

Department of Psychology
Faculty Personnel Policies
(Revisions Approved 2/23/2018)

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FACULTY PERSONNEL POLICIES AND PROCEDURES FOR RETENTION, TENURE AND PROMOTION

Department of Psychology
Indiana State University

The Department believes that policies and procedures provide a framework within which the faculty conduct their professional activities. It is essential that a spirit of support, trust, cooperation, and shared responsibility characterize the implementation and application of all the Psychology Department policies. The Department is committed to policies that facilitate growth and productivity, which are flexible, and which encourage excellence. In the Department's view a faculty member's performance is best evaluated in the context of her or his total contribution to the University. Thus the focus of faculty growth and evaluation should be on the cumulative integration of the individual's contribution.

The University meets its mission to provide excellence in research, teaching and service through the efforts and success of its faculty. Therefore, the attraction, development, and retention of an excellent faculty are essential. A primary responsibility of the Department and its Chairperson is to facilitate the development of its faculty. The Personnel Policies for Faculty in the Department of Psychology embody the procedures and criteria by which the success of the faculty's development is evaluated.

I. Policy

Retention, tenure, and promotion policies for Indiana State University are described in the *Indiana State University Handbook*. In general, three categories of professional activities are considered in retention, tenure, and promotion: (a) Teaching, (b) Research, and (c) Service. The *Handbook* describes these categories in global terms. It is left to individual departments to define and specify the criteria to be considered by the department's committee charged with evaluating faculty for retention, tenure, and promotion. Consistent with CAS promotion and tenure guidelines (2017), contributions in administrative positions are not considered in evaluating performance requirements for promotion or tenure. The present document provides information only on the Psychology Department's particular manner of articulating these criteria.

A. Retention and Tenure

During the probationary period, the evaluation of tenure track faculty for reappointment and tenure is viewed as part of a process that advances the professional development of the faculty member and that encourages significant contributions to the department. The evaluation includes due consideration of the adherence to professional standards, the ability to work with others in a collegial and effective manner, and performance in teaching, research and service. In the probationary period a candidate for reappointment will be expected to show evidence that he or she is an industrious teacher, a productive researcher, a willing participant in appropriate service activities, and a valued colleague.

The Psychology Department recognizes that it may take time for new faculty to acclimate to the community, to incorporate the values and expectations of the Psychology Department and the University, and to develop programs of instruction and research. Therefore,

Consistent with CAS guidelines, faculty hired at the Associate Professor level, who have held a regular faculty appointment elsewhere, may be given credit for up to three years, becoming eligible to apply for tenure in their third year at ISU. Faculty hired at the Professor level, who have held a regular faculty appointment elsewhere, may be given credit for up to five years, becoming eligible to apply for tenure in their first year at ISU.

Faculty members who are eligible for retention and/or tenure are encouraged to consult with the Chairperson and members of the Personnel Committee on the preparation of materials for review and evaluation.

B. Promotion

Associate Professor. The nominee for promotion to Associate Professor must have been in the rank of Assistant Professor for a minimum of six years. Consistent with CAS guidelines and University Handbook, Individuals may be given credit for up to two years of faculty achievements as an assistant professor at other accredited institutions. The general expectation is that the nominee for promotion from Assistant to Associate Professor will meet the criteria in all 3 areas of teaching, research and service and excel in at least 1 of those areas.

With regard to scholarship, candidates for promotion to the rank of Associate Professor should have an established program of research that meets department guidelines. Minimum departmental requirements in the area of scholarship for promotion to associate professor includes at least four peer-reviewed publications, or their equivalent (i.e., book chapter). In addition, candidates should provide evidence of regularly presenting research at national or international conferences and/or symposia.

With regard to teaching, applicants for promotion to associate professor must provide evidence of a high level of teaching effectiveness and must meet all instructional expectations established by the department, including timely administrative work of teaching. As advising is highly valued by both the university and department, applicants should also demonstrate effectiveness in advising and mentoring students, which should include chairing at least one dissertation or master's thesis committee, as well as serving on committees that they do not chair.

With regard to service, applicants should demonstrate campus-based service at multiple levels, e.g., department, college, and/or university, as well as discipline-based service within the local or regional community (e.g., serving on a mental-health organization board or making a psychology-related presentation) and/or national service that may be discipline-focused (e.g., as part of a professional organization, editorial board, accrediting body, etc.) or related to higher education generally).

Professor. The nominee for promotion to Professor must have a minimum of four years in the Associate Professor rank; two or more years as an Associate Professor at another institution may be counted for one of those years. The general expectation is that the nominee for promotion from Associate to Professor will excel in *two of the three* areas and satisfy the criteria in the third area.

