

Appointment, Salary, Promotion, and Tenure Policies for the School of Biological Sciences

The University Appointment, Salary, Promotion and Tenure (ASPT) document provides the general policies that will be used by the School Faculty Status Committee (SFSC) for faculty evaluations and related processes. In addition, the College Faculty Status Committee (CFSC) of the College of Arts and Sciences has developed guidelines specific to this College. Policies and guidelines that meet the operational needs of the School of Biological Sciences and that are consistent with the School's mission are stated in this document. This document is subject to faculty evaluation and revision each year to reflect changes within the University, College of Arts & Sciences, and the School of Biological Sciences (SBS).

I. SCHOOL MISSION AND GOALS

These statements will guide the SFSC in evaluating faculty performance in teaching, scholarly productivity, and professional service, and for making appointment, salary, promotion, and tenure decisions.

A. GENERAL MISSION STATEMENT

The mission of the School of Biological Sciences is to contribute to the acquisition and dissemination of biological knowledge through research, teaching, and service.

Specific goals of the School are to:

- 1) provide the highest quality education for students at all levels;
- 2) support original research that is recognized at national and international levels; and
- 3) engage in professional service within and outside the University that complements the teaching and research responsibilities of the School.

B. SPECIFIC GOALS. To achieve our mission outlined above, the School has the following expectations of its faculty in the areas of teaching, scholarly productivity, and service.

1.) Teaching. The School seeks to provide students at all levels with a high-quality education in biology. This objective will be met by: 1) classroom, laboratory, and field teaching using, as appropriate, innovative experimental approaches and traditional techniques, 2) individualized teaching and mentorship through laboratory and field research, educational outreach, or through other out-of-class learning experiences such as teacher training or professional practice and, 3) implementing a strong program of graduate education and research education at the highest level of professional excellence. All faculty members are expected to provide highly competent instruction in their area of specialization, and to make significant contributions to individualized instruction to undergraduate and graduate students. Faculty may contribute to all facets of the School's instructional program, including courses at the undergraduate and graduate level, and those involving majors and non-majors. An important element of the School's instructional philosophy is that active involvement of students in research is the best way to educate students in the scientific process.

2.) Scholarship. The School seeks to contribute to the acquisition and dissemination of biological knowledge through research. All faculty members in the School are expected to maintain a research program that adds in a meaningful way to the body of knowledge in their discipline (unless they have specifically negotiated with the

SFSC a significantly reduced research time allocation with a concomitant increase in other categories). The School especially values those scholarly achievements that enhance the reputation of the faculty member, the School, and the University nationally and internationally. Educational research is included within this definition of scholarly achievements. Faculty success in research will be evaluated primarily on the basis of peer-reviewed publications and success in obtaining external research funding. Other metrics are also considered, such as presentations at professional meetings and invited seminars.

3.) Service. The School expects all faculty members to engage in professional service within and outside the University that promotes the teaching and research missions of the School, the overall mission of the University, or the advancement of the Biological Sciences. This may include, but is not limited to, service on School, College and University Committees, service on editorial or other professional boards, reviewing for scientific journals, reviewing for granting agencies, and service to governmental, private, professional, or civic organizations in a capacity that is related to the professional expertise of faculty members.

II. SCHOOL FACULTY STATUS COMMITTEE (SFSC)

See the University ASPT document (*Section V.A*) for the general guidelines on this matter, with the following exceptions.

A. COMPOSITION OF THE SFSC

1. The SFSC will consist of the Director and four faculty members elected by the School.
2. Faculty on leave for either semester or accepting the position of Director or Associate Director for a semester or longer are not eligible to serve as an elected member during that academic year, and will be considered to have resigned from SFSC as of the start of the academic year in which such status becomes effective.
3. Faculty members applying for promotion are not eligible to serve as an elected member during that academic year, and will be considered to have resigned from SFSC as of the start of the academic year in which they plan to submit their package for promotion. Similarly, this will apply to family members of faculty members applying for promotion.
4. Two SFSC members will be elected each year. If a vacancy occurs, a replacement will be elected to serve the remainder of the term. An individual may serve no more than two consecutive terms, regardless of the length of the terms.

