



SCHOOL OF COMMUNICATION

Illinois State University

Appointment, Salary, Promotion & Tenure (ASPT) Standards (Revised October 29, 2021)

This document (the content of which was formally included in the School's *Governance Structure and Policies* document) is intended to be consistent with and supplementary to guidelines established by Illinois State University, the ISU Board of Trustees, and the College of Arts and Sciences. Faculty are encouraged to consult other documents pertaining to the Appointment, Salary, Promotion, and Tenure (ASPT) system. In particular, relevant policies are presented in the *Governing Policy for the Board of Trustees of Illinois State University*, *Illinois State University Faculty Appointment, Salary, Promotion, and Tenure Policies*, and *College of Arts and Sciences Appointment, Salary, Promotion, and Tenure Standards*.

Following the *ISU Faculty ASPT Policies*, the term "faculty" in this section of the current document "refers to all individuals who hold full-time tenured or probationary appointments at Illinois State University with the rank of instructor, assistant professor, associate professor, or professor." In reference to the ASPT standards in the School of Communication, the term "faculty" excludes all individuals who are not evaluated in the ASPT process.

I. SCHOOL FACULTY STATUS COMMITTEE (SFSC) ELECTION POLICIES AND PROCEDURES

The SFSC committee will be comprised of four elected tenure-track faculty members and the Director of the School, who is an ex officio voting member and chair of the committee. The majority of the committee must be tenured.

The School will elect faculty members of the SFSC for two-year staggered terms. Only tenure-line School faculty members are eligible to vote. Faculty on leave can vote by casting a printed ballot, using email, or faxing their vote. If these methods are not available, a phone call or email to the School's Business Manager can be recorded as a valid ballot. The Business Manager ensures security of the process by checking off who votes in each round of the election.

Election of SFSC members shall be completed by May 1 each year. The Director shall ensure that all eligible faculty members' names appear on the first ballot. SFSC election procedures specify that:

SFSC membership election is conducted annually in the spring semester for the following academic year. Elections are conducted using e-mail ballots. All eligible faculty members are listed on the first ballot. In the event that it is necessary to elect a tenured faculty member to the SFSC to ensure that the majority of members are tenured, the initial ballot will only consist of tenured faculty, i.e., balloting will ensure that a minimum of three SFSC members are tenured. Each voting faculty member may cast one vote for each open position. No cumulative voting is allowed. A majority of votes cast in the ballot is required for election. In the event a majority vote is not obtained on the first ballot, those individuals receiving the most votes are retained on the second ballot such that the number of individuals remaining on the ballot is at least twice the number of positions to be elected. If a third or subsequent ballot is required, those individuals receiving the most votes are retained to equal twice the number of positions to be elected.

Any SFSC member on leave for one or more semesters must relinquish his or her position. Any given vacancy will be filled by a special election conducted according to the procedures used in the annual

SFSC election as specified above. Faculty members being considered for tenure and/or promotion must step down from the SFSC in that year. Ordinarily, the election should be conducted within one month after the announcement of the vacancy.

Elected members of the SFSC may serve no more than two terms consecutively. Thus, after completing four consecutive years of service on the SFSC, a faculty member will be ineligible to be elected for the following two years.

SFSC members elected in the spring semester assume their SFSC responsibilities with the beginning of the subsequent fall semester of the same calendar year.

Following appropriate faculty input, the SFSC shall develop School policies and procedures for appointment, reappointment, performance evaluation, promotion, tenure, and post-tenure reviews. These policies and procedures shall be approved by a majority vote of the eligible School faculty on or around November 1 and certainly prior to January 1 of the year in which the policies and procedures take effect.

The SFSC shall ensure that copies of SFSC policies and procedures be distributed to each School faculty member.

Following appropriate faculty input, the SFSC shall develop School policies and procedures for the allocation of monies devoted to performance-evaluated salary increments and salary equity adjustments. These policies and procedures must be approved by majority vote of the School faculty prior to January 1 of the year in which the policies and procedures take effect. Copies of these policies and procedures shall be distributed to each School faculty member.

II. SFSC RESPONSIBILITIES

The SFSC shall be responsible for conducting reappointment reviews and making subsequent recommendations for all pre-tenure faculty members.

Annually by March 31, the SFSC shall review the 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. Every five years the SFSC shall formally invite input from School faculty at a School meeting regarding recommended revisions to these School policies and procedures. Based on this input, the SFSC shall present to the faculty the revisions that it endorses. Following discussion and possible amendments, the School faculty will vote upon the proposed revisions.

