISU to offer competitive salaries.

## Year five

### Study of sanctions/suspension/dismissal outcomes

The Provost's office will provide the overall percentage of faculty members sanctioned/suspended/dismissed (in the aggregate, with dismissals not separated from suspensions, suspensions not separated from sanctions) as compared to the total ASPT faculty.

It will also provide data regarding how the persons discipline break down by gender, race/ethnicity, etc., according to our year one scope.

Intersections here (e.g. white male, black female, disabled older-than-peers faculty member) will be provided.

These statistics will be reported confidentially to the URC in the aggregate, not broken down by college or department, in order to protect the identities of disciplined faculty. According to proposed Article XII.A.7, confidential reports of disciplinary actions will also be submitted annually by the Provost to the URC.

However, such annual reports may or may not include data related to equal opportunity and access considerations, so may not related directly to these year-five studies.

Data Extracted from The Chronicle of Higher Learning

3 May 2018

Figure 1. Professors

Faculty salaries by rank

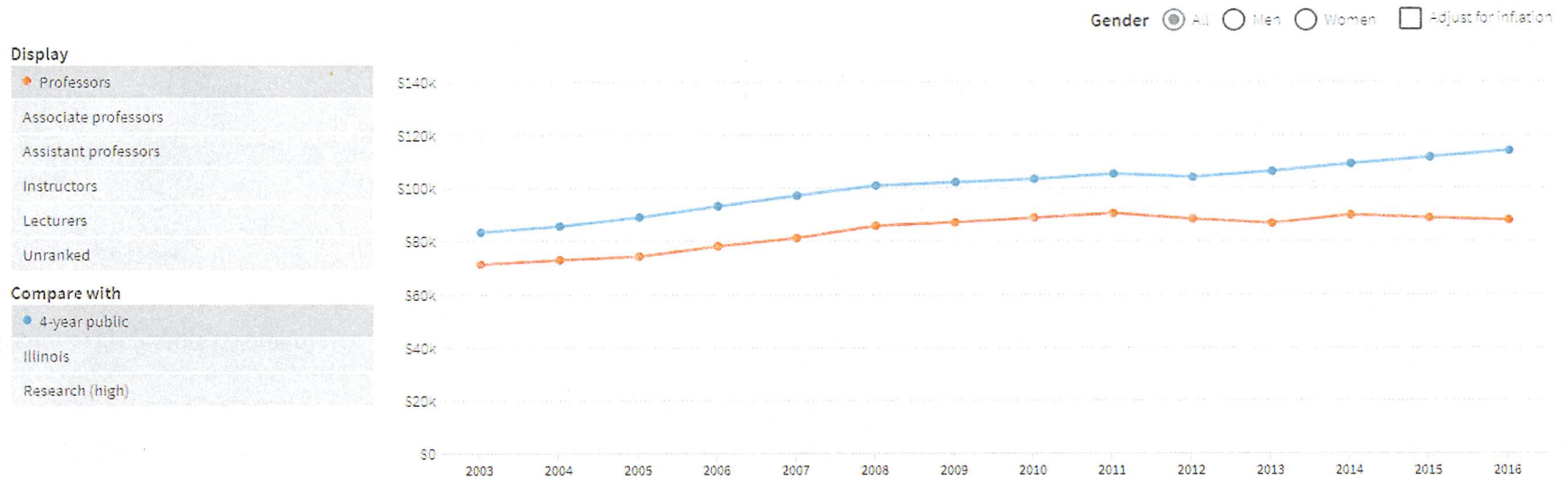




Figure 2. Professors (Men)

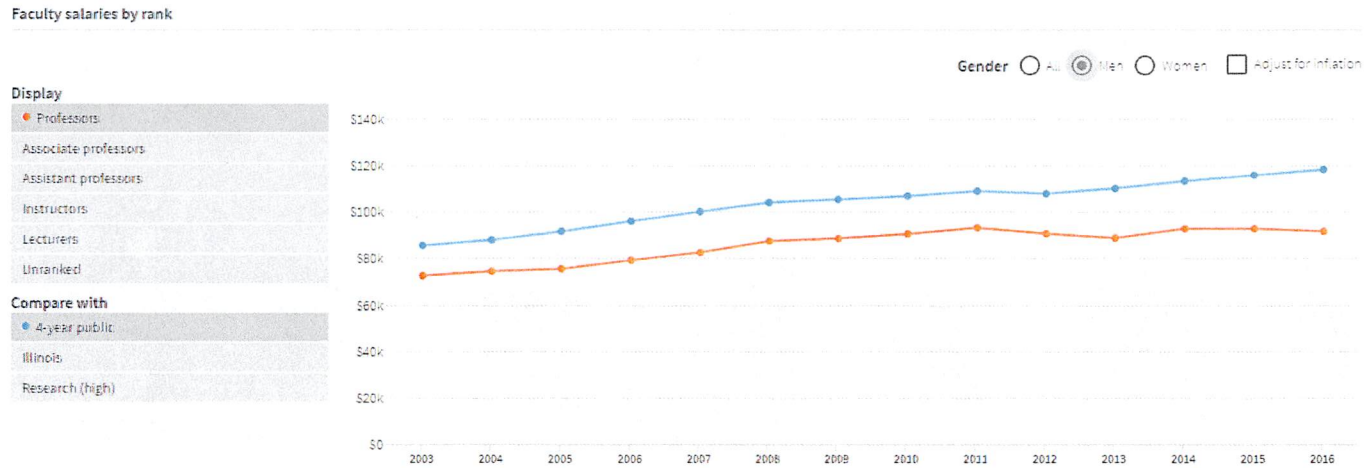


Figure 3. Professors (Women)

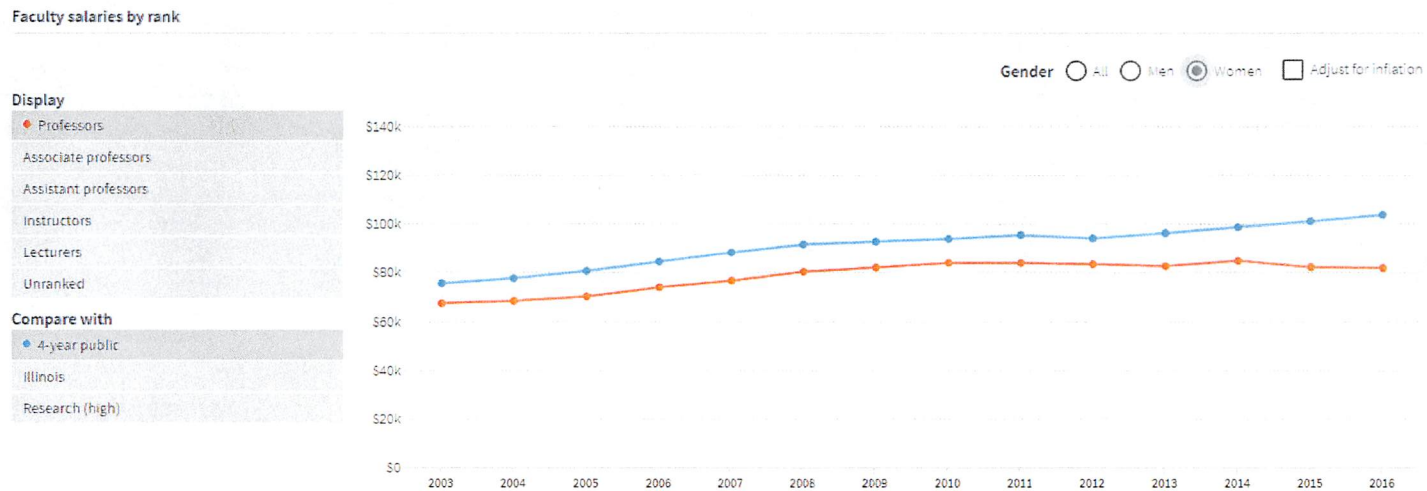


Figure 4. Associate Professors

Faculty salaries by rank

Display

- Professors
  - Associate professors
  - Assistant professors
  - Instructors
  - Lecturers
  - Unranked
- Compare with
- 4-year public
  - Illinois
  - Research (high)

Gender  All  Men  Women  Adjust for inflation

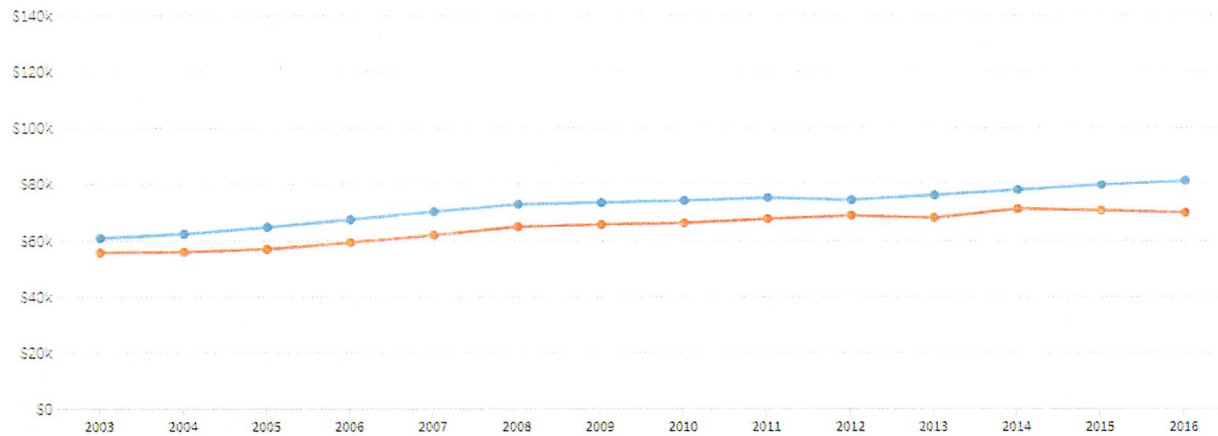


Figure 5. Associate Professors (Men)

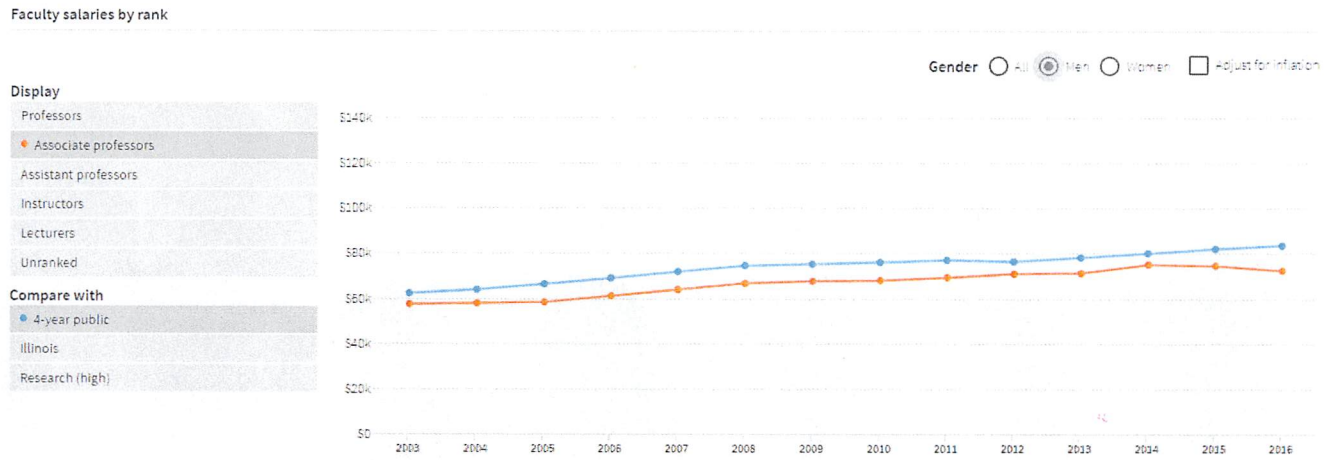


Figure 6. Associate Professors (Women)