B. NOMINATION AND ELECTION PROCEDURES

All tenured and tenure-track faculty are eligible to vote in SFSC elections, with the exception of the Director, who will serve as the election committee.

1. By the 6th week of the spring semester, the Director will issue a call for nominations, specifying the members of the SFSC whose terms are expiring, and indicating whether that individual is eligible to be reelected.
2. Nominations will remain open until the date and time specified in the call, which shall be no less than 5 working days following notification of that call. To call for nominees, the School will provide a copy of the request for nominations to each faculty member eligible to vote.
3. Any faculty member eligible and willing to serve may be nominated by a written petition to the Director signed by at least three other faculty members eligible to vote in the SFSC election.
4. If at the close of nominations there are fewer nominees than vacancies, nominations will be reopened until a sufficient number of nominees has been identified. If there is only a single nominee for each

vacancy following the close of nomination, those persons nominated for the SFSC shall be automatically elected.

5. Nominees with the highest number of votes will fill two-year term vacancies. If any of the vacancies is a one-year replacement term, the nominee with the next highest number of votes will fill the vacancy. In the case of a tie, additional elections will be conducted until the tie is broken.
6. Balloting will be by secret ballot in the Biology Office during a designated period of at least two working days. Balloting will begin no sooner than one week after the list of nominated candidates has been announced. The Director, one SFSC member, and the administrative assistant to the Director will count the ballots. The results will be reported to the faculty and posted in the School Office.
7. Faculty on leave or otherwise away from campus during elections are eligible to vote in SFSC elections, and may submit absentee ballots to the Director either in writing by regular mail or e-mail. The responsibility for initiating such communication lies with the absent faculty member.

C. DEVELOPMENT AND AMENDMENT OF THE SCHOOL ASPT DOCUMENT

1. *The SFSC is responsible for the development of School policies and procedures subject to the input and consent of the faculty, as outlined in Section V.B of the University ASPT document.*
2. During the spring semester, the School Director, as the Chair of the SFSC, will send out a request to the faculty for amendments to the current School ASPT documents.
3. No sooner than three weeks after the call for amendments, the SFSC will meet to discuss and to review the proposed changes and to put forth recommended changes in the document to the School. *Any amendment submitted by a faculty member and supported by least two additional faculty members must be brought to the faculty for a full vote in its original form (i.e., without further modification by the SFSC), irrespective of the SFSC's final recommendation.*
4. Further amendments or modifications to the proposed changes following discussion by the faculty in the appropriate forum (such as Web discussion and/or faculty meetings) will be considered. The final SFSC recommendation will be forwarded to the faculty prior to a faculty meeting at which a vote on the proposed changes will take place.
5. The faculty will discuss recommended changes to the School ASPT document. Approval of the recommended changes requires a majority vote of the tenured and tenure-track faculty in the School. This discussion and vote will take place during a faculty meeting in the fall semester. Faculty unable to attend this meeting may submit absentee ballots. If approved through university hierarchy, the revised ASPT document will serve as the basis for appointment, salary, promotion, and tenure deliberations for the next calendar year.

III. FACULTY ASSIGNMENTS AND FACULTY EVALUATION. The University ASPT document has stipulated the policies and guidelines by which the School Director will make faculty assignments each year in writing (see *Section VII* in the University ASPT document). Although these evaluations are performed annually, they consider three years of productivity. That is, each evaluation period will encompass the total productivity from the current year and the preceding two years (equal weighting to each year). While typically apportioned 40%, 40%, and 20%, respectively, contributions in teaching, scholarly & creative productivity, and service vary among faculty depending upon their individual assignments, circumstances, and School needs. These individual assignments are determined annually by the Director in consultation with the Associate Director. At the completion of the SFSC evaluation, each faculty member will receive a letter describing his or her accomplishments and an overall assessment rating of *satisfactory* or *unsatisfactory* (as specified in University Policy VII.E.). The SFSC may use subcategory descriptions to demarcate further productivity divisions in the satisfactory category (e.g. merit, high merit, exceptional merit). Additionally, the

letter should provide an assessment of progress towards tenure & promotion or promotion to professor (as specified in University Policy VII.E.).