The promotion to full professor should reflect continued excellence in scholarship, teaching, service, and other mission-based activities. Application for promotion to full professor is optional and denial of promotion does not negatively impact an applicant's standing as a tenured associate professor. Consistent with CAS guidelines, a higher level of accomplishment is expected in each domain for promotion to full professor.

With regard to scholarship, candidates for promotion to the rank of Professor must have a history of commitment to scholarship/creative work and must demonstrate national recognition in their discipline by producing a body of research/scholarship/creative work that meets department guidelines. Minimum departmental requirements in the area of scholarship for promotion to full professor include at least four peer-reviewed publications, or their equivalent, beyond those that were counted toward promotion to associate professor. In addition, candidates should provide evidence of regularly presenting research at national or international conferences and/or symposia. Submission of a grant proposal, whether funded or not, is also evidence of scholarly activity and will be considered as the equivalent of a peer-reviewed publication."

With regard to teaching, applicants for promotion to full professor must provide evidence of a high level of teaching effectiveness and must meet all instructional expectations established by the department, including timely administrative work of teaching. As advising is highly valued by both the university and department, applicants should also demonstrate a sustained and consistent history of mentoring students, which should include chairing graduate theses and/or dissertations, as well as serving on committees that they do not chair.

With regard to service, applicants for promotion to full professor should demonstrate continued service at the department level, as well as at the college and university or national level. National service may be discipline-specific, such as within a professional society, an accrediting body, with a disciplinary journal, or the overall profession of higher education. Discipline-based community service (i.e., serving on a board for a mental health organization, public presentation on psychology related topic) is also highly valued.

II. Criteria

A. Teaching

Quality of teaching is a critical consideration in the evaluation of a faculty member for retention, tenure, or promotion. Exceptional teaching contributions may comprise one basis for promotion among faculty who satisfy the research and service criteria. Experiential learning is integral to the teaching of psychology. Examples of this may include research supervision involving undergraduate and graduate students, clinical and practicum supervision, and/or community engagement projects or assignments.

No one should expect to be retained/tenured or promoted unless he or she can present solid evidence of good teaching. In fact, deficient teaching will preclude the reappointment or promotion of faculty who might meet or even exceed the criteria for reappointment or promotion in the areas of research and/or service.

Other examples of the dissemination of skills and knowledge that are subsumed under the teaching rubric are undergraduate and graduate course instruction, demonstration of clinical and other professional skills to practicum and other students, teaching enrichment, innovations and development activities, providing guest lectures, workshops, arranged courses, and independent studies..

In evaluating the teaching credentials of a candidate for reappointment or promotion the Committee considers:

1. Classroom Instruction

Classroom performance is an important part of the teaching evaluation of faculty and includes such factors as currency, organization, coherence, and presentational style, etc. Faculty should demonstrate acceptable standards of professionalism including respect for students and providing students with a syllabus. Innovative approaches to instruction that contribute to student learning and development are valued. In addition, we value projects or assignments that encourage the student to apply knowledge to real world contexts while providing service to the community.

2. Clinical Supervision

For clinical faculty, the teaching of professional skills to clinical students through practicum supervision is an essential part of the teaching function. The development of the student's skills in treatment and assessment, case conceptualization and treatment planning, report writing and record management are critical components of supervision. Maintaining and enhancing clinical competence is therefore recognized as an important component of the clinical faculty's teaching responsibilities. Members of the Clinical Faculty are expected to be licensed, or in the process of becoming licensed, and are expected to be endorsed as Health Service Providers in Psychology before obtaining tenure.

3. Research Supervision

The supervision of student research, such as undergraduate independent study projects or honors theses and supervision of master's theses and/or doctoral dissertations, is an integral part of the teaching load of faculty members in psychology and constitutes an important area in consideration for promotion.

4. Peer and Student Evaluation

In order to facilitate the evaluation of a candidate's teaching, the faculty member must provide the Personnel Committee with course syllabi and written evaluations of their teaching performance since the time of her or his last review. These evaluations may include, but are not limited to, evaluations from students (i.e., online course evaluations), departmental colleagues, and the chairperson. These evaluations may be documented in the form of departmentally approved course evaluation questionnaires, graduate student teaching evaluations, and peer evaluations. As a rule, course evaluations/questionnaires are expected to be submitted for all teaching assignments including practica. Additional evidence of teaching proficiency might include professional licensure in psychology, specialized certification, documentation of professional enhancement, and teaching awards presented by the Institution or regional, national, or international organizations.

5. Grants

Faculty are encouraged to seek and obtain grants to enhance their teaching efforts. These may include grants that are available through the Center for Public Service and Community Engagement and are designed to enhance the delivery and/or development of community engagement projects or assignments.