The SFSC shall be responsible for conducting summative reviews of evaluations of a faculty member's professional activities and performance for purposes of determining performance-evaluated salary increments, formulating recommendations for promotion and tenure, for completion of post-tenure review and for dismissal.

A performance evaluation review shall be conducted every year to determine the size of performance-evaluated salary increment to be awarded for the coming year.

Annual performance evaluations normally shall constitute the post-tenure review for tenured faculty. Tenured faculty may wish to voluntarily submit their dossiers for a *cumulative* post-tenure review of performance over a 3-to-5 year span. Cumulative, multi-year post-tenure review is mandatory in cases of faculty who receive an unsatisfactory performance rating for any two years of a three-year period. Cumulative reviews are conducted in accordance with ISU ASPT guidelines. Consistent with ASPT policies, all post-tenure reviews are carried out in the context of formative evaluation, respect for academic freedom, and respect for planned career development.

The SFSC shall be responsible for making nominations for annual awards for teaching, research, and service.

The SFSC shall be responsible for making recommendations regarding faculty contracts and appointments, for reappointment and non-reappointment, for performance evaluation, for salary adjustments and for promotion, tenure, and dismissal.

For tenure and promotion cases, the SFSC shall notify the candidate of its intended recommendation and rationale before submitting its recommendation to the CFSC and shall provide opportunity for the candidate to meet with the SFSC to discuss its proposed tenure and/or promotion recommendation.

The SFSC shall inform School faculty members within the ASPT system in writing of the SFSC recommendations pertaining to their rank, tenure status, and salary increments according to the annual faculty status calendar.

The SFSC shall report its recommendations regarding annual performance evaluation, tenure, and promotion to the College Faculty Status Committee (CFSC) as specified by university policy. The SFSC will operate within ASPT Policies and Procedures as well as the guidelines of the CFSC.

When carrying out its responsibilities, the SFSC should represent the interests of the entire faculty. Therefore, in electing SFSC members, faculty members should be sensitive to the need that there is adequate representation of faculty members to deal with the following issues:

- Salary recommendations
- Promotion recommendations
- Tenure recommendations
- Student input in the evaluating of teaching
- Disposition of faculty grievances
- Summer employment policy
- General improvement of teaching, scholarship, and service
- Support and guidance for individual faculty members' professional performance
- Any other matters (personnel, administrative, etc.) that the Director raises

Any faculty member who wants to meet with the SFSC to discuss issues, concerns, or raise questions should contact the office staff to schedule a meeting with the committee. The committee will make every effort to schedule a meeting within 10 working days of the receipt of the initial request. The office staff will direct the request to the Director who serves as the chair of the SFSC. The Director will work to ensure that the requested meeting occurs in a timely manner.

A. FACULTY APPOINTMENT POLICIES

Ordinarily initial appointments of probationary or tenured faculty members shall have the approval of the majority of all SFSC members and the majority of the tenured faculty members in the School. Recommendations for appointment of new faculty members originate with the School search committee according to established School policy. The search committee makes recommendations to the SFSC after giving all tenure track faculty an opportunity to evaluate the candidates who were interviewed.

B. FACULTY TEACHING ASSIGNMENTS

The Director shall communicate to all faculty members in writing and in a timely manner courses they are expected to teach and whether the School will allocate to them reassigned time for the completion of activities that do not involve direct classroom teaching.

The provision of quality education to all students enrolled in communication classes is in the interest of every faculty member. Faculty are expected to be physically present in the classroom when

scheduled and should avoid any activity that requires prolonged absence from an assigned class, especially night classes and during the summer when the duration of sessions is relatively short. Class meeting or office hour absences must be cleared in advance with the School Director using appropriate forms available on the University web site (PERS 943). In the case of an emergency that necessitates absence from class, the faculty member is required to keep the School Director informed. Faculty should not alter the scheduled meeting time, place, or length (in weeks) of a scheduled class without prior written approval of the School Director. In the event of an emergency absence for which an a priori absence approval was not obtained, a PERS 943 form must be filled out and submitted as soon as practical in order to account for work time missed as per State of Illinois policy.

C. EVALUATION OF ANNUAL PRODUCTIVITY

The School uses a holistic method for evaluating tenure track faculty members, where teaching and research normally are weighted at 40% and service normally is weighted at 20%. "Holistic" means that the faculty member is a teacher-scholar-participant in the academic community. The faculty member is expected to be dependable, and generally well-organized in the conduct of areas of teaching and scholarly activity for which he or she is responsible.