Teaching Assignments. Standard teaching assignments for full-time tenure-track faculty members at Illinois State University are 12 contact hours (CHr) per semester. One contact hour is defined as one 50-minute lecture per week. The list below is not an exhaustive list, but rather typical examples of the most common instances of credit hour equivalency. A standard university 3 CHr reduction exists for scholarly activity. Teaching loads and contact hours may be adjusted based on class sizes (Table 1), and for certain activities and responsibilities (e.g. Table 2).

Table 1: Teaching load adjustments based on class sizes

Course level	Additional Credit Hours			
	0	1	2	3
100 level	<75	75	150	200
200 level	<60	60	120	160
300 level	<35	35	65	90
400 level	Credit hours as per normal course designation			

Table 2: Examples* of activities and responsibilities that give rise to contact hour reductions

	<u>CHr reduction</u>		<u>CHr reduction</u>
UG student mentoring (1-3)	1	G student mentoring (1-2)	1
UG student mentoring (4+)	2	G student mentoring (3-4)	2
IDC-generating Research Grant	2	G student mentoring (5+)	3
Coordinator of Sequence	1	Major Rsch Instrument Grant (<i>set-up yrs only</i>)	2
Associate Director	3 [§]	Asst. Directors (UG & G studies, BTE)	3 [§]

[§]May be partially or completely replaced by fractional summer salary.

* Other activities that may receive CHr reduction after negotiation with the Director: *Laboratory Instruction, Special Committees/Duties, Grant writing in excess of expectations, Grant review panel service, non-IDC generating grants.*

All faculty members are expected to contribute to all three areas (research, teaching, service) to some extent, and faculty are evaluated upon their sum total contributions in these three categories in direct proportion to their individual assignments. Faculty members are expected to perform satisfactorily in all three aspects of the job. If a faculty member receives an “unsatisfactory” rating in 25% or greater of their overall effort in any two years out of a three year evaluation period they will automatically be considered “*unsatisfactory overall*” for that evaluation period. Typical satisfactory expectations (40:40:20 allocation) are outlined in Appendix I (below). Faculty may request from the SFSC a different effort allocation; in this case, the request must be approved by the SFSC by April 30th of the year preceding the beginning of the evaluation period for which the change will occur (e.g. April 30, 2018 to begin an allocation change starting Jan. 1, 2019).

1. The Director will discuss with the SFSC general faculty assignments within the framework of School obligations in February.
2. The Director (or Associate Director with consultation with the Director) will advise each faculty member of their planned assignments in teaching, research, and service for the next academic year prior to May 15.
3. The Director (or Associate Director with consultation with the Director) will notify each faculty member of their assignments for the next academic year in writing by August 15.

4. Faculty can discuss with the Director, or the Director may consider, changes in assignments during the year in response to unexpected School changes or other unforeseen obligations that may have arisen.
5. During the annual review for performance evaluation, each faculty member shall address their annual performance in the context of their faculty assignments for that evaluation period.
6. For post-tenured faculty, the annual review will serve as the process for their post-tenure review (per University policy, V.C.2.c).
7. If a post-tenure faculty member receives an overall unsatisfactory rating two of three years s/he must undergo a post-tenure review (per University Policy, X).