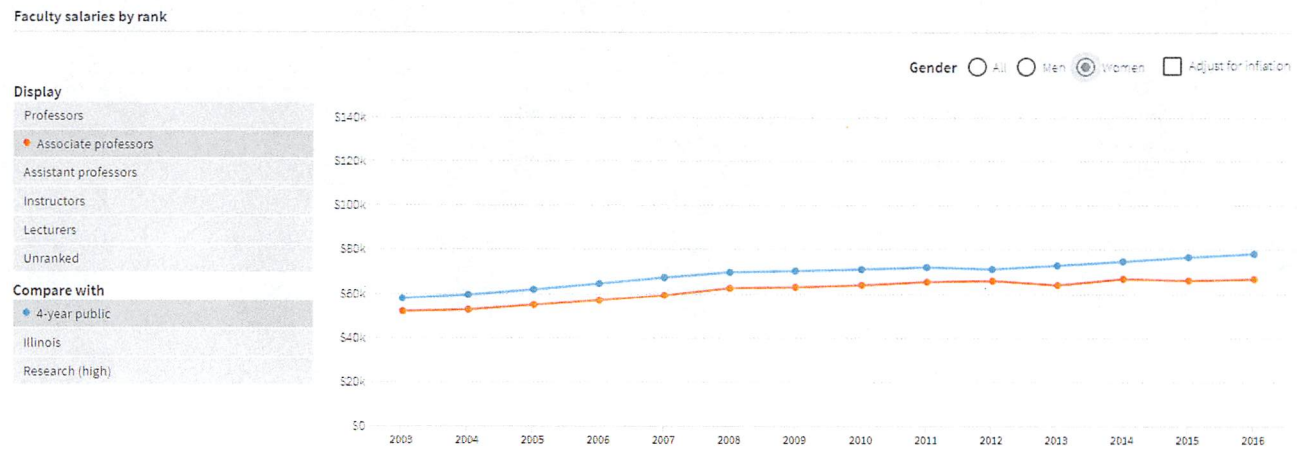


Figure 7. Assistant Professors

Faculty salaries by rank

Display

- Professors
- Associate professors
- Assistant professors
- Instructors
- Lecturers
- Unranked

Compare with

- 4-year public
- Illinois
- Research (high)

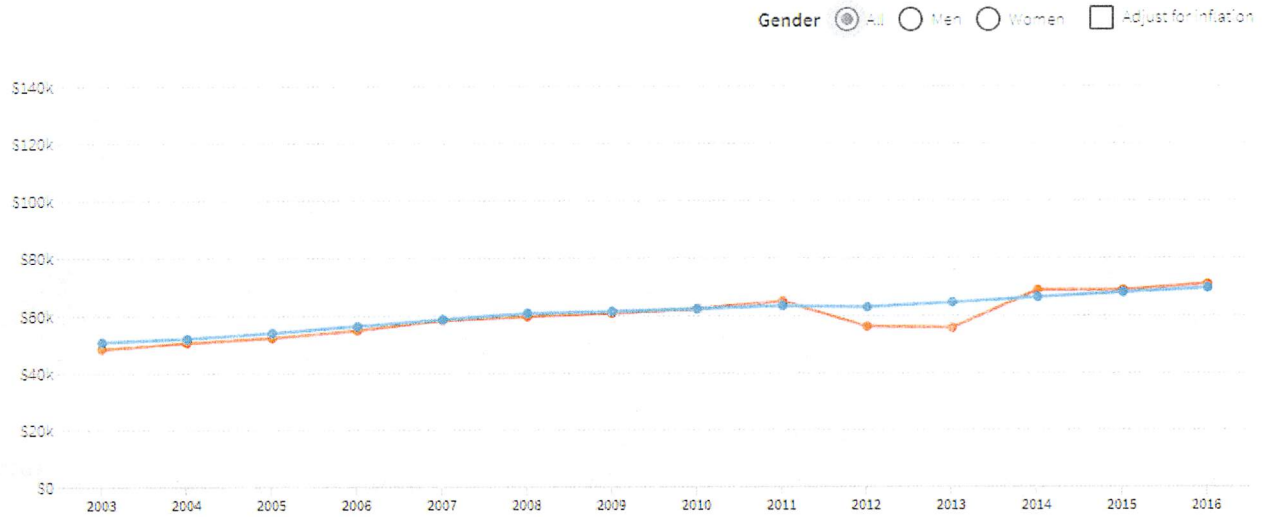


Figure 8. Assistant Professors (Men)

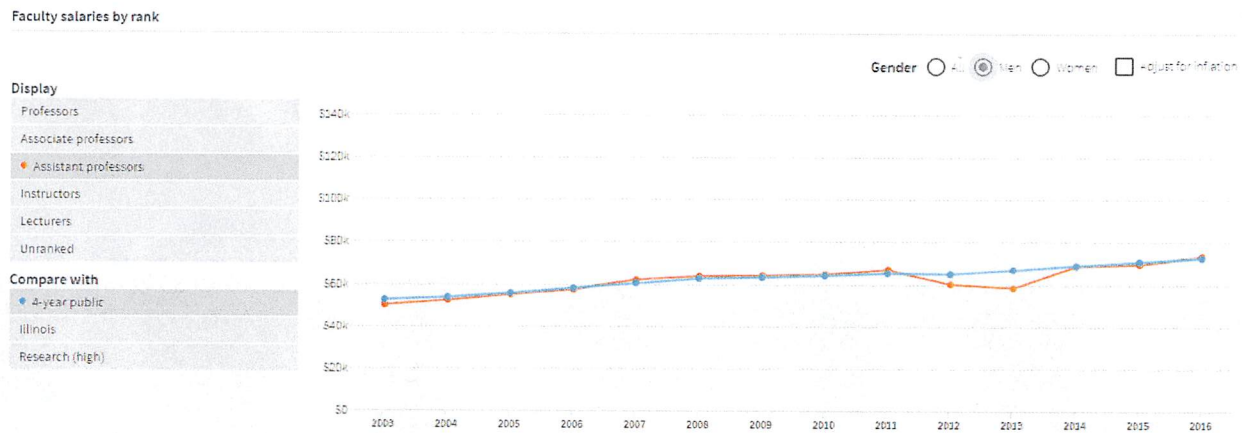


Figure 9. Assistant Professors (Women)

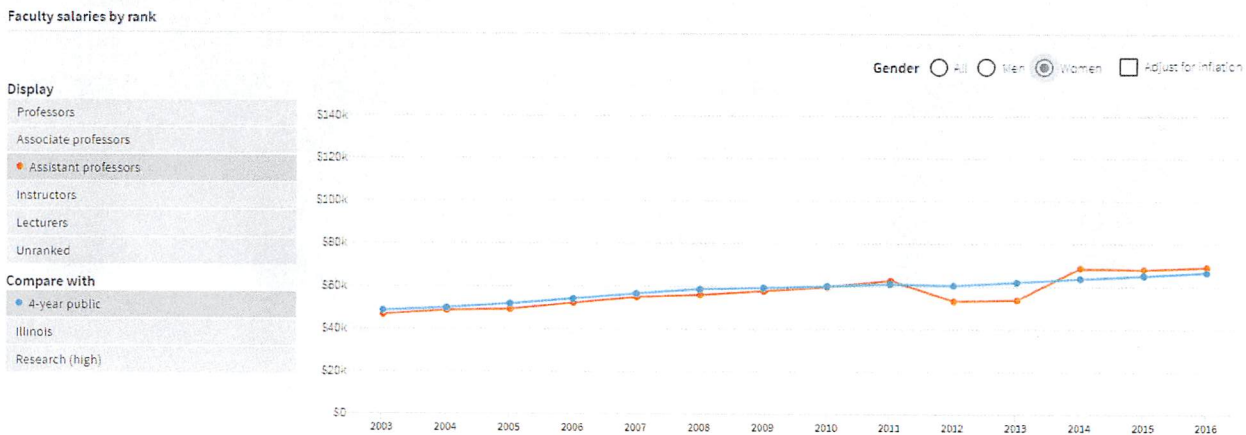


Figure 10. Professors (Illinois Comparison)

Faculty salaries by rank

Display

- Professors
- Associate professors
- Assistant professors
- Instructors
- Lecturers
- Unranked

Compare with

- 4-year public
- Illinois
- Research (high)

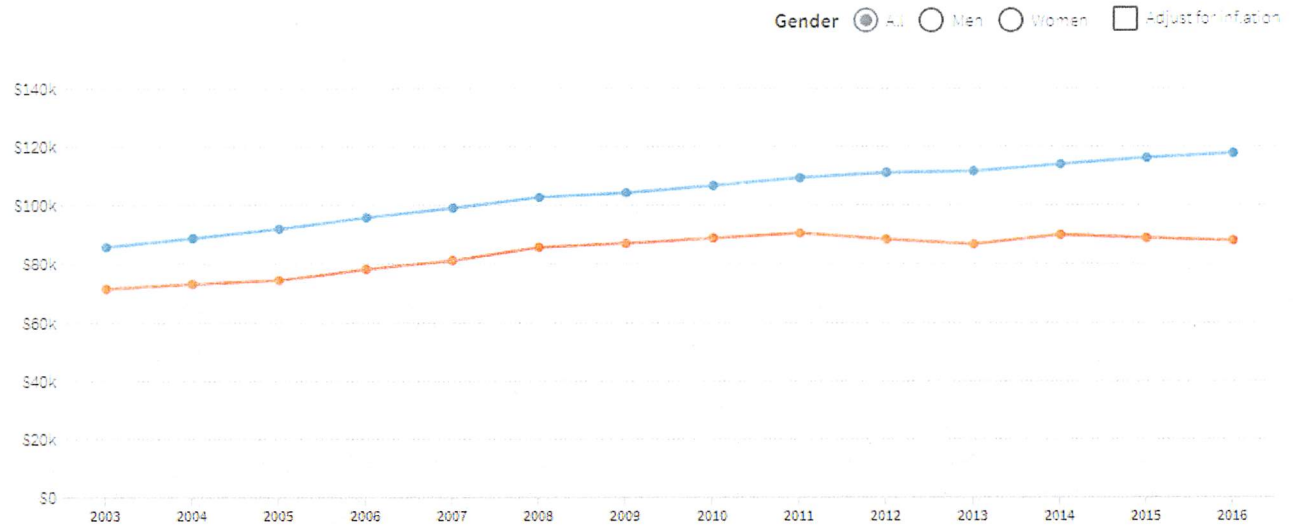


Figure 11. Associate Professors (Illinois Comparison)