Data to be examined in the annual review must be submitted to the School Director by all faculty members on the date established by the University ASPT Calendar. The productivity report should be specific to the individual faculty assignment. A copy of the Faculty Productivity Report will be available on the School's web site. Faculty members also have the option to provide a narrative of up to five pages to supplement their productivity form. Each faculty member shall provide appropriate evidence of accomplishment, including copies of publications.

The annual performance evaluation should be considered in the context of: (a) the current assignment of the faculty member, and (b) the contributions and accomplishments of the faculty member. At all times, the SFSC will be sensitive to both the quality and the quantity of the faculty member's productivity. An annual Faculty Productivity Report should be structured according to the CFSC Criteria for performance, since these reports are used for tenure and promotion (see Appendix A). These CFSC guidelines provide criteria for categorization of activities in teaching, service, and scholarly productivity. The Annual Faculty Productivity Report, which is completed at the end of each calendar year by every tenure-track faculty member, should identify the teaching, service, and scholarly productivity of the faculty member.

1. **Teaching.** The faculty member's annual report should contain evidence of action taken to enhance teaching with regular study, to promote learning through setting appropriate standards, and to develop rapport with students. At a minimum, enhancement efforts must be based upon a review of student evaluations of teaching. In addition, at least one other item supporting teaching improvement or effectiveness should be included in the annual report (see Appendix 2 in Guidelines and Criteria for Faculty Evaluation, Criteria for the Evaluation of Teaching, Faculty ASPT document for examples). Effective teaching, as supported by SFSC annual evaluations during the probationary period, is expected as a necessary but not sufficient condition for tenure and promotion. Syllabi for each course taught during the evaluation period will be reviewed by the SFSC. These should be attached as an appendix to the annual report. In addition, students' evaluations of teaching will be used in the annual faculty evaluation. Each faculty member is required to administer the School course evaluation instrument every semester in all classes taught. The course evaluation will be administered near the end of the semester in the time period designated by the School. Each faculty member must follow course evaluation guidelines as described in the School policy and procedures manual, including procedural updates that may occur and are communicated prior to the evaluation period. Faculty members will have an opportunity to review students' evaluations only after grades for the semester have been officially posted.

2. **Scholarship/Creative Productivity.** The annual report should provide evidence of commitment to an academic/professional discipline in the way of formal research (e.g., refereed journal articles, academic/professional books, refereed conference papers, successful receipt of research and creative activity grants, and invited articles, book chapters, and conference presentations) and/or creative productivity (critically evaluated performances, videos, film, radio and television works, etc.; see Appendix 2 in ISU's Faculty ASPT document for examples). Research and creative productivity products vary in terms of effort expended, rigor and quality of location of outlet for productivity, etc. Typically, five or six refereed publications such as, but not limited to, publications of the Association for Education in Journalism and Mass Communication, Broadcast Education Association, Eastern Communication Association, Central States Communication Association, International Association for Intercultural Studies, International Association for Relationship Research, International Communication Association, National Communication Association, Public Relations Society of America, Southern Communication Association, Western Communication Association and/or their scholarly/creative equivalents is recommended to meet minimum criteria for tenure and promotion to associate professor. Evaluation of creative productivity may pose a different set of issues than peer reviewed journal articles due to different venues for peer review and presentation options. Evaluation of creative works will be guided by the *Broadcast Education Association Guidelines for Promotion and Tenure for Electronic Media Faculty Involved in Creative Work* (see Appendix B). These guidelines (along with guidelines from other related academic associations) will be used to acquire external peer reviews of creative scholarship.
3. **Service.** The annual report should contain evidence of contributions to the broad range of shared activities necessary to the operation of a School, a college, and the university at large. Appendix 2 of ISU's Faculty ASPT document contains a listing of items deemed to constitute service activities. It is expected that each tenure track faculty member will be active on two School committees. School committee opportunities are generally provided at the beginning of each Fall semester. As one progresses from assistant to associate to full professor, service commitments are expected to increase, particularly in terms of service to the college, university, profession, and/or community.
4. **Overall Performance Evaluation.** Faculty members are presumed by the SFSC to have satisfactory performance which is defined as meeting or exceeding minimum expectations. Standards for minimum expectations include, but are not limited to, "meritorious" actions contained in Appendix 2 in ISU's Faculty ASPT Policies document. The data will confirm the "satisfactory" presumption or permit judgments of unsatisfactory performance. Unsatisfactory performance includes, but is not limited to, a failure to perform assigned duties and document satisfactory actions as listed in the ASPT policies document; unsatisfactory teaching performance results in an overall unsatisfactory evaluation for that year. Unsatisfactory performance in scholarship/creative productivity and/or service will not automatically render an unsatisfactory rating for the year unless there is blatant disregard for fulfilling assigned duties. However, an individual receiving a less than satisfactory rating in scholarship/creative productivity and/or service will be expected to remedy that deficiency within an agreed upon time frame after an oral review with the SFSC to avoid overall unsatisfactory ratings at a future time. Each faculty member will receive a written evaluation from the Director and SFSC documenting his or her annual evaluation and progress toward tenure and/or promotion.