B. Research

The Psychology Department places high value on research in evaluating candidates for retention, tenure, and promotion. This policy is consistent with the philosophy that a university must generate, as well as disseminate, knowledge. Active involvement in research enhances the quality of information presented during the course of instruction and provides the foundation for competent professional service. In addition, research contributes to the public interest, and promotes the visibility of the Institution. Any candidate for promotion must demonstrate a continuing commitment to research activity, and the public dissemination of the results of that activity through recognized professional outlets including referred journals, books, technical reports, invited addresses, symposia, workshops and colloquia. The Department of Psychology recognizes that research activity may include but is not limited to, basic and applied empirical research. Theoretical analyses, scholarly integrations and syntheses, case studies and clinical observations as well as reviews of extant literature, and professional writing aimed at elucidating the foundations of professional training and practice are subsumed under the research rubric. Community engagement in the form of applied research that provides services and/or information that benefits individuals in the community is valued.

In evaluating the credentials of a candidate in her or his area of research, the Personnel Committee considers the following factors:

1. Publications and Presentations

Both the quality and quantity of publications and presentations are important considerations in the promotion review process. Judgments about quality are best undertaken by peers. Examples of peer review include, but are not limited to, publication in referred journals, published commentaries on articles, and invitations to present addresses and workshops based on one's recognized status as an expert in her or his area of specialization at regional, national and international meetings. Reviewer's comments may also be submitted as evidence of quality, particularly for articles in revision or in press. Consistent with CAS guidelines, for promotion to Associate Professor, four or more peer-reviewed articles that are published or in-press are expected.

2. Research Grants

The ability to obtain support for one's research and writing reflects favorably on a candidate's research credentials. It is understood that peer reviews resulting in the designation "approved but not funded" constitute an acceptable research credential. Evidence of effort directed at obtaining research funds is generally expected for tenure and promotion, and is desirable for retention. However, it is recognized that there are some areas of specialization where obtaining funds would not be feasible, or necessarily appropriate.

3. Reputation

A person's research reputation is usually a reflection of the quantity, quality, originality, and impact of her or his work and is therefore an important criterion for retention, tenure, and promotion. Reputation is typically evaluated by letters from peers in the candidate's area of specialization, citations of her or his work, invited colloquia and book chapters, special honors and recognitions, including attainment of fellow status in national organizations, diplomat awards, editorships, etc.

C. Service

Faculty members are expected to serve on departmental and college or university committees as part of their ordinary responsibilities. Academic advising within the department or other areas is also considered a service activity. Faculty members are also expected to be active participants in their profession, and to utilize their professional competence to serve their community. Examples of professional service include, but are not limited to, election or appointment to offices or committees in professional or scientific organizations, serving on grant review panels or on editorial boards of journals, or obtaining designation as a Health Service Provider by the Indiana Psychology Board. Professional service may also involve consultation and/or service in the community related to the faculty member's professional knowledge and/or skills.

1. Academic and Professional Service

Committee membership, at the local, regional, or national level, is not in and of itself sufficient evidence of service to warrant consideration for retention, tenure, or promotion. It is up to the candidate to provide evidence bearing on the significance of his or her service contributions. Such evidence might include, but is not limited to, written descriptions of one's service level of involvement and written statements from committee chairs or others in a position to evaluate the significance of one's contributions. Evidence of professional service might also include letters documenting community service or consultation related to the faculty member's area of expertise.

2. Service Related Grants

Just as research grants are considered to be indicants of research productivity, service grants are considered evidence of service contributions. Service grants that are awarded on the basis of peer review are especially noteworthy.

3. Public Service

Making faculty expertise available to the community at large is one the missions of the University. Consequently, service activities provided to the community in a faculty member's area of expertise is a valued activity. Such services might include consultation, supervision and direct clinical service through community service organizations and/or private practice. Public service may also be provided to consumer, social service and public interest groups through such activities as talks, lectures, media presentations and organizational involvement.

4. Directing/coordinating programs of study

Faculty members who serve as directors of coordinators of a program of study (i.e., Undergraduate program, Master's program, Psy.D. program) shall be evaluated for the work they do in this context as a specific form of service. This type of service may include developing, and reviewing curriculum, course scheduling, program assessment, accreditation reports and compliance, graduation checkout).

5. Academic Advising

Advisement for both undergraduate and graduate students is valued within the department. Advisement responsibility may include course scheduling, mentoring, career planning, and writing letters of recommendation.

III. Procedures

A. Reappointment

During the probationary period, the faculty member will submit materials for the annual reappointment review to the Department Chairperson. The Department Chairperson will transmit to