Faculty salaries by rank

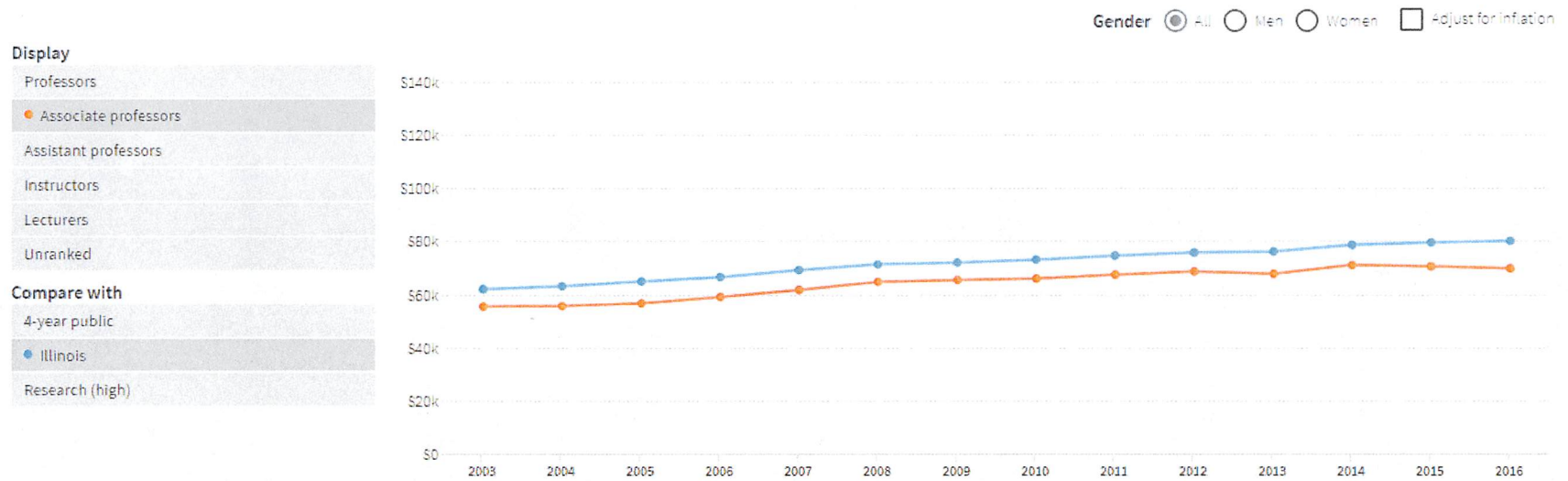


Figure 12. Assistant Professors (Illinois Comparison)

Faculty salaries by rank

Display

- Professors
- Associate professors
- Assistant professors
- Instructors
- Lecturers
- Unranked

Compare with

- 4-year public
- Illinois
- Research (high)

Gender  All  Men  Women  Adjust for inflation

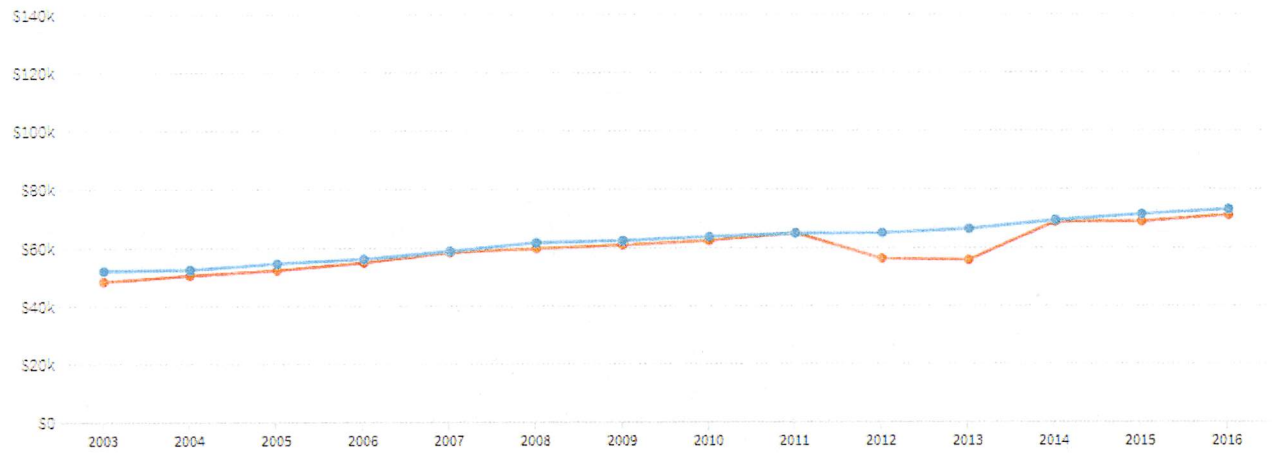
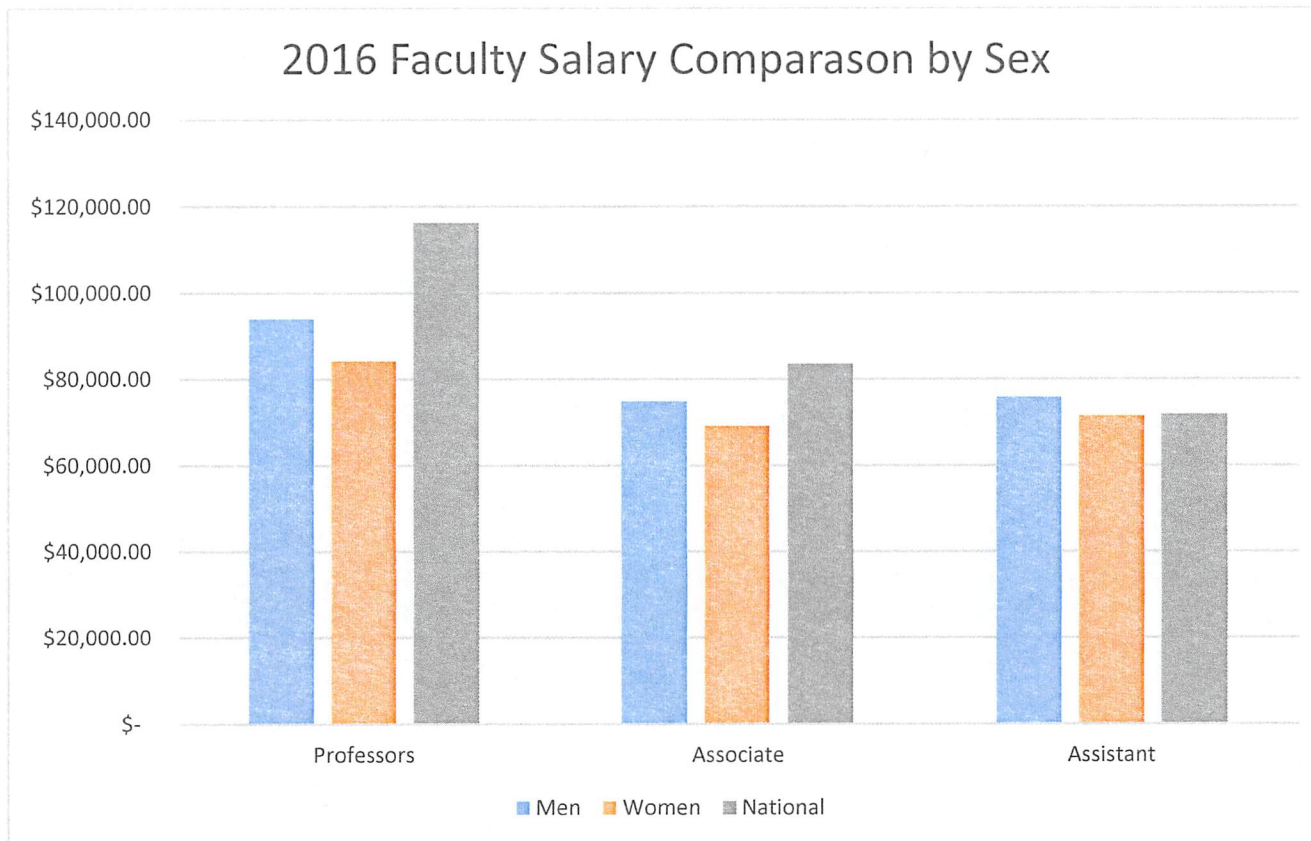




Figure 13. 2016 Faculty Salary Comparison



**UNIVERSITY REVIEW COMMITTEE**  
Illinois State University

Thursday, May 10, 2018  
2 p.m., Hovey 401D

**MINUTES**

Members present: Angela Bonnell, Diane Dean, Kevin Edwards, Joe Goodman, Doris Houston, Rachel Shively, Sarah Smelser

Members not present: Michael Byrns, Sam Catanzaro (non-voting), 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; “CFSC” refers to college faculty status committee as provided for in ASPT Policies of Illinois State University; and “equity review committee” refers to the Ad Hoc Committee for ASPT Equity Review established by the Faculty Caucus of the Academic Senate at Illinois State University.

I. Call to order

Chairperson Diane Dean called the meeting to order at 2:05 p.m. A quorum was present.

Dean thanked committee members for submitting feedback via email regarding URC issues being reviewed and approved by committee members electronically this week. (Note: Those issues include URC minutes, CFSC annual reports to URC, the annual report to URC from the Faculty Review Committee, and revised college ASPT standards submitted by the College of Business and the College of Education. Feedback will continue to be accepted until 5 p.m., Friday, May 11, 2018.)

II. Recommendations from the University Review Committee to the Faculty Caucus regarding the final report from the Ad Hoc Committee for ASPT Equity Review

Dean initiated discussion of equity review recommendations by referring committee members to two versions she prepared of draft URC recommendations to the Caucus regarding the scope of equity review. She explained that in the document labeled “simple edits” (see attached) she incorporated into the final report of the equity review committee suggestions made by URC members at the last URC meeting. She explained that the document labeled “comprehensive edits” (see attached) is her more extensive re-write of the equity review committee final report. She said that, in her re-write, she incorporated suggestions made by URC members, expanded the text for clarity, and made revisions for URC consideration based on her recollections as a member of the equity review committee and based on her research experience.

Dean asked how URC members prefer to proceed with discussion of the documents, whether members prefer to separately approve each of the five study phase descriptions or to approve the five descriptions together and whether members prefer to work from the “simple edits” document or the “comprehensive edits” document. The consensus was to review and approve each of the five study phase descriptions separately. Whether committee members worked from the “simple edits” document or the “comprehensive edits” document changed throughout the meeting. The committee worked primarily from the “simple edits” document when finalizing recommendations for the phase one study (salary) and worked primarily from the “comprehensive edits” document when finalizing recommendations regarding the phase two study (tenure/promotion).

Through the course of the meeting, committee members approved recommendations to the Caucus for the phase one study (salary) and the phase two study (tenure/first promotion). The committee decided to defer discussion of phases three, four, and five until fall 2018 and to defer submission of its recommendations to the Caucus until the committee has approved recommendations for all five studies.

#### Phase one study: salary

Working from the “simple edits” document, committee members made the following changes.

- Add the introductory paragraph headed “Proposed ASPT Equity Review Cycle” from the “comprehensive edits” document
- Change the header “Phase one” to “Phase One: Salary”
- Change the “Controls” section label to “Controls or co-variates may include but are not limited to”
- Change the sentence that begins “Following receipt of the raw and intersectional data by URC ...” to “Following receipt of the raw and intersectional data by URC, URC will need to work with CFSCs to combine the analyses results with assessment of individual faculty performance.”

Doris Houston moved approval of the phase one section of the “simple edits” document with those changes. Rachel Shively seconded the motion. The motion passed on voice vote, with six members voting aye (Bonnell, Edwards, Goodman, Houston, Shively, and Smelser) and one member voting nay (Dean).