IV. PERFORMANCE EVALUATION AND ALLOCATION OF ANNUAL SALARY INCREMENTS: POLICIES & PROCEDURES

1. The University ASPT document (see *Section XVI*) provides a set of general principles for allocation of the salary increments. Eighty percent of the School's allocation ordinarily shall be distributed to faculty members as salary increments in two categories: **performance-related increments**, and **equity-adjustment increments**. The other twenty percent is distributed as a **standard increment** via the university, which is an equal percentage of base salary provided to all raise-eligible faculty members. The following policies will be followed for salary adjustments.
2. During an annual summative review, the SFSC will evaluate each faculty member on the basis of professional activities occurring within the preceding three years in the context of their faculty assignments (see Appendix I). For junior faculty with less than three years of service at Illinois State University, the summative review will be based on professional activities occurring within the one- or two-year period following their appointment and adjusted to a 3-yr equivalent. A percentage of the **performance-related increment** funds (the exact dollar amount will not be known until the University budget is determined) will be allocated to each faculty member based on this annual summative review.
3. The SFSC will also consider any **equity-adjustment increments**, which may address counter offers, salary compression, previously uncompensated performance, and other considerations.
4. The SFSC has the option to recommend increased **standard increments** when this is considered to be fair and appropriate after evaluation by the SFSC and approved by a majority of the faculty.
5. The mechanism by which the SFSC arrives at its summative evaluation of faculty will be communicated in writing to the faculty along with the performance evaluations. Each faculty member will be informed in writing of their evaluation within each of the three performance categories (research, teaching, service). The reporting of these evaluations to individuals or to the entire School will not include a numerical ranking how the faculty member contributed to the overall mission of the School. Typical satisfactory expectations (40:40:20 allocation) are outlined in Appendix I (below).
6. If the SFSC wishes to alter the distribution of the total School salary increment across the three categories: **performance-related increments**, **equity-adjustment increments**, and **standard increments**, it must provide a justification to the faculty. The faculty will meet to discuss SFSC's salary increment recommendations within 2 weeks. Immediately following the discussion there will be a vote of the faculty taken regarding the salary recommendation. This vote will be advisory to the SFSC, who will give serious consideration to the discussion and vote of the faculty in making a final decision regarding the School salary increment. Within two weeks, the SFSC will notify the faculty of the distribution of the total School salary increment across the three categories. If there are no recommendations the distribution will remain as described above.

V. TENURE AND PROMOTION PROCEDURES AND GUIDELINES

The School tenure and promotion procedures and guidelines are based on the University ASPT document (*Section VIII* and *Section XI*) with additional procedural clarification.

A. EXTERNAL REFERENCES

1. All candidates for tenure or promotion will submit the names and contact information of at least eight qualified external reviewers. Candidates will provide a CV and may add a statement no longer than 2 pages describing their work and assignments at ISU and three pdfs of publications. These materials should be submitted to the Director by 1 August.
2. The SFSC will obtain at least three letters from external reviewers evaluating the credentials of candidates for tenure or promotion.
3. The invited evaluators will be provided a letter giving context for their review, including relevant information about the School and the candidate's assignments, the candidate's CV and if provided, the candidate's statement and pdfs of publications. The letter template for invited evaluators will be made available to the candidate upon request.
4. As per the University ASPT document, "Evaluators will be instructed to evaluate only the quality of the candidate's scholarly productivity within the context of their discipline in light of the written description of the candidate's effort and activities. Evaluators will be instructed not to make recommendations concerning tenure."
5. The external reference letters will become part of the candidate's personnel file and will not be available to the candidate. The SFSC uses the external letters to provide additional independent perspectives on a candidate's research. The letters help to inform, but do not substitute for, a comprehensive evaluation of the candidate's research (Appendix 2). Subsequently, the reference letters will be forwarded as part of the candidate's file to the next level.

B. SCHOOL SEMINAR FOR TENURE AND PROMOTION APPLICATIONS

1. All candidates for promotion from Assistant to Associate Professor will give a School seminar on their scholarly achievements during the pre-tenure period. The seminar should be presented within a 10-month period prior to the submission of the promotion application.
2. All candidates for promotion from Associate to Professor will be required to give a School seminar within a 10-month period prior to the submission of their promotion application.

C. SCHOOL MEETING FOR TENURE AND PROMOTION APPLICATIONS

1. For tenure decisions, the Director, on behalf of the SFSC, will present a provisional recommendation to the tenured faculty in a meeting called for that purpose. After discussion, the tenured faculty will vote on the recommendation, and the tally of this vote will become part of the material submitted to the CFSC. The SFSC may revise its recommendation to the Dean on the basis of the discussion and vote of the tenured faculty.
2. For promotion decisions, the Director, on behalf of the SFSC, will present a provisional recommendation to a meeting of the School faculty holding the rank to which promotion was requested and all higher ranks. Following discussion, a vote will be taken and the tally of this vote be made part of the material forwarded to the CFSC. In cases where any member of the SFSC is not of appropriate rank to attend this meeting, they shall attend with voice but no vote. The SFSC may revise its recommendation to the Dean based on the discussion and vote at this meeting.