III. PRE-TENURE, TENURE, AND PROMOTION POLICIES

In concert with ISU's ASPT guidelines (most-recent edition), the School of Communication follows a procedure that is designed to support and aid all tenure-line faculty in their professional effectiveness as educators, scholars, and servants in the School, College, University, and discipline.

A. PRE-TENURE REVIEW

The SFSC shall conduct a pre-tenure review of faculty who are on a normative (six year) probationary appointment during the fall semester of their fourth year. (For those with credited time in rank from

another school, the fourth year is computed based upon time at Illinois State University plus the number of years credited. Using the College of Arts and Sciences tenure and promotion format as a guideline, such faculty will submit a narrative summarizing their accomplishments to date in scholarship, teaching, and service (including documentation of same), as well as their expectations for further accomplishments prior to their formal tenure/promotion review. The SFSC's review will provide an evaluation of the pre-tenure faculty member's overall progress toward tenure and promotion.

Individuals undergoing review will submit their materials on November 1 (or first workday thereafter if that date falls on a holiday or weekend) immediately after the faculty member has completed three credited years in a tenure track line. An appraisal interview will be conducted by the SFSC by November 30 of that year.

B. TENURE AND PROMOTION POLICY

The SFSC will examine the data compiled (per CFSC and ASPT guidelines, see Appendix A) for faculty eligible for tenure and promotion. Following the ASPT guidelines on tenure and promotion, the committee will form a recommendation. Individual members of the SFSC have the right to vote against the majority and file a minority report. The SFSC also will review cumulative progress of the faculty member based on the productivity reports and evaluation meetings in previous years.

Candidates for "tenure and promotion to associate professor" and for "promotion to professor" will be provided three external letters of review for their portfolio. Each candidate will provide a list of not fewer than six reviewers. This list should not contain any individuals from the candidate's graduate committees or close friends who would find it difficult to maintain reviewer objectivity. The SFSC will select and contact three individuals from that list to conduct the external review. Reviewers will receive a packet of materials that will include, but not be limited to, that candidate's curriculum vita and related supporting materials. External reviews will be confidential unless otherwise stated by the reviewer. All letters, regardless of confidentiality status, will be considered equally by the SFSC.

IV. SALARY COMPENSATION REVIEW POLICIES

The SFSC shall conduct an annual salary review as specified in ASPT procedures. This review shall be conducted following the annual performance evaluation of faculty.

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

A. SALARY DISTRIBUTION METHOD

The annual salary increment is determined by the SFSC taking into account the faculty member's: (1) annual performance assessment, (2) career performance profile, and (3) internal and external equity comparisons. The purpose of the annual salary increment is to move each faculty member toward a salary target that is based on the current performance, career performance, and equity considerations.

School procedures for the annual salary increment shall be determined as follows (see Appendix C for an illustration of the procedure):

1. **Salary Increments.** Salary increments shall be in two forms: (a) a standard increment payable to faculty members who meet or exceed standards for a sufficient rating, and (b) performance increments that recognize achievement of professional performance beyond the

“sufficient” standard in scholarship, teaching, service; performance increments include equity/performance adjustments that recognize a faculty member’s short and long term contributions and salary compression, and market value, and other issues.