The description of Phase One: Salary as recommended by URC to the Caucus is attached.

#### Phase two study: tenure/first promotion

Working from the “comprehensive edits” document, committee members made the following changes.

- Change the passage that reads, “Four analyses will be conducted. These studies are descriptive only, and include:” to “Four analyses will be conducted. These studies are descriptive only, and include, but are not limited to:”
- Replace the paragraph that begins “Overview of the Process:” with the following paragraph:
 

“The Provost’s office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful tenure cases and promotions to associate professor, time-to-tenure-and-promotion, non-reappointments, tenure denials, and resignations/retirements prior to tenure-and-promotion.”
- Delete the paragraph that begins “The purpose of the analyses will be to create and review a comprehensive picture ...”
- Delete the paragraph beginning “At the conclusion of the analyses, the URC will report its findings to Faculty Caucus ...” and the two paragraphs that follow with the following paragraph:
 

“At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. If the findings suggest that possible equity concerns may be present, the URC may make recommendations regarding those findings, and/or recommendations for future analyses. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member’s privacy. Ideally, the completion time for the review will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.”

Kevin Edwards moved approval of the Phase Two: Tenure/First Promotion section of the “comprehensive edits” document with those changes. Sarah Smelser seconded the motion. The motion passed on voice vote, with four members voting aye (Bonnell, Edwards, Shively, and Smelser), one member voting nay (Goodman), and one member abstaining (Dean). Note: Houston excused herself from the meeting prior to completion of committee discussion regarding the phase two study and, therefore, was not present to vote on the motion.

The description of Phase Two: Tenure/First Promotion as recommended by URC to the Caucus is attached.

III. Other business

There was none.

IV. Adjournment

Joe Goodman moved that the meeting adjourn. Angela Bonnell seconded the motion. The motion carried on voice vote, all voting in the affirmative. The meeting adjourned at 3:35 p.m.

Respectfully submitted,  
Bruce Stoffel, Recorder

Attachments:

*Proposed Scope of Equity Review Cycle*, compiled by Dr. Diane Dean, Chairperson, University Review Committee, for review by the committee at its May 10, 2018 meeting. Note: The document is referenced in these minutes as the “simple edits” document.

*Proposed ASPT Equity Review Cycle*, compiled by Dr. Diane Dean, Chairperson, University Review Committee, for review by the committee at its May 10, 2018 meeting. Note: The document is referenced in these minutes as the “comprehensive edits” document.

Introduction and the Phase One: Salary as recommended to the Faculty Caucus by the University Review Committee at its May 10, 2018 meeting.

Phase Two: Tenure/Promotion as recommended to the Faculty Caucus by the University Review Committee at its May 10, 2018 meeting.

**Proposed ~~Scope of each year's equity study~~ Equity Review Cycle  
Based on ASPT equity ad hoc committee's discussions**

**Year Phase one:**

Salary, with each faculty member's monthly salary adjusted into an annual standard for ease of analysis and layperson comprehension, broken out by the following categories related to equal opportunity and access:

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military/non-military, if possible
6. Age
7. Intersections of the above as determined by the URC and PRPA, once the raw data is received

Controls:

1. highest earned degree
2. years since appointment on tenure-line at ISU
3. rank
4. years in rank (both with and without this control; as well as intersection of rank by years-in-rank)
5. departmental affiliation by department of rank
6. past administrative appointment or not (chairs/deans/Provost office & deans offices AP roles)

Type:

- ~~a. snapshot in time rather than longitudinal~~
- ~~b. two key sub-models:
  - i. controlled for experience, field and rank
  - ii. same without controlling for rank~~
- ~~c. total population model (for example, large, high-paid colleges that throw our data off can be excluded in a not-total population model)~~
- ~~d. white-male model with possible sub-models (for example, compared to all-women and compared to all faculty of color) as determined by URC and PRPA~~

Following receipt of the raw and intersectional data by URC, URC will need to work with CFSCs to combine the results ~~of the multiple regression analyses~~ with assessment of individual faculty performance. This is not a URC-level endeavor, but a CFSC-level endeavor, with CFSCs reporting back to the URC regarding findings and corrective steps if identified.

A few studies from other universities that the ad hoc committee examined show the percent distribution of male/female, race/ethnic identity across departments. The Academic Planning Committee and PRPA already currently track this type of data in a different way through Academic Program Profiles and the APC encourages diversification plans; however, seeing concentrations comparatively on one graph may be informative to considerations of how work environment may be affecting outcomes.

At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may

compromise individual faculty member's privacy. Ideally, the completion time for the study will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.

## Year-Phase two

Quantitative analysis of ~~conditions~~ or dynamics from appointment through tenure, ~~university-wide, longitudinal; no controls for departmental affiliation in year two, judgment of URC and the administration whether or not to include department affiliation in years seven and beyond~~ subsequent reviews.

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful tenure cases and promotions to associate professor, time-to-tenure-and-promotion, non-reappointments, tenure denials, and resignations/retirements prior to tenure-and-promotion.

Once the raw data regarding how many persons were appointed without tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of hire" and "at the time of the study or last year tracked if non-reappointed/tenure denied/resigned/retired."

The URC will also be provided with the overall percentage of the total appointed who have been tenured/promoted. Within the subset of those tenured/promoted, percentages will be provided according to gender, race/ethnicity, disability status, country of origin, military/non-military, and age. Time to tenure-and-promotion will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who have been non-reappointed. Within non-reappointments, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to non-reappointment will also be provided, both overall and broken out according to gender, etc.

The URC will be provided with the overall percentage of the total appointed who were denied tenure upon applying for it. Within non-reappointments due to tenure denial, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to tenure denial will also be provided, both overall and broken out according to gender, etc.

The URC will be provided finally with the overall percent of the total appointed who resigned/retired prior to tenure/first promotion. Within those resignations/retirements, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. Time to resignation/retirement will also be provided, both overall and broken out according to gender, etc.

At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member's privacy. Ideally, the completion time for the study will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.

**Commented [DD1]:** Reference to "conditions or dynamics" removed because the type of study proposed does not investigate that type of phenomena.

**Commented [DD2]:** See rationale offered in footnotes for separating out reviews of "tenure" and "promotion"

**Commented [DD3]:** Reference to "controls" removed because these are descriptive studies.

### Year-Phase three

Quantitative analysis of conditions or dynamics from tenure through resignation/retirement

**Commented [DD4]:** See previous comment re: "conditions or dynamics."

The Provost's office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful promotions to full professor, time-to-promotion to full professor, resignations/retirements prior to promotion to full professor, and time-to-resignation/retirement prior to promotion to full professor.

UID scope: All persons tenured or hired with tenure between the earliest year reasonably available and the current or previous year during which the data is being collected, whether still at ISU or not. A minimum of one decade of hiring should be represented during the year three study, fifteen years during year eight, and twenty years in subsequent cycle years.

Once the raw data regarding how many persons were tenured or hired with tenure over the study period has been collected, it will be broken out by overall percent within the subcategories of each of these categories: gender, race/ethnicity, disability status, country of origin, military/non-military, and age. For gender, disability status, military/non-military, and age, these categories and subcategories will be defined here at minimum as "at the time of tenuring/appointment with tenure" and "at the time of the study or last year tracked if resigned/retired."

The URC will also be provided with the overall percent of the total who have been promoted to full professor and/or appointed at full professor at or after the year of eligibility. Within the subset of those promoted to full professor, percentages will be provided according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age. The time to promotion to full, both overall and broken out according to gender, race/ethnicity, etc will also be provided. For those eligible to be promoted who have not yet been promoted but remain employed at ISU, the overall and broken down percentages will be provided along with the number of years since tenure/appointment with tenure.

In addition, the overall percent of the total who resigned/retired prior to second promotion and the time between tenure/appointment with tenure and resignation will be provided. Within this subset of resignations/retirements prior to promotion to full professor, the percentages according to gender, race/ethnicity, disability, status, country of origin, military/non-military, and age will be provided.

At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member's privacy. Ideally, the completion time for the study will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.



## Year-Phase four

Two simple studies will be performed:

- 1) The Provost's office will provide data on the percentage of faculty members receiving unsatisfactory ratings from DFSCs as compared to the total ASPT faculty, and will further break this data out by gender, race/ethnicity, etc. (according to our year one scope). It will compare this broken-out data to the total ISU tenure-line population to see if there are patterns of disproportionality such as would be analogous to studies in K-12 education that have found that the race/ethnicity and gender of students suspended is disproportionately African American males. If year nine data yields no remarkable results, this study might not need to be repeated in year fourteen, year nineteen, etc. The intention of this study will be to examine the success/failure of our system of rewards, including merit-based salary increments, formative feedback, and other factors intended to encourage successful faculty productivity outcomes.
- 2) Starting in FY19, the Provost's office will ask chairs/directors to provide data regarding all persons who leave a faculty role for positions outside of the University, with or without a request for a counteroffer, and regarding the percentage of any counteroffer in relation to current salary for all faculty who received a counteroffer, coded by whether they stayed at ISU or were not retained. This data will be collected and in year four will be provided to the URC. It will be broken down by department and by gender, race/ethnicity, etc. (according to our year one scope). These two break downs need not be intersected if to do so would reveal confidential personnel information. Records of institutions to whom we have lost faculty may also be of interest in formulating optimum retention strategies for ISU. The intention of this study will be to examine the success/failure of our efforts to retain faculty and the ability of ISU to offer competitive salaries.

At the conclusion of each analysis, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member's privacy. Ideally, the completion time for both studies will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.

## Year five

Study of sanctions/suspension/dismissal outcomes

The Provost's office will provide the overall percentage of faculty members sanctioned/suspended/dismissed (in the aggregate, with dismissals not separated from suspensions, suspensions not separated from sanctions) as compared to the total ASPT faculty.

It will also provide data regarding how the persons discipline break down by gender, race/ethnicity, etc., according to our year one scope.

Intersections here (e.g. white male, black female, disabled older-than-peers faculty member) will be provided.

These statistics will be reported confidentially to the URC in the aggregate, not broken down by college or department, in order to protect the identities of disciplined faculty. According to proposed Article XII.A.7, confidential reports of disciplinary actions will also be submitted annually by the Provost to the URC.

However, such annual reports may or may not include data related to equal opportunity and access considerations, so may not related directly to these year-five studies.

[At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member's privacy. Ideally, the completion time for the study will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.](#)

## Proposed ASPT Equity Review Cycle

The proposed ASPT Equity Review Cycle examines processes affecting tenure-track faculty, and encompasses five phases of study that include:

- Phase one: Salary
- Phase two: Tenure / First Promotion
- Phase three: Full Professor / Second Promotion
- Phase four: Performance Reviews & Salary Counteroffers
- Phase five: Disciplinary Actions

These studies are described in the following pages.

### Phase One: Salary

The first phase of the ASPT Equity Review Cycle will focus on salary. The review will include quantitative and qualitative analyses. The population for the study will be all currently employed tenure-track faculty.

The dependent variable will be current year salary, with each faculty member's monthly salary adjusted into an annual standard for ease of analysis and layperson comprehension.

Independent variables of interest include the following categories related to equal opportunity and access:<sup>1</sup>

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military veteran/non-military veteran, if possible
6. Age (40 or over)
7. Intersections of the above as determined by the University Review Committee (URC) and the office of Planning, Research & Policy Analysis (PRPA).