D. MID-PROBATIONARY TENURE EVALUATIONS

1. All pre-tenure faculty will be provided a mid-probationary tenure evaluation by the SFSC during the faculty member's third year. This mid-probationary tenure evaluation will provide a pre-tenure faculty member with an instructive evaluation of their strengths and weaknesses and should include recommendations from the SFSC as to how the faculty member might mitigate any perceived weaknesses by the SFSC that might eventually preclude the granting of tenure. Aside from this evaluation, pre-tenured faculty members can request a meeting with the Director and/or the SFSC at any time to discuss their progress.
2. The mid-probationary tenure evaluation will not require the pre-tenure faculty to submit any external letters of evaluation or to give a School seminar. The mid-probationary tenure evaluation will be provided by the SFSC to the pre-tenure faculty member but will not be forwarded to the College or the University.
3. The mid-probationary tenure evaluation is meant to help probationary faculty identify potential weaknesses early enough in their careers to allow them to mitigate these perceived weaknesses by the time they are evaluated for tenure. The mid-probationary tenure evaluation is not an early tenure evaluation, and it does not replace the formal tenure evaluation that normally occurs during a faculty member's sixth year, nor does a positive mid-tenure review ensure a candidate of eventual promotion and tenure.
4. If an individual is hired with years of service towards tenure and promotion, the annual evaluation letters will serve as their mid-probationary review. In such a case, the Director will have a meeting with the individual after each annual evaluation period to make sure that expectations are clear as to what ISU accomplishments have been (or need to be) met to put the candidate in the best position moving forward.

E. EXPECTED ACHIEVEMENTS FOR TENURE AND PROMOTION

Teaching: Teaching is defined by the university as faculty and student interaction in which the focus is on student gains in skills, knowledge, understanding, and personal growth. In the School of Biological Sciences teaching is accounted for by classroom instruction as well as mentorship of students in research. It is anticipated that all successful faculty will contribute to both classroom and research training of students. Criteria for promotion to Associate Professor and Professor carry the same expectations.

1. Candidates for tenure and promotion to Associate Professor, as well as, promotion to Professor should have achieved adequate evaluations for teaching both in the classroom and the laboratory/field. It is expected that the faculty member would have received an annual evaluation of good or above in teaching for the majority of time preceding their application for promotion. Teaching performance is evaluated in several ways and will include the quantity and quality of instruction along with contributions to the needs of the School, examples of supporting evidence include:
 - A record of favorable student reactions to teaching performance.
 - Syllabi that feature clarity of instructional objectives, clear organization of material, and equitable and understandable criteria for the evaluation of student work.
 - Evidence of meritorious supervision of students in independent studies, internships, clinical experiences, laboratories, and/or fieldwork.

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- Creditable advising and mentoring of students in their preparation of research projects, theses, and dissertations (as evidenced by journal publications and presentations at University, State, Regional, National, or International meetings).

Scholarship: The University defines scholarship as research and creative activities. The School of Biological Sciences focuses on the research aspect of scholarship and recognizes the definition of research and the modes of documenting research as articulated by the University Research Committee:

“A formal procedure which contributes to the expansion of basic knowledge or applies such knowledge to the solution of problems in society or exemplifies creative expression in a specific field of study. The results of research are communicated to professionals outside the University through a peer reviewed process in a manner appropriate to the discipline.”