- a. **Standard increment:** Twenty (20%) percent of the School’s allocation for salary increases shall be payable in equal percentage of base salary to all faculty whose overall performance meets or exceeds School standards to be “satisfactory.” Faculty members rated as “unsatisfactory” are not eligible for the standard increment.
- b. **Performance increment:** Eighty percent (80%) of the School’s raise pool will be distributed as performance increments. Faculty rated as “satisfactory” are eligible to participate in additional salary increments. Faculty members rated “unsatisfactory” are not eligible for performance salary increments. The School of Communication recognizes that that faculty may perform beyond what is considered “satisfactory” in the short run based upon annual evaluations of scholarship, teaching, and service, as well as in the long run. Hence, the 80% will be allocated in the following manner:
 - i. *Scholarship:* Approximately 26% shall be distributed to faculty members who exceed the standard for a “satisfactory” rating for active scholarly and creative productivity; salary dollars shall be distributed according to individual productivity levels as determined by the SFSC.
 - ii. *Teaching:* Approximately 26% shall be distributed to faculty members who exceed the standard for a “satisfactory” rating for teaching; distribution shall be distributed according to ratings of teaching activities and effectiveness. Evaluations of teaching will be based on student evaluations and additional criteria, such as those listed in Appendix 2 of the ASPT document.
 - iii. *Service:* Approximately 13% shall be distributed to faculty members who exceed the standard for a “satisfactory” rating for service. This will include service to the School (including attendance at faculty meetings, participation on committees, etc.), college, university, and the profession.
 - iv. *Equity and performance adjustment:* Approximately 15% shall be distributed to a limited number of faculty based upon the elements listed alphabetically below. In order to be eligible for these increment monies, the faculty member must have met or exceeded the School’s standards for a “satisfactory” rating. This category facilitates adjustment for long-term performance when needed. If no individual fits into this category, monies will be distributed across the scholarship, teaching, and service categories in a manner deemed appropriate by the SFSC.
 - a) Equity adjustment based on market value. It is recognized that some faculty may be far from a salary that reflects their market value. In estimating market value for a professor, the SFSC will consider rank and the professor’s overall long-term performance. With these as a reference, the SFSC can use its judgment to estimate the professor’s market value and determine which professors, if any, should obtain equity adjustments.
 - b) Long-term achievement. Sometimes a record of continuous service accomplishment, a programmatic research effort, or a long-term program of pedagogy improvement is not properly recognized by the annual salary increase process. In such cases, the SFSC may use its judgment to reward these accomplishments.
 - c) Outstanding current performance. Outstanding current performance in scholarship, teaching, and service or across all three categories

may warrant a performance increment beyond those described above. The SFSC will use its judgment in determining whether an individual warrants this increase and the amount of increment warranted.

- d) Actual percentages will be determined at the discretion of the SFSC, taking into account such factors as the overall raise pool, the overall School performance profiles, and so forth, for each year.

- 2. **Procedures for Salary Increments.** Each year, the SFSC shall provide evaluations of productivity as well as career contributions for each faculty member to the Director.
 - a. The School Director shall provide to the SFSC a draft of proposed faculty salary increases and rationale for the proposed increases. The SFSC shall review the draft proposed by the Director and shall provide advice and recommendations to the Director regarding proposed salary increases.
 - b. Based upon SFSC recommendations, the School Director shall prepare the final report of the salary increments for submission to the Dean and Provost.
 - c. Members of the SFSC shall take no part in discussions, decisions or recommendations concerning their own salary increment. The remaining members of the SFSC shall make those decisions and recommendations.
 - d. Following the salary increment process, the School Director shall provide to each faculty member the components of the salary increment process and the number of salary increment dollars awarded to each component for the respective faculty member.
 - e. After the salary increment process, the School Director shall provide to each faculty member, the School's aggregate salary dollars awarded to each increment component.

V. **TERMINATION OF EMPLOYMENT POLICIES AND DISCIPLINARY ACTIONS**

The School will follow the policies specified in University ASPT policies.

Appendix A

ASPT and CFSC Guidelines

University ASPT Guidelines

University ASPT guidelines are available on line at:

<http://provost.illinoisstate.edu/downloads/aspt/ASPT2017WebVersion.pdf>

CFSC ASPT Guidelines

University and college ASPT guidelines are available on line at:

http://cas.illinoisstate.edu/downloads/CFSC_ASPT_Guidelines_2014.pdf

Basic Annual Productivity Report Format (available through [Digital Measures](#))

FACULTY PRODUCTIVITY REPORT FORMAT

Calendar Year _____

- I. General Information
 - A. Name
 - B. Title
 - C. Department
 - D. Date of Appointment
 - E. Date of Rank
 - F. Highest Degree Held
 - G. Date of Degree

- II. Teaching Productivity
 - A. Classes taught by semester including enrollment
 - B. Thesis, independent study, or other independent academic work with students
 - C. Course proposals, curriculum reviews and/or other curriculum development activities
 - D. Advisement, club sponsorship, and/or other out-of-class work with students.
 - E. Experimental work in instruction including evaluation if available
 - F. Professional publications, presentations or other creations related to teaching
 - G. Instructional activities outside assigned classes (invitations to guest lecture, workshops, etc.)
 - H. Awards or honors for teaching

- III. Scholarly Productivity
 - A. Publications
 - B. Presentations including the date and group to which presented
 - C. External grants applied for and/or received
 - D. All other scholarly activities

- IV. Service Productivity
Please list all service activities categorized according to CFSC Guidelines
 - A. Internal
 - B. External

Please submit a current vita.