Controls or covariates include:

1. Highest earned degree
2. Years since appointment on tenure-line at ISU
3. Rank
4. Years in rank (both with and without this control; as well as intersection of rank by years-in-rank)
5. Past administrative appointment or not (chairs/deans/Provost office & deans' offices AP roles)

Overview of Process: The office of Planning, Research, & Policy Analysis (PRPA) will prepare raw data. Following preparation of the data, URC will then work with PRPA or other offices as needed to conduct appropriate quantitative analyses to determine a) whether or not there are salary disparities (higher/lower) that appear to be attributable to one or more of the independent variables, and b) the size of the disparity.

<sup>1</sup> Variables of interest will be defined here as "at the time of the study." To preserve faculty confidentiality and to best fulfill the purposes of the study, age will be identified as "40 or older during salary year under analysis" yes/no, in accordance with the Age Discrimination Act.

**Commented [DD1]:** Edit reflects language used by ISU's equal opportunity / affirmative action policy.

**Commented [DD2]:** Edit reflects Age Discrimination Act, which provides protection for age 40 or over.

**Commented [DD3]:** Eliminated "departmental affiliation" from controls. Ad Hoc Committee's proposal recommends that data be given to individual CFSC's for further review of any problematic results in their departments / schools. Yet we won't be able to find any problematic results for unit levels if they are "controlled" out of the study.

**Commented [DD4]:** In case the types of analyses needed exceed PRPA expertise, we discussed the potential for needing to contract assistance.

Initial analyses of all data will be conducted centrally at the university level to ensure uniformity and consistency of analytic procedures. Specific analytic procedures will be determined by URC in consultation with PRPA and other offices as needed, but will include a university-wide analysis, college-wide analyses, and departmental/school analyses. The analyses will be conducted by PRPA, or other offices as needed, with URC providing direction and oversight.

While these analyses are underway, the URC will ask all CFSCs to examine and verify to the URC whether:

1. All of its Department/School ASPT policies are current, defined (in accordance with ISU ASPT policy V.B.1) as having been formally reviewed and voted upon by Department/School faculty within the past five years, annually reviewed by the DFSC/SFSC by the most recent March 31, and reviewed and approved by the CFSC for conformity to College and University standards <sup>2,3,4</sup>
2. All of its Department/School policies and procedures for performance-evaluated salary increments and salary equity adjustments are current, defined (in accordance with ISU ASPT policy V.B.2) as having been formally reviewed and voted upon by Department/School faculty within the past five years, reviewed and approved by the CFSC for conformity to College and University standards, and distributed to each Department/School faculty member: <sup>5,6,7</sup>

CFSCs will be asked to ensure remedy of any policies or procedures found to be outdated, not endorsed by Department/School faculty, or not reviewed and approved by the CFSC.

Based on the results of the aforementioned salary analyses, URC will identify units in need of further review for possible equity concerns and convey findings to relative CFSCs. URC will entrust the CFSCs with conducting a qualitative review of the results of the salary analysis in combination with past assessments of individual faculty performance (e.g. annual performance reviews), and with consideration of unit-level salary increment and salary adjustment policies and practices. The purpose of the analysis will be to determine whether salary differences are attributable to performance, or whether an underlying equity concern is indicated. This is not a URC-level endeavor, but a CFSC-level endeavor, with CFSCs reporting back to the URC regarding findings. If equity concerns are indicated, then the CFSC's report will also include

<sup>2</sup> ISU ASPT policy V.B.1.a: Each DFSC/SFSC in the College reviewed their Department/School policies and procedures by the most recent March 31 in order to identify whether or not any areas may need updating based on that academic year's work and any informal faculty input.

<sup>3</sup> ISU ASPT policy V.B.1.b: Each DFSC/SFSC in the College has, within the past five years, formally invited input from Department/School faculty at a Department/School meeting regarding recommended revisions or updates to Department/School ASPT policies, presented to the faculty any proposed revisions that it endorses, and held a faculty vote upon any proposed revisions

<sup>4</sup> ISU ASPT policy V.B.1.c: The current ASPT policies and procedures in use within each Department/School have been reviewed and approved by the CFSC for conformity to College and University standards. In accordance with the above, at a minimum this review should have occurred within the past five years.

<sup>5</sup> ISU ASPT policy V.B.2: Each DFSC/SFSC in the College has policies and procedures for the allocation of monies devoted to performance-evaluated salary increments and salary equity adjustments, and that these policies and procedures have been approved by a majority vote of the faculty and that copies of these policies and procedures have been distributed to each Department/School faculty member

<sup>6</sup> ISU ASPT policy V.B.2: Each DFSC/SFSC in the College has, within the past five years, formally invited input from faculty regarding the policies and procedures for allocation of performance-evaluated salary increments and salary equity adjustments, and presented to the faculty any proposed revisions that it endorses, and held a faculty vote upon any proposed revisions

<sup>7</sup> ISU ASPT policy V.B.2.b: The current performance-evaluated salary increment and salary equity adjustment policies and procedures in use within each Department/School have been reviewed and approved by the CFSC for clarity, fairness and internal consistency. In accordance with the above, at a minimum this review should have occurred within the past five years.

**Commented [DD5]:** Note: URC needs to be mindful that this "kicks the can." Next year URC will need to review, consider and select form among potential appropriate analyses, looking at how other colleges/universities have studied salaries and how salaries are studied in other sectors. This work might be delegated to an office (e.g. PRPA) or to a URC subcommittee.

**Commented [DD6]:** Due to differences in department/school salary policies and procedures, and given that URC has been asked to selectively forward unit-level data for CFSC reviews, unit-level analyses are needed.

**Commented [DD7]:** I added this while working on revisions, but URC can decide whether or not to omit it.

During the past year, URC has discussed that although we review College standards, we have no mechanism for ensuring that CFSCs are providing required oversight of Department/School policies and procedures. This new ASPT Equity Review Cycle is an appropriate time to introduce that. It seems that an inherent part of this equity review should be to ensure that the Department/Schools have current, faculty endorsed, CFSC-reviewed policies and procedures for ASPT and salaries.

identification of steps or changes needed to prevent future inequities in performance-evaluated salary increments.

Any resultant salary equity concerns shall be addressed through an equity redistribution plan (to be developed by URC, and approved by Faculty Caucus and the President).<sup>8</sup>

The URC will make periodic reports to Faculty Caucus during phase one. The first report will be at the conclusion of the URC's quantitative analyses; and the second report will be at the conclusion of URC's review of CFSCs' resultant reports (if any are needed). To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty members' privacy. The URC will ask ISU legal counsel for a review of reports prior to their release.

Ideally, the timeline for phase one will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of phase one, URC will evaluate the overall process and make procedural recommendations for future salary reviews.

As this is a new initiative that has not been pilot tested, the URC may need to modify variables or analyses. Any modifications made will be explained in URC reports.

**Commented [DD8]:** Edits reflect Ad Hoc committee's intentions. The phrase "corrective steps" refers to self-identified steps a college/ school/department would need to take to prevent further inequities. The unit is asked to report on how it will correct that situation (e.g. what it will change in the way that it does things) so that inequity isn't perpetuated. This local investigation, reflection and response is a critical facet of organizational learning.

In contrast, URC is responsible for developing an overall equity redistribution plan.

**Commented [DD9]:** We really need to do this, so let's state it in the proposal to remind future URCs.

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<sup>8</sup> The Faculty Caucus recommended that the development of an equity re-distribution plan be the responsibility of the URC, to be reviewed and approved by the Faculty Caucus and the President.

## Phase Two: Tenure / First Promotion

The second phase of the ASPT Equity Review Cycle will focus on faculty progression from appointment through tenure and first promotion. The population for the study will include all tenure-track faculty who were appointed without tenure since 2010 and the current year, whether still employed at ISU or not.<sup>9</sup>

**Commented [DD10]:** Reference to “conditions or dynamics” removed because the type of study proposed does not investigate that type of phenomena.

Four analyses will be conducted. These studies are descriptive only, and include:

**Commented [DD11]:** See rationale offered in footnotes for separating out reviews of “tenure” and “promotion”

- Study #1 – A review of “voluntary departure prior to tenure” (yes/no)
  - Study #1 will include the full study population, as described above. “Yes” will be defined as faculty who voluntarily departed from ISU prior to tenure (e.g. resignation, retirement). “No” will be defined as faculty who did not voluntarily depart prior to tenure, whether still employed at ISU or not (e.g. this includes faculty who departed due to non-reappointment or tenure denial, faculty who were tenured, and faculty who have not yet undergone tenure review).
  - Time between appointment and voluntary departure also will be examined.
  - After the conclusion of study #1, tenure-track faculty who departed ISU voluntarily prior to tenure will be removed from the study population. For the remainder:
- Study #2 – A review of “non-reappointment prior to tenure” (yes/no)
  - “Yes” will be defined as tenure-track faculty who were not reappointed prior to tenure. “No” will be defined as all tenure-track faculty who have not yet applied for tenure and faculty who progressed through to applying for tenure (whether approved or denied).
  - Time between appointment and non-reappointment also will be examined.
  - After the conclusion of study #2, tenure-track faculty who were not reappointed prior to tenure will be removed from the study population.
  - Tenure-track faculty who are not yet eligible to apply for tenure also will be removed from the study population. For the remainder:
- Study #3 – A review of “award of tenure” (yes/no)<sup>10</sup>
  - “Yes” will be defined as tenure-track faculty who applied for and were awarded tenure, and “no” will be defined as faculty who applied for but were denied tenure.
  - Time between appointment and tenure also will be examined.
  - After the conclusion of study #3, tenure-track faculty who applied for but were denied tenure will be removed from the study. For the remainder:
- Study #4 – A review of “rank at time of tenure” (associate professor or higher: yes/no)<sup>11</sup>
  - “Yes” will be defined as attainment of associate professor rank (or higher) at time of tenure, including faculty who were appointed at the associate professor rank, those were promoted prior to tenure (if any), and those who were promoted concurrently with tenure. “No” will

<sup>9</sup> A minimum of one decade of data should be represented during the initial undertaking of this analysis. In future cycles, 15 years of data should be represented in the second cycle, and 20 years of data in subsequent cycle years. If one decade of data are not available for the initial Equity Review Cycle, then the earliest year reasonably available should be used; subsequent cycles should be adjusted accordingly until the 20 years threshold is reached.

<sup>10</sup> ISU ASPT policies establish that promotion from Assistant to Associate Professor is a process distinct from the award of tenure, although both normally occur at the same time. Accordingly, this series of studies examines tenure and first promotion separately.

<sup>11</sup> ISU ASPT policy (IX, C.5) specifies that faculty members should hold the rank of Associate Professor or higher at the time of tenure, or be recommended for promotion to that rank when tenure is awarded. Ordinarily, promotion to Associate Professor shall not occur prior to recommendation for tenure (VIII.F.1.b); and an individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be considered for tenure (IX.C.5). However, the language of ISU ASPT policies does not preclude the potential for awarding tenure without promotion, or for promoting faculty prior to tenure.

encompass only assistant professors who were awarded tenure but were not promoted to associate professor (if any).

For the above analyses, variables of interest include the following categories related to equal opportunity and access:<sup>12</sup>

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military veteran/non-military veteran, if possible
6. Age (40 or over)
7. Intersections of the above as determined by the URC and PRPA

All data will be examined at the aggregated university-wide level. College, school or departmental affiliation will not be used in the initial cycle of this study. It will be the judgment of URC and the administration whether or not to include college, school, or departmental affiliation in subsequent cycles.