Emphasis is placed upon establishing a successful independent and nationally recognized research program as evidenced by peer-reviewed publications and obtaining external research funding. These accomplishments should be indicated in letters of support from established colleagues in one’s field. Additional supporting evidence for this includes:

- Publications in high quality journals
- Publications with ISU student Co-Authors
- Awarded major extramural grant (e.g. NIH, NSF, USDA, DOE)
- Students completing degrees in timely fashion
- Reviewing for top journals in one’s field
- Productive external research collaborations
- Invitation to serve on Journal Editorial Board
- Publications clearly from ISU work
- Invited seminars
- Renewing a grant
- Invitation to serve on Nat’l grant panel
- Invitation to speak at Nat’l conferences
- Placing students in prominent programs
- Prominent Review Articles/Book Chapters

It is expected that all successful faculty will have an active research program and routinely disseminate their findings to their discipline. In addition to the expectation that the faculty member would have received an annual evaluation of good or above in scholarship for the majority of time preceding their application for promotion, other expected achievements for tenure and promotion to Associate Professor and Professor are outlined below.

1. Candidates for tenure and promotion to Associate Professor are expected to demonstrate that they have successfully established their own research program at ISU as evidenced by recruitment of students (both graduate and undergraduate), publications in national/international peer-reviewed journals, presentations with ISU student co-authors at regional, national, or international meetings, and securing extramural funding for their research. In lieu of securing extramural support, a candidate is expected to have demonstrated vigorous effort to obtain extramural support and provide evidence of progress towards this goal (e.g. review panel critiques). Faculty should recognize that these criteria will form the basis for recommendations of tenure and promotion as they plan their research activities and should discuss these criteria explicitly when preparing their statements for tenure and promotion. According to University policy, no one set of criteria guarantees tenure or promotion. In addition to the candidate’s dossier, the SFSC will utilize annual evaluations and external letters to help formulate their recommendation. Additional guidance on tenure and promotion criteria in the School of Biological Sciences can be found in Appendix II.
2. Candidates for promotion from Associate to Professor are expected to have attained the requirements for Associate Professor (outlined above), and have demonstrated national/international recognition for their scholarship. For minimum eligibility, candidates should have amassed a body of peer-reviewed works

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(e.g., funded external grants and publications in peer-reviewed journals) commensurate with the candidate's field of study and consistent with evidence for a productive research program at the national/international level since being appointed to Associate Professor, thus providing confidence that this level of productivity will continue. According to University policy, no one set of criteria guarantees tenure or promotion. In addition to the candidate's dossier, the SFSC will utilize annual evaluations and external letters to help formulate their recommendation. Additional guidance on promotion criteria in the School of Biological Sciences can be found in Appendix III.

Service: The School of Biological Sciences recognizes under the category of service two major sub-categories: Professional service and University service. Professional service is the application of faculty professional expertise to needs, issues, and problems in service to professional associations as well as to business,

government, not-for-profit enterprises, and the general citizenry. University service is the application of faculty expertise to the operation and governance of the University, including academic programs, departments/schools, colleges, and other components of the University.

The evaluation of service requires consideration of a variety of factors that include both Professional service and University service. It is expected that candidates for promotion will contribute adequately to service. The expectations for promotion to Associate Professor and Professor are outlined below.

1. Candidates for tenure and promotion to Associate Professor should have achieved satisfactory evaluations for service for the majority of time during their probationary employment. It is understood that an Assistant Professor's service contributions will predominantly be at the School level. Service performance is evaluated in several ways (e.g. see below).
2. Candidates for promotion to Professor should have received annual evaluations of satisfactory for service for the majority of time since being promoted to Associate Professor. It is also expected that candidates for Professor would have contributed to service needs of the School, University, and their Profession.

Factors used to evaluate service include but are not limited to the following:

1. Holding office or completing a major assignment with an international, national or regional professional organization.
2. Consultation and service to civic organizations, social agencies, government, business, or industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University.
3. Responsibility for planning workshops, seminars, or conferences for Department/School, College, or University groups.
4. Chairing or leading Department/School, College or University committees.
5. Nomination for or receipt of an award that recognizes service to Department/School, College, University, or to groups outside of the university.
6. Serving as program chairperson (state, regional, national or international).
7. Serving as consultant, advisor, board member to educational, civic, social, business or other groups.
8. Serving on accreditation or evaluation teams.
9. Chairing a professional session (state, regional, national or international).
10. Reviewing grants and manuscripts within an individual's particular sub-discipline.
11. Obtaining a competitive grant or contract for activities related primarily to service (e.g. funding for organizing a research symposium).