Appendix B

Broadcast Education Association Guidelines for Promotion and Tenure for Electronic Media Faculty Involved in Creative Work

Written by: Suzanne Williams-Rautiola with the assistance of the Creative Activities Task Force and Festival Committee. Approved by Board of Directors, Broadcast Education Association, October 27, 2001.

STATEMENT OF PURPOSE

The Broadcast Education Association affirms that creative work that meets established criteria, is reviewed by recognized peers, and is disseminated to others both within and outside the academy is important to the development of the field of electronic media and should be recognized as equal to scholarly publication in promotion and tenure review for faculty in the creative areas of the discipline.

INTELLECTUAL FOUNDATIONS OF CREATIVE WORK

A major function of traditional research is to add to the field through discovery of new information or insight. Creative endeavors often involve traditional research methods of information gathering, literature reviews, synthesis of information, and analysis. However, one of the major differences between media productions and traditional research is that the unknown that is being explored may also be form - the medium. Far from simply recording what occurs before the camera or within range of the microphone, creative faculty through their choices of form reveal a pattern and context to the material that goes beyond mere recording. Thus, the intellectual function of discovery is the foundation of creative work, just as it is with traditional scholarship.

A second intellectual function that is central to both traditional research and creative work is integration. Not only must creative faculty integrate research from a variety of disciplines, but they also must integrate aural and visual strategies with the content to illuminate the conclusions of the research.

Further, the functions of discovery and integration are enhanced through creative application and teaching. Reading an instruction manual for a piece of equipment or type of software will never provide the insights into its full artistic and communicative possibilities as will applying those principles of instruction in a production. New understandings, both for the creator and the students who participate in the production, arise from working through production challenges.

Creative work is intellectually demanding in similar ways to that of traditional research, including the collection, analysis, and synthesis of content. The creative process also involves discovery in the development of effective aural and visual forms and provides integration as these forms are united with content to create the final work.

EVALUATION OF CREATIVE WORK

As with traditional research, acceptance of creative work as an important intellectual activity involves review and evaluation by peers. Contests and festivals provide one avenue for review, because they normally employ panels of expert judges to select the work that will be honored or screened. Because those outside the communication field may not understand the reputation of these events, information about the contest or festival would be important for the dossier. The information to include would be the year the festival or contest was established, the number of entries in the event (if known), the number of works selected to receive recognition or prizes, the venues in which the selection was screened, etc. If available, a copy of the evaluation criteria would also be helpful to reviewers both inside and outside the field. In addition, subsequent reviews of the work that might appear in either scholarly or popular

publications could provide insight into the value of the work and should be included in the dossier.

Another indication of the value of the work is the decision to televise a creative work to the community outside the university through established commercial or public media channels. In the realm of traditional scholarship, this is akin to the selection for anthologies and is recognition of excellence. These selections are generally made by a number of very knowledgeable professionals at various levels, who are experienced in evaluating creative work and can readily recognize excellence, discovery, and innovation in the use of media form and the value of content for the society at large.

EVALUATION CONSIDERATIONS

While published research articles tend to be standard in length, the same cannot be said of creative work. The medium for which the production is created has strengths and challenges, and the length of the final work and its structure may vary greatly from one work to the next. Assessment should take into account the scope and length of the production and the challenges posed by the medium.

Second, while published research tends to follow a traditional form, aesthetic conventions vary for each medium and are constantly changing. Assessment of the work should address the appropriateness and integration of the aesthetic conventions and the content. In addition, originality and innovation in the use of aesthetic or technical processes should be noted.

Third, since few media projects are completed by one person working in isolation, evaluators should expect the participation of others (including students). For example, the role of executive producer is often analogous to a researcher in traditional scholarship who leads a team of assistants in a project. The faculty member's input into the work under evaluation should be addressed.

Finally, while having a great deal of creative latitude, faculty often must work under budgetary and equipment limitations. The ability to use limited resources innovatively to address creative problems should be given consideration in an evaluation.