**Commented [DD12]:** Reference to “controls” removed because these are descriptive studies.

Overview of Process: The Provost’s office and PRPA, and OEOA if necessary, will work together to prepare raw data. Following preparation of the data, URC will work with PRPA or other offices as needed to conduct appropriate quantitative analyses. Analyses will be conducted centrally at the university level to ensure uniformity and consistency of analytic procedures. Specific analytic procedures will be determined by the URC in consultation with PRPA and other offices as needed. The analyses will be conducted by PRPA, or other offices as needed, with URC providing direction and oversight.

The purpose of the analyses will be to create and review a comprehensive picture of how ISU tenure-track faculty progress from appointment through tenure and first promotion, and whether any elements of that picture suggest that possible equity concerns may be present. The URC recognizes that patterns found, if any, do not necessarily indicate that an equity concern is present. For example, faculty depart voluntarily for a variety of personal and professional reasons that cannot be investigated through this study. Furthermore, the granting of tenure is not automatic based on the fulfillment of a probationary period and yearly performance-evaluation ratings, but is a major decision based on a qualitative review of the candidate’s fulfillment of the criteria for tenure.<sup>13</sup>

At the conclusion of the analyses, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty members’ privacy. If the findings suggest that possible equity concerns may be present, the URC may make recommendations regarding those findings, and/or recommendations for further analyses. The URC will ask ISU legal counsel for a review of its report prior to its release.

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<sup>12</sup> For the variables of interest, race/ethnicity and country of origin will be defined here as “at the time of hire;” age will be defined here as “40 or older at the time of action: yes/no,” in accordance with the Age Discrimination Act; gender, disability status and military veteran status will be defined as “at the time of action,” or last year tracked “Time of action” is defined as the time of either voluntary departure, non-reappointment, tenure/tenure denial, or promotion.

<sup>13</sup> ISU ASPT policies IX.C. and IX.D.

Ideally, the timeline for phase two will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of phase two, URC will also evaluate the overall process and make procedural recommendations for future tenure / first promotion reviews.

As this is a new initiative that has not been pilot tested, the URC may need to modify variables or analyses. Any modifications made will be explained in the URC report.



### Phase Three: Full Professor / Second Promotion

The third phase of the ASPT Equity Review Cycle will focus on faculty progression from associate to full professor.<sup>14</sup>

**Commented [DD13]:** See previous comment re: "conditions or dynamics."

The URC recognizes that ISU ASPT eligibility criteria for promotion to full professor include: terminal degree or highly recognized stature in the field, time-in-rank as an associate professor, time-in-service as an ISU faculty member, and excellence of quality that reflects sustained past performance and is indicative of meritorious future performance.<sup>15</sup> This review will only consider time-in-rank and time-in-service.

For the remainder of the description of phase three, "eligible," means eligibility in terms of time-in-rank and time-in-service.

The population for the study will include a) all associate professors who voluntarily departed from ISU since 2010, prior to promotion to full professor; and b) all faculty employed at ISU at the time of the study who either currently hold the rank of full professor or who c) hold the rank of associate professor and have enough time-in-rank and time-in-service to be eligible for promotion to full professor.<sup>16</sup> Faculty holding the rank of assistant professor will not be included in the study, nor will associate professors who lack sufficient time-in-rank or time-in-service to be eligible for promotion, nor will faculty who were promoted to full professor but are not currently employed at ISU (e.g. resignation, retirement).

Three analyses will be conducted. These studies are descriptive only, and include:

- Study #1 – A review of “voluntary departure prior to promotion to full professor” (yes/no)
  - Study #1 will include the full study population, as described above. “Yes” will be defined as faculty who voluntarily departed from ISU prior to promotion to full professor (e.g. resignation, retirement). “No” will be defined as all faculty employed at ISU who either currently hold the rank of full professor or who are eligible for promotion to full professor.
  - Time between appointment/promotion to associate professor and voluntary departure also will be examined.
  - The review also will examine whether or not voluntarily departing faculty had ever applied unsuccessfully for promotion.
  - After the conclusion of study #1, associate professors who departed ISU voluntarily since 2010 will be removed from the study population. For the remainder:
- Study #2 – A review of “promotion to full professor” (yes/no)
  - “Yes” will be defined as faculty who were hired as full professors or who were promoted to that rank after hire, and “no” will include associate professors who are eligible for promotion but have not yet been promoted.

<sup>14</sup> ISU ASPT policies distinctly separate the actions of promotion (VIII) and tenure (IX). Although URC recognizes that award of tenure promotion to associate professor ordinarily happens concurrently, this study focuses on the ISU ASPT definitions and practices governing the promotion from associate to full professor (ASPT VII.F.2.b).

<sup>15</sup> ISU ASPT VIII.F.2.a.b.c

<sup>16</sup> ISU ASPT policy (VIII.F.2.b) indicates that to be eligible for promotion to professor, ordinarily, faculty members must have served full-time for at least four years as an associate professor at ISU and have completed at least ten full-time years as a faculty member at the college or university level. However, eligibility does not necessarily reflect sequential calendar years, as unpaid leaves of absence and sabbatical leaves (upon prior agreement) do not count as progress towards promotion (VIII.H). In developing the study population, the Provost’s Office will assist with accurately determining eligibility for promotion.

- Time between appointment/promotion to associate professor and promotion to full professor also will be examined. For faculty who were appointed at full professor, time-to-promotion will be zero.
- After the conclusion of study #2, faculty who hold the rank of full professor will be removed from the study. For the remainder:
- Study #3 – A review of “time since eligibility,” for eligible associate professors who have not yet been promoted to full professor
  - Time since appointment/promotion to associate professor will be examined.
  - Number of applications for promotion to full professor (if any) also will be examined.<sup>17</sup>

For the above analyses, variables of interest include the following categories related to equal opportunity and access:<sup>18</sup>

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military veteran/non-military veteran, if possible
6. Age (40 or over)
7. Intersections of the above as determined by the URC and PRPA

Overview of the Process: The Provost’s office and PRPA, and OEOA if necessary, will work together to prepare the raw data. Following preparation of the data, URC will work with PRPA or other offices as needed to conduct appropriate quantitative analyses. Analyses will be conducted centrally at the university level to ensure uniformity and consistency of analytic procedures. Specific analytic procedures will be determined by URC in consultation with PRPA and other offices as needed. The analyses will be conducted by PRPA, or other offices as needed, with URC providing direction and oversight.

The purpose of the analyses will be to create and review a comprehensive picture of how ISU tenure-track faculty progress from associate to full professor, and whether any elements of that picture suggest that possible equity concerns may be present. The URC recognizes that patterns found, if any, do not necessarily indicate that an equity concern is present. For example, faculty depart voluntarily for a variety of personal and professional reasons that cannot be investigated in this study. Furthermore, applying for promotion to full professor is the choice of the individual faculty member. There is no university policy requiring that eligible faculty apply for promotion, no time limitations for doing so, and no penalty for applying unsuccessfully. Finally, the granting of promotion to full professor is not automatically based on the fulfillment of a required minimum time-to-eligibility, but is a major decision based on a qualitative review of a candidate’s professional activities.<sup>19</sup>

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<sup>17</sup> ISU ASPT policies do not limit the number of times an associate professor may apply for promotion to full professor, nor do they specify any penalties for unsuccessful applications.

<sup>18</sup> For the variables of interest, race/ethnicity and country of origin will be defined here as “at the time of hire,” age will be identified as “40 or older at the time of action: yes/no,” in accordance with the Age Discrimination Act.; gender, disability status and military veteran status will be defined as “at the time of action,” or the last year tracked. “Time of action” is defined as the time of either: voluntary departure; promotion to full professor; or (in the case of eligible associate professors who have not yet been promoted) the time of the study.

<sup>19</sup> ISU ASPT policy VIII.F.2.c

At the conclusion of the analyses, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member's privacy. If the findings suggest that possible equity concerns may be present, the URC may make recommendations regarding those findings, and/or recommendations for further analyses. The URC will ask ISU legal counsel for a review of its report prior to its release.

Ideally, the timeline for phase three will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of phase three, URC will also evaluate the overall process and make procedural recommendations for future full professor/second promotion reviews.

As this is a new initiative that has not been pilot tested, the URC may need to modify variables or analyses. Any modifications made will be explained in the URC report.

## Phase Four: Performance Reviews & Salary Counteroffers

The fourth phase of the ASPT Equity Review Cycle will focus on performance reviews and salary counteroffers. Two types of studies will be performed:

### 1) Performance Reviews

The Provost's office will provide data on the percentage of faculty members receiving unsatisfactory ratings from DFSCs as compared to the total ASPT faculty, and will further break this data out by gender, race/ethnicity, etc. (according to our year one scope). It will compare this broken-out data to the total ISU tenure-line population to see if there are patterns of disproportionality such as would be analogous to studies in K-12 education that have found that the race/ethnicity and gender of students suspended is disproportionately African American males. If year nine data yields no remarkable results, this study might not need to be repeated in year fourteen, year nineteen, etc. The intention of this study will be to examine the success/failure of our system of rewards, including merit-based salary increments, formative feedback, and other factors intended to encourage successful faculty productivity outcomes.

### 2) Salary Counteroffers

Starting in FY19, the Provost's office will ask chairs/directors to provide data regarding all persons who leave a faculty role for positions outside of the University, with or without a request for a counteroffer, and regarding the percentage of any counteroffer in relation to current salary for all faculty who received a counteroffer, coded by whether they stayed at ISU or were not retained. This data will be collected and in year four will be provided to the URC. It will be broken down by department and by gender, race/ethnicity, etc. (according to our year one scope). These two break downs need not be intersected if to do so would reveal confidential personnel information. Records of institutions to whom we have lost faculty may also be of interest in formulating optimum retention strategies for ISU. The intention of this study will be to examine the success/failure of our efforts to retain faculty and the ability of ISU to offer competitive salaries.

**Commented [DD14]:** I did not make any edits to this section because I had questions for discussion:

- Should this be written up as a descriptive study only (like phases two, three and five); or as a causal-comparative study in which we refer findings to CFSCs for further review and elucidation (like phase one)?

- Also, should it just look at one year of data (as it seems to propose) or a range of years?

Following discussion of these and any other questions posed by URC, I will make edits (if any) in accordance with the committee's will.

**Commented [DD15]:** I did not make any edits to this section because I had questions for discussion:

- Should we study this? Salary counteroffers are not an area of ASPT jurisdiction. There is nothing in ISU ASPT policy that necessitates that a faculty member who wishes to voluntarily depart must be made a counteroffer in order to entice the individual to stay.

- Can we study this? It doesn't account for differences in the individual cost/benefit analyses of departing faculty. The decision whether or not to request a counteroffer (and the size of the offer) probably varies significantly based on subjective things such as the desirability of the job offer, its location, and the individual's relative happiness here.

- Is this redundant effort? Salaries will be examined every five years and if an individual's salary is disparately high due to a counteroffer, then that will be brought to light in the study.

- If the phenomenon of interest is faculty retention, then the following substitute would explore that more fully: Ask chairs/directors to conduct exit interviews of all departing faculty, analyze those reports on a five-year cycle, and then provide URC with a report of reasons for departure / retention issues. Arguably, voluntary departures is not an area of ASPT jurisdiction either. However, implementing "exit interviews" is a recommendation of the Campus Climate Task Force, and could be included as part of the Equity Review Cycle. <https://illinoisstate.edu/president/campus-climate-taskforce/equity-review/>

Following discussion of these and any other questions posed by URC, I will make edits (if any) in accordance with the committee's will.