12. Service on a University, College or Department/School committee.

13. Administering areas or programs within the Department/School, College, or University.

VI. CONFLICTS OF INTEREST

SFSC members must recuse themselves from participating in the evaluation process of faculty members with whom they have a conflict of interest (according to Section I, subsection B of the Illinois State University Faculty Appointment, Salary, Promotion, And Tenure Policies, 2023). The School of Biological Sciences does not consider it a conflict of interest if an SFSC member is a coinvestigator on a funded grant or grant application, or a coauthor on published manuscripts with a faculty member to be evaluated.

VII. PROCEDURE FOR EVALUATING SFSC MEMBERS

The University ASPT document (*Section V.A.5*) stipulates that each Department/School shall develop policies and procedures for use when SFSC members are evaluated. These policies and procedures must be approved by the majority vote of the School faculty.

1. The SFSC will follow the general guidelines and procedures as stated in the University ASPT document and this document for evaluating SFSC members in reappointment review, review for performance evaluation, summative review for tenure, summative review for promotion, and post-tenure review.
2. Each SFSC member will be absent during his or her evaluation by the other SFSC members.

VIII. FORMATION OF FACULTY SEARCH COMMITTEES

When the School is given a faculty position to search for, the SFSC will appoint a committee consisting of 3-5 faculty members (and a staff member where appropriate). The SFSC will focus on appointing a committee with sufficient expertise in the sub-discipline of the faculty position being filled. The Director will approach suggested faculty members to determine their willingness to serve and make the final committee assignment.

IX. TERMINATION OF EMPLOYMENT POLICIES AND DISCIPLINARY ACTIONS.

- A. The Department will follow the policies specified in University ASPT policies.

Appendix I – Achievements and Ratings for Annual Evaluations.

Examples of productivity below are the most common seen in faculty productivity reports. There are several other examples of productivity listed in the University's ASPT policies book that a faculty member can use to make a case for alternative measures of productivity. These metrics are based on a three-year evaluation period. Faculty with less than three years will be adjusted. Attaining each category implies achieving most, if not all, the goals of preceding categories.

	SATISFACTORY	GOOD	VERY GOOD	OUTSTANDING
Research	<ul style="list-style-type: none"> Actively submitting manuscripts (average one peer-reviewed <u>submission</u> per year) Actively submitting extramural grant applications (at least 1 submission per year in unfunded years) 	<ul style="list-style-type: none"> 2-3 peer-reviewed items published or grant funded in evaluation period Attendance at Regional/National meeting 	<ul style="list-style-type: none"> 4-5 peer-reviewed items. (papers published and/or grants funded in evaluation period) At least one presentation at Regional/National meeting annually 	<ul style="list-style-type: none"> 6 or more accepted peer-reviewed items (published articles and/or funded grants). Quality evaluated by SFSC (e.g. high quality pubs and/or grants may be equated to >1 piece of work) <u>Must</u> have funding indicating national recognition of research or be submitting multiple extramural grant applications annually. More than one presentation at Regional/National meeting annually
Teaching	<ul style="list-style-type: none"> Contributing to School's sequences & programs. Posting and maintaining office hours Meeting classes as scheduled Providing adequate course syllabi (examples available in School office) 	<ul style="list-style-type: none"> Effectively mentoring undergrad and/or graduate students Contributing to Core Programmatic needs (i.e. required courses for Sequences & Programs). Evidence of effective teaching through student reactions or similar metric Staying current (updating course content with current results in the field) 	<ul style="list-style-type: none"> Involvement in course design, development, and implementation. Successful mentoring of students (career advancement, timely progress to thesis/dissertation completion) 	<ul style="list-style-type: none"> Evidence of Professional development (e.g. CTLT course or similar, self-sought feedback, attend teaching conference) Excellent student reactions Contribute to sequence/program design and maintenance Successful mentoring of students (career advancement, timely completion, student co-authorships, student presentations at meetings) Teaching above assigned load (i.e. extra teaching)
Service	<ul style="list-style-type: none"> Participation in basic service missions of the School 	<ul style="list-style-type: none"> Participation in service missions of the School, College/University, or Community Membership in professional organizations 	<ul style="list-style-type: none"> Reviewing of Manuscripts Leadership in at least one service mission. 	<ul style="list-style-type: none"> Reviewing of grants Journal Editorial Board Active involvement in professional society Contributions to professional development of others
Overall	<ul style="list-style-type: none"> Minimally accomplished all above expectations 	<ul style="list-style-type: none"> Adequately accomplished all expectations in Satisfactory and Good columns. 	<ul style="list-style-type: none"> Met expectations in all categories under Very Good; however, slightly deficient accomplishment in one category can be compensated by Outstanding in another. 	<ul style="list-style-type: none"> Must be Very Good or better in both Teaching & Research, and Outstanding in at least one of these categories. Must have achieved National recognition in Teaching and/or Research.

Appendix II – Achievements for Promotion to Associate Professor.

Below are general categories of expected achievements for one going up for tenure and promotion to Associate Professor. According to University policy, no one set of criteria guarantees tenure or promotion. However, in order to be competitive, it is expected that individuals seeking promotion to Associate Professor with tenure would have achieved the following criteria. Examples are aggregate productivity for the entire probationary period. The SFSC recognizes that extenuating circumstances may occur that can influence a faculty member's performance.

Expected Achievements for Research.

- Contributed to developing the next generation of scientists by mentoring undergraduate and graduate students in one's research laboratory. Evidence includes student publications and presentations at Regional/National meetings.
- Should have secured extramural funding to support research (in absence, should be able to make convincing case of sufficient effort to attain funding [at least 1 major grant application per year], with evidence that future funding is likely [e.g. panel reviews]).
- Four or more accepted peer-reviewed items (at least two clearly from ISU and should contain ISU student co-authors). Quality will be evaluated by the SFSC (e.g., high quality publications and/or grants may equate to >1 piece of work).
- Presentations at Regional/National meetings.
- Evidence that your research program is on a trajectory towards independence and national recognition as defined above in Section V. E.

Expected Achievements for Teaching.

- Contributed to School's sequences & programs.
- Met classes as scheduled.
- Evaluation of course syllabi and that courses meet School expectations and criteria.
- Contributed to Core Programmatic needs.
- Evidence of effective teaching through student reactions.
- Involved in course design, development, and implementation.
- Mentored students to complete theses or independent research projects.

Expected Achievements for Service.

- Participated in service missions of School and College/University, broader Scientific Community, or in outreach related to School activities and its mission.
- Participated in service to one's discipline (e.g. peer-review of manuscripts and grants, journal editorial board).

Appendix III – Achievements for Promotion to Professor.

Expected achievements for one going up for promotion from Associate to Professor. According to University policy, no one set of criteria guarantees promotion. Individuals with allocations that differ from 40:40:20, will necessarily require an analogous alteration of the requirements below commensurate with their effort reallocation. Examples are aggregate productivity since achieving rank of Associate Professor and represent the minimum expectations to apply for Professor.

Expected Achievements for Research.

- Contributed to developing the next generation of scientists by mentoring undergraduate and graduate students in one's research laboratory.
- Must have secured extramural funding to support research and demonstrate a likelihood of continued funding.
- Ten or more accepted peer-reviewed items (the majority should clearly be from ISU and should contain ISU student co-authors). Quality will be evaluated by the SFSC (e.g., high quality publications and/or grants may equate to >1 piece of work)
- Presentations at Regional/National meetings (should include students presenting)
- Evidence that your research program is independent and nationally recognized as defined above in Section V. E.

Expected Achievements for Teaching.

- Contributed to School's sequences & programs.
- Met classes as scheduled.
- Evaluation of course syllabi and that courses meet School expectations and criteria.
- Contributed to Core Programmatic needs.
- Evidence of effective teaching through student reactions.
- Involved in course design, development, and implementation.
- Mentored students to complete theses or independent research projects.

Expected Achievements for Service.

- Participated in service missions of School and College/University, broader Scientific Community, or in outreach related to School activities and its mission.
- Participated in service to one's discipline (e.g. peer-review of manuscripts and grants, journal editorial board)