DISSEMINATION

While the hallmark of intellectual activity within the academy is review and evaluation by one's peers, it is through dissemination that traditional research becomes of value to others in and outside the academy. One means of dissemination for creative works is through winning and subsequent screening at competitions. Another is through invited screenings at recognized festivals. In the past, a work that was presented to a contest or festival audience was not as readily available or as permanent as a publication that could remain on the shelf for years. However, many festivals and contests are beginning to offer anthologies of their winning entries for later distribution. The increase in digital storage capacity makes it possible for large files of images and sounds to be stored on disks or disseminated by other means, such as the Internet. Another avenue of dissemination is through established television, radio, or cable outlets at the national, regional, or local level. While not permanent, this form of dissemination makes the work available to a sizable and diverse audience. A fourth type of dissemination is through an invited presentation at a recognized, prestigious event - scholarly convention, museum program, etc. Thus, the audience for works presented via established festivals/contests, the Internet, media outlets, and recognized events is often large. Even when ephemeral, the work may make a significant contribution to the field and/or the society.

EVALUATORS

Blind peer review is important in the judgment of the quality of traditional research, and it is equally important for the creative candidate to note which contests or festivals are judged blind. Also, unsolicited reviews, after the work is disseminated, should be included in the dossier. However, it may be necessary

to identify qualified outside reviewers to provide additional competent evaluations. Depending upon the requirements of the university, these evaluators may be academic or professional. Academic reviewers, particularly those who have been involved with contests or festivals, will be able to place the work in context with other work in the field, will know the reputations of the contests and festivals, and will be more sensitive to traditional academic tenure and promotion requirements. However, the ability to identify innovative content and techniques is not limited to academics. While industry professionals may or may not be aware of traditional academic criteria, they are experts in the use of media and can readily recognize excellence, discovery, and innovation in its use. Thus, qualified professionals, who are well established, also may be able to provide important evaluative feedback. A list of the judges on the Review Board for the BEA Festival of Film, Video and Media Arts will be provided to BEA members if additional, outside reviewers are needed.

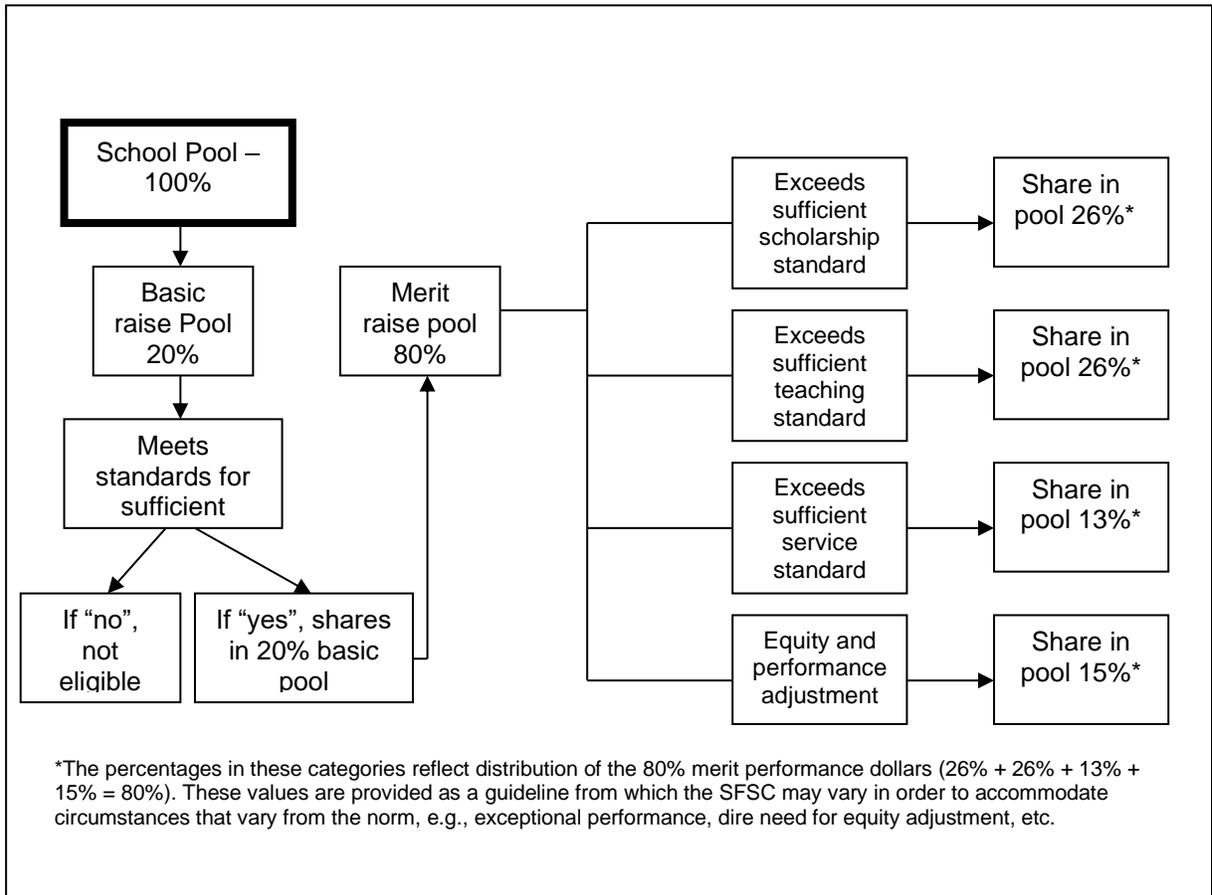
CANDIDATE'S PROMOTION AND TENURE DOSSIER