## Phase Five: Disciplinary Actions

The fifth phase of the ASPT Equity Review Cycle will focus on faculty disciplinary actions. The population for the study will include all tenure-track faculty who are currently employed at ISU or were dismissed since 2019 due to disciplinary action<sup>20</sup>.

In this initial Equity Review Cycle, one analysis will be conducted. The study will be descriptive only, and will constitute a review of sanctions/suspension/dismissals (yes/no).

- “Yes” will be defined as having received one or more sanctions or suspensions, or a dismissal, and “no” will be defined as not having received any of the aforementioned disciplinary actions.

For the above analyses, variables of interest include the following categories related to equal opportunity and access:<sup>21</sup>

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. Citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military veteran/non-military veteran, if possible
6. Age (40 or over)
7. Intersections of the above as determined by URC and the Provost’s office

All data will be examined at the aggregated university-wide level. College, school or departmental affiliation will not be used in the initial cycle of this study. It will be the judgment of the URC and the administration whether or not to include college, school or departmental affiliation in subsequent cycles.

Overview of the Process: The Provost’s office will prepare raw data. Following preparation of the data, URC will work with the Provost’s office to conduct appropriate quantitative analyses. Analyses will be conducted centrally at the university level to ensure uniformity and consistency of analytic procedures. Specific analytic procedures will be determined by the URC in consultation with the Provost’s office. The analysis will be conducted by the Provost’s office, or other offices as needed, with URC providing direction and oversight. The purpose of the analysis will be to create and review a comprehensive picture of outcomes of faculty disciplinary actions, and whether that picture suggests that possible equity concerns may be present.<sup>22</sup> The URC recognizes that patterns found, if any, do not necessarily indicate that an equity concern is present.

At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty members’ privacy. If the findings suggest that possible equity concerns may be

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<sup>20</sup> Or the year the proposed disciplinary articles take effect, if not in 2019.

<sup>21</sup> For the variables of interest, race/ethnicity and country of origin will be defined here as “at the time of hire,” age will be identified as “40 or older at the time of disciplinary action: yes/no,” in accordance with the Age Discrimination Act.; gender, disability status and military veteran status will be defined as “at the time of disciplinary action,” or the last year tracked.

<sup>22</sup> According to proposed Article XII.A.7, confidential reports of disciplinary actions will also be submitted annually by the Provost to the URC. However, the proposed policy does not prescribe that such annual reports must include data related to equal opportunity and access considerations.

present, the URC may make recommendations regarding those findings, and/or recommendations for further analyses. The URC will ask ISU legal counsel for a review of its report prior to its release.

Ideally, the timeline for phase five will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of phase five, URC will also evaluate the overall process and make procedural recommendations for future reviews of disciplinary actions.

As this is a new initiative that has not been pilot tested, the URC may need to modify variables or analyses. Any modifications made will be explained in the URC report.

## Proposed Scope of Equity Review Cycle

As Recommended to the Faculty Caucus by the University Review Committee  
at its May 10, 2018 meeting

The proposed ASPT Equity Review Cycle examines processes affecting tenure-track faculty, and encompasses five phases of study that include:

- Phase one: Salary
- Phase two: Tenure / First Promotion
- Phase three: Full Professor / Second Promotion
- Phase four: Performance Reviews & Salary Counteroffers
- Phase five: Disciplinary Actions

These studies are described in the following pages.

### Phase One: Salary

Salary, with each faculty member's monthly salary adjusted into an annual standard for ease of analysis and layperson comprehension, broken out by the following categories related to equal opportunity and access:

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military/non-military, if possible
6. Age
7. Intersections of the above as determined by the URC and PRPA, once the raw data is received

Controls or co-variables may include but are not limited to:

1. highest earned degree
2. years since appointment on tenure-line at ISU
3. rank
4. years in rank (both with and without this control; as well as intersection of rank by years-in-rank)
5. departmental affiliation by department of rank
6. past administrative appointment or not (chairs/deans/Provost office & deans offices AP roles)

Following receipt of the raw and intersectional data by URC, URC will need to work with CFSCs to combine the analyses results with assessment of individual faculty performance. This is not a URC-level endeavor, but a CFSC-level endeavor, with CFSCs reporting back to the URC regarding findings and corrective steps if identified.

A few studies from other universities that the ad hoc committee examined show the percent distribution of male/female, race/ethnic identity across departments. The Academic Planning Committee and PRPA already currently track this type of data in a different way through Academic Program Profiles and the APC

encourages diversification plans; however, seeing concentrations comparatively on one graph may be informative to considerations of how work environment may be affecting outcomes.

At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member's privacy. Ideally, the completion time for the study will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.



## Phase Two: Tenure / First Promotion

As Recommended to the Faculty Caucus by the University Review Committee  
at its May 10, 2018 meeting

The second phase of the ASPT Equity Review Cycle will focus on faculty progression from appointment through tenure and first promotion. The population for the study will include all tenure-track faculty who were appointed without tenure since 2010 and the current year, whether still employed at ISU or not.<sup>1</sup>

Four analyses will be conducted. These studies are descriptive only, and include, but are not limited to:

- Study #1 – A review of “voluntary departure prior to tenure” (yes/no)
  - Study #1 will include the full study population, as described above. “Yes” will be defined as faculty who voluntarily departed from ISU prior to tenure (e.g. resignation, retirement). “No” will be defined as faculty who did not voluntarily depart prior to tenure, whether still employed at ISU or not (e.g. this includes faculty who departed due to non-reappointment or tenure denial, faculty who were tenured, and faculty who have not yet undergone tenure review).
  - Time between appointment and voluntary departure also will be examined.
  - After the conclusion of study #1, tenure-track faculty who departed ISU voluntarily prior to tenure will be removed from the study population. For the remainder:
  
- Study #2 - A review of “non-reappointment prior to tenure” (yes/no)
  - “Yes” will be defined as tenure-track faculty who were not reappointed prior to tenure. “No” will be defined as all tenure-track faculty who have not yet applied for tenure and faculty who progressed through to applying for tenure (whether approved or denied).
  - Time between appointment and non-reappointment also will be examined.
  - After the conclusion of study #2, tenure-track faculty who were not reappointed prior to tenure will be removed from the study population.
  - Tenure-track faculty who are not yet eligible to apply for tenure also will be removed from the study population. For the remainder:
  
- Study #3 – A review of “award of tenure” (yes/no)<sup>2</sup>
  - “Yes” will be defined as tenure-track faculty who applied for and were awarded tenure, and “no” will be defined as faculty who applied for but were denied tenure.
  - Time between appointment and tenure also will be examined.
  - After the conclusion of study #3, tenure-track faculty who applied for but were denied tenure will be removed from the study. For the remainder:

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<sup>1</sup> A minimum of one decade of data should be represented during the initial undertaking of this analysis. In future cycles, 15 years of data should be represented in the second cycle, and 20 years of data in subsequent cycle years. If one decade of data are not available for the initial Equity Review Cycle, then the earliest year reasonably available should be used; subsequent cycles should be adjusted accordingly until the 20 years threshold is reached.

<sup>2</sup> ISU ASPT policies establish that promotion from Assistant to Associate Professor is a process distinct from the award of tenure, although both normally occur at the same time. Accordingly, this series of studies examines tenure and first promotion separately.

- Study #4 – A review of “rank at time of tenure” (associate professor or higher: yes/no)<sup>3</sup>
  - “Yes” will be defined as attainment of associate professor rank (or higher) at time of tenure, including faculty who were appointed at the associate professor rank, those who were promoted prior to tenure (if any), and those who were promoted concurrently with tenure. “No” will encompass only assistant professors who were awarded tenure but were not promoted to associate professor (if any).

For the above analyses, variables of interest include the following categories related to equal opportunity and access:<sup>4</sup>

1. Gender
2. Race/ethnicity
3. Disability status, if possible
4. U.S. citizenship status versus citizenship status from each continent of origin if not U.S.
5. Military veteran/non-military veteran, if possible
6. Age (40 or over)
7. Intersections of the above as determined by the URC and PRPA

All data will be examined at the aggregated university-wide level. College, school or departmental affiliation will not be used in the initial cycle of this study. It will be the judgment of URC and the administration whether or not to include college, school, or departmental affiliation in subsequent cycles.

The Provost’s office and PRPA, and OEOA if necessary, will work together to provide the URC with data related to successful tenure cases and promotions to associate professor, time-to-tenure-and-promotion, non-reappointments, tenure denials, and resignations/retirements prior to tenure-and-promotion.

At the conclusion of the analysis, the URC will report its findings to Faculty Caucus. If the findings suggest that possible equity concerns may be present, the URC may make recommendations regarding those findings, and/or recommendations for future analyses. To preserve confidentiality, findings will be reported only in the aggregate, without any identifying information that may compromise individual faculty member’s privacy. Ideally, the completion time for the review will be one year. However, actual completion time may vary in the implementation of the review. At the conclusion of the study, URC will also evaluate the overall process and make procedural recommendations for future reviews.

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<sup>3</sup> ISU ASPT policy (IX, C.5) specifies that faculty members should hold the rank of Associate Professor or higher at the time of tenure, or be recommended for promotion to that rank when tenure is awarded. Ordinarily, promotion to Associate Professor shall not occur prior to recommendation for tenure (VIII.F.1.b); and an individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be considered for tenure (IX.C.5). However, the language of ISU ASPT policies does not preclude the potential for awarding tenure without promotion, or for promoting faculty prior to tenure.

<sup>4</sup> For the variables of interest, race/ethnicity and country of origin will be defined here as “at the time of hire;” age will be defined here as “40 or older at the time of action: yes/no,” in accordance with the Age Discrimination Act; gender, disability status and military veteran status will be defined as “at the time of action,” or last year tracked “Time of action” is defined as the time of either voluntary departure, non-reappointment, tenure/tenure denial, or promotion.

**ADDENDUM TO MINUTES FILE**  
**UNIVERSITY REVIEW COMMITTEE, 2017-2018**

At its May 3, 2018 meeting, University Review Committee Chairperson Diane Dean announced that the committee would review and approve several documents via email before the end of Academic Year 2017-2018. Accordingly, the University Review Committee approved the following documents via email prior to May 15, 2018. Actions taken and votes cast are recorded below.

**UNIVERSITY REVIEW COMMITTEE MINUTES**

**Minutes of the April 12, 2018 University Review Committee meeting**

Approved on May 11, 2018

Six members voting aye (Dean, Edwards, Goodman, Houston, Jenkins, and Shively),  
two members abstaining (Bonnell and Smelser)

**Minutes of the April 19, 2018 University Review Committee meeting**

Approved on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

**Minutes of the April 26, 2018 University Review Committee meeting**

Approved on May 15, 2018

Six members voting aye (Bonnell, Edwards, Goodman, Jenkins, Shively, and Smelser),  
two members not casting votes (Dean and Houston)

**Minutes of the May 3, 2018 University Review Committee meeting**

Approved on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

Note: Minutes as approved by the University Review Committee are posted on the Illinois State University website,  
at <https://provost.illinoisstate.edu/resources/tenure-promo/committee-minutes/>.