Although the candidate for promotion and tenure should develop his/her portfolio or dossier under the guidelines established by the university, to make the strongest case possible the candidate may want to include information that will illuminate some of the functions cited above. Important elements of the dossier include:

1. Formative material that will illuminate creative and innovative choices in content links to other disciplines, patterns established, or choices of media techniques.
2. Information about festivals, contests, and other dissemination opportunities, including the reputation of the organization making the selection and/or dissemination, the criteria for selection, the number of entries in the event or the contest (if known), and the number selected to receive recognition, prizes and or dissemination.
3. Written evaluations from contest or festival judges, if available.
4. Reviews of the work that subsequently appears in both scholarly and popular publications.
5. Creator's input into the creation of the work and the elements of the work that the creator believes to be central to advancing knowledge in the field.
6. Budget and equipment availability for the creative process.

Appendix C

School of Communication Salary Distribution Model





Addendum to the SFSC's ASPT Guidelines, pertaining to the effects of the COVID-19 Pandemic on faculty performance

The worldwide COVID-19 pandemic during 2020 and 2021 affected people in various and extensive ways, and the best estimate for its subsiding is perhaps sometime in late 2022. For faculty in the School of Communication (and the rest of Illinois State University), the pandemic's effects on professional performance since the midpoint of the spring 2020 semester is acknowledged, and this addendum presents a good-faith approach for reviewing and evaluating faculty performance for their teaching, research, and service. To this end, the intended utility of this addendum is to guide SFSC deliberations about faculty performance for the full 2021 calendar year, and it may be extended for the 2022 calendar year (and beyond) upon the recommendation of the SFSC *and* the approval of the School's tenured and tenure-track faculty.

- I. The SFSC recognizes and continues to support (but not require) the providence of reflection statements focused on any or all of the following:
 - A. Lessons learned from the pivot and plans/goals for future development as an instructor, were encouraged if faculty chose to include student survey responses in their evaluation materials.
 - B. Continued challenges to research productivity, including documentation of specific issues faced (i.e., lags in reviewing)
 - C. Service responsibilities and their potential impact on other areas of productivity

- II. The SFSC shall, pertaining to Part II, Section C in the School's *ASPT Guidelines*, adjust the approach for the review and evaluation of faculty performance during the pandemic. That is:
 - A. The SFSC recognizes that *individual* extenuating circumstances may necessitate a faculty member's own request for relief from the circumstances' adverse effects on their performance (e.g., "stop the clock"; see Provost Tarhule's email of Oct. 2, 2020).
 - B. The pandemic is an extenuating, adverse circumstance for *everyone* in differing ways while they still attempted to perform their work to the very best of their abilities with available resources, technological adaptations, and changing social pressures and organizational processes. In other words, "continuing high-quality professional performance" (ISU ASPT IX.C.2) might look different in the current pandemic-impacted context than it did prior to the pandemic.
 - C. Cancelled contributions (performances, conference presentations, etc.) "count" as productivity. In addition, contributions that were accepted, but not presented, will also count as productivity.
 - D. Given the extenuating circumstances related to the pandemic, faculty should include evidence and artifacts that document the value or impact of their contributions in the materials they submit for evaluation. Where pandemic effects could apply *and* a faculty member was able to obtain exceptional performance in research, teaching, and/or service as if the pandemic did not exist, such exceptional performance shall be recognized as such. Faculty also may choose to submit narratives contextualizing their work and describing the impact of pandemic-related disruptions, and the SFSC shall give due consideration to such narratives.
 - E. The pandemic period shall be "bracketed" from all other years just because of its uniqueness, which also is important for tenure and promotion purposes. Accordingly, in the case of an application for promotion or for promotion and tenure, the SFSC evaluation will reflect the unique challenges created by the pandemic. Further, annual performance letters from the SFSC shall state that performance was evaluated on special grounds (i.e., this Addendum) to established ASPT rules. All other practices for proper content for annual performance letters shall be upheld.

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