**CFSC ANNUAL REPORTS**

**CFSC Annual Report 2017-2018 College of Applied Science and Technology**

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

**CFSC Annual Report 2017-2018 College of Arts and Sciences**

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

**CFSC Annual Report 2017-2018 College of Business**

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

**CFSC Annual Report 2017-2018 College of Education**

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

**CFSC Annual Report 2017-2018 College of Fine Arts**

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

**CFSC Annual Report 2017-2018 Mennonite College of Nursing**

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

**CFSC Annual Report 2017-2018 Milner Library**

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

Note: CFSC annual reports for 2017-2018, as accepted by the University Review Committee, are on file in the Office of the Provost.

**FACULTY REVIEW COMMITTEE REPORT**

Report to the University Review Committee from the Faculty Review Committee regarding appeals received and considered by the Faculty Review Committee in Academic Year 2017-2018

Accepted on May 11, 2018

Eight members voting aye (Bonnell, Dean, Edwards, Goodman, Houston, Jenkins, Shively, and Smelser)

Note: A redacted version of the Faculty Review Committee annual report for 2017-2018, as accepted by the University Review Committee, is on file in the Office of the Provost.

**CFSC STANDARDS**

**College of Business**

Approved on May 11, 2018

Five members voting aye (Dean, Edwards, Goodman, Jenkins, and Smelser),  
three members not casting votes (Bonnell, Houston, and Shively)

**College of Education**

Approved on May 11, 2018

Five members voting aye (Dean, Edwards, Goodman, Jenkins, and Smelser),  
three members not casting votes (Bonnell, Houston, and Shively)

Note: CFSC standards of the College of Business and the College of Education, as approved by the University Review Committee, are attached.

**College of Business**  
**College of Business Faculty Status Committee Standards**  
**Effective January 1, 2018**

**I. Guiding Philosophy**

The process of evaluating contributions of faculty should be a positive and motivating endeavor, and not rely on formulaic models or discrete evaluation categories. This process should encourage faculty to contribute to achieving the mission of the department, college, and university.

**II. College of Business Mission**

Within Illinois State University's College of Business, through our shared commitment to excellence in learning, we prepare students to become skilled business professionals who think critically, behave ethically, and make significant contributions to organizations, communities, and our global society.

**III. Goals to Accomplish Our Mission**

It is through our teaching, intellectual contributions, and service that we achieve our mission. As an institution emphasizing excellence in teaching, the College of Business seeks to recruit, develop, and support motivated faculty who are active teacher-scholars in their fields.

**Teaching:** We pursue teaching excellence through a student-centered focus, developing and enhancing students' continuous learning skills by educating them in business theory and its application to business practice. We achieve this student-centered focus by actively involving students, creating a small-class atmosphere, maintaining access to instructors, encouraging innovative methodologies, and by continuously improving our curricula.

**Intellectual Contributions:** In addition to basic research, the College values applied research and instructional development as intellectual contributions that help students see the relevancy of theory to business practice.

**Service:** By our service, the faculty and staff are role models for students through contributions to the university, the community and their profession. Faculty and staff represent the college through involvement in university committees and our professional service enhances the visibility and reputation of our college.

**Accreditation:** The College of Business is accredited by AACSB International; the Accounting program is separately accredited. The college is committed to maintaining these important accreditations. Accordingly, DFSC policies should articulate expectations for performance that will enable the college to continue to maintain these accreditations.

**IV. CFSC: Membership, Elections, Terms, and Procedures**

1. The CFSC shall be composed of one tenured faculty member from each of the four departments and the Dean of the College of Business.

2. The Dean of the college shall be an ex-officio voting member and Chairperson of the CFSC. At the beginning of each fall semester a vice-chairperson shall be elected from among its members.
3. A minimum of two candidates from each of the four departments shall be nominated by faculty who hold tenured or probationary (tenure-track) appointments. Election of nominees shall be at large by the college's tenured and probationary (tenure-track) faculty.
4. CFSC members' terms are two years. Terms of the members from each of the four departments are staggered. Therefore, two departmental members are elected each year.
5. Mid-term vacancies shall be filled by election as specified in IV.3 of these standards. The newly-elected member shall serve to the end of the uncompleted term.
6. No faculty member may serve for more than two consecutive full terms on the CFSC. Those elected to fill partial terms may serve up to two additional full terms.
7. Elections to determine membership on the CFSC shall normally be held before April 15. Terms of office normally commence with the start of the fall semester.
8. Official records of the CFSC shall be kept in the Office of the Dean.

## **V. Goals of the Evaluation Process**

The Department Faculty Status Committee (DFSC) mission, goals, policies, and procedures should clearly communicate departmental performance expectations including the expectation that all faculty maintain a level of intellectual contributions sufficient to be viewed as Academically Qualified by AACSB International. The evaluation of faculty should be explicitly linked to those expectations and should allow for flexibility. It should be based on the individual faculty member's short-term and long-term career goals and accomplishments in relationship to the department, college, and University mission.

If appropriate, the annual evaluations should provide developmental feedback. For probationary (tenure-track) faculty or those working toward promotion, the annual evaluation must explicitly address the faculty member's progress toward tenure and/or promotion, and communicate areas in which development or improvement is needed.

The evaluation process should recognize intermediate outcomes in addition to completed outcomes. The approach used by the department to evaluate and reward multi-year contributions should be clearly explained. Departments should provide stability and consistency in the interpretation and application of standards. The chairperson is important in achieving this goal, since she or he is the collective memory of the DFSC. As a starting point in the evaluative process, the chair may take the lead by preparing, for consideration by other DFSC members, salary, promotion, tenure, and retention recommendations for each departmental faculty member.

The evaluation of faculty contributions and accomplishments should emphasize quality in addition to quantity. Furthermore, multiple measures of quality should be used. (For examples of such measures, see pages 60-64 of the *Faculty Appointment, Salary, Promotion and Tenure Poli-*

*cies.*) For teaching, students should have the opportunity to provide reactions to teaching performance in each class, including summer courses. However, in evaluating teaching, each department shall consider additional measures of quality, thus avoiding an over-reliance on student responses. For intellectual contributions, this should include careful reading of scholarly and creative work to evaluate quality, contributions to the field, and the extensiveness of the project. In the evaluation of service, departments should focus on the significance and quality of, and time required by, a faculty member's university and professional service.

## **VI. Promotion and Tenure**

In order to qualify for promotion or tenure, a faculty member must exhibit and document sustained and consistent high quality performance in all faculty roles. The documentation should include a concise narrative interpreting the materials presented in the candidate's portfolio of teaching, scholarly and creative work, and service accomplishments and goals. The portfolio should also include the candidate's philosophy on and contributions made in teaching, scholarly and creative work, and service.

## **VII. Recusal Policy**

The college adopts the following recusal policy pertaining to the CFSC: CFSC members shall neither participate in nor vote at ASPT deliberations (including appeals) involving individuals from their own department/school.

Approved by the CFSC: January 19, 2018

Approved by the URC: May 11, 2018

## 2018 COLLEGE OF EDUCATION APPOINTMENT, SALARY, PROMOTION AND TENURE POLICIES

Policies and procedures developed by Department or School Faculty Status Committees (DFSCs/SFSC) within the College of Education will be performance-based, fair, clear, consistent with the mission of the College, and in conformity with College policies consistent with Illinois State University Faculty Appointment Salary Promotion and Tenure (ASPT) Policies effective January 1, 2017.

### College Appointment, Salary, Promotion, and Tenure Policies

1. **Responsibility to Students:** Student achievement and learning are the primary ends of faculty work. Faculty members are expected to demonstrate a high commitment to students, offering the support and respect that are crucial to student success.
2. **DFSC Responsibility:** DFSC members must act in the best interests of the Department consistent with college and university policies. The Chair, as the permanent member of the DFSC, shall provide a long-term perspective on each faculty member's performance and offer recommendations to the DFSC regarding the work of the DFSC.
3. **CFSC Membership:** The CFSC shall be comprised of six tenured faculty members, including two members from each academic department, and the Dean, who is an ex-officio voting member and Chairperson of the Committee. Members from each department are elected at-large by the faculty of the College for staggered two-year terms.
4. **CFSC Responsibility:** CFSC members must act in the best interest of the College consistent with department and university policies. CFSC members will participate in, be present at, and vote in ASPT deliberations (including appeals) involving individuals from each department, including their own department.
5. **Performance Expectations:** All faculty members, including those who are newly appointed, will be evaluated annually based on their record of performance between January 1 and December 31 for the calendar year of their evaluation. During the annual performance review, the DFSC shall consider activities performed (or reaching completion) during the calendar year being evaluated but give due attention to long-term contributions made by particular faculty. "Anonymous communications (other than officially collected student reactions to teaching performance) shall not be considered in any evaluative activities" (2017 ASPT Policies, V. C. 2. d., p. 18). Faculty performance in teaching, scholarly and creative productivity, and service may vary annually in terms of emphasis. "The annual performance evaluation process shall include (1) an annual assessment of the faculty member's performance in teaching, scholarly and creative productivity, and service; (2) a separate interim appraisal of the faculty member's progress toward tenure and/or promotion, if applicable; and (3) an overall evaluation of the faculty member's performance in the evaluation period as either "satisfactory" or "unsatisfactory" (2017 ASPT Policies, VII. E., p. 23).
  - **Teaching:** The College of Education values outstanding teaching by all faculty members. No probationary faculty member shall be reappointed who does not demonstrate promise of excellence or excellence in teaching. All courses delivered by College of Education faculty members will be evaluated by students using an instrument with a common core of questions asked of all classes. Departments and faculty members may add questions to the instrument. In their policies and procedures, DFSCs must describe the acceptable mechanism(s) for the evaluation of teaching performance beyond that of student reactions to teaching performance to be used within the Department (2017 ASPT Policies, Appendix 2, pp. 60-62).



- **Scholarly and Creative Productivity:** Scholarly and creative productivity may take many forms. Scholarly and creative productivity should be connected to the mission of the College of Education. Scholarly and creative productivity needs to result in products that are open to review by knowledgeable peers. Both individual and collaborative efforts in scholarly and creative productivity are valued (2017 ASPT Policies, Appendix 2, pp. 62-63).
  - **Service:** Faculty members shall make internal contributions within the University, College, and Department. They shall also make external contributions to schools, other education entities, professional associations, or organizations (2017 ASPT Policies, Appendix 2, pp. 63-64).
5. **Promotion and Tenure:** Consistent with the 2017 ASPT Policies, VIII., pp. 24-26.
- Promotion to Associate Professor:* Faculty seeking promotion to associate professor must show evidence of sustained and consistent performance in all three areas as defined above, promise of outstanding contributions in the future, and connection to the mission of the College (2017 ASPT Policies, VIII. F. 1., p. 25).
- Tenure:* The granting of tenure is a major decision. A summative review of a faculty member's professional activities shall be completed at the time a tenure recommendation is made (2017 ASPT Policies, IX, pp. 27-31).
- Promotion from Associate Professor to Professor:* Earning the rank of professor requires a level of accomplishment of the highest quality and sustained productivity across all three areas of performance expectations (2017 ASPT Policies, VIII. F. 2, p. 26)
- Application Format:* In order to ensure uniformity and simplicity in the presentation of evidence from candidates for promotion or tenure, all DFSCs will use the College format for documentation. This format will be disseminated annually by the CFSC with the college policies.
6. **Salary Review:** The annual salary reviews should be directed toward ensuring that faculty salaries are consistent with the performance records of faculty in accordance with the expectations established by the DFSC and CFSC. DFSC criteria may also include equity and/or market adjustments for individual faculty. Except in unusual circumstances, salary recommendations may not be of equal shares (e.g. percents, dollars) across faculty.

**Approved by the University Review Committee, May 11, 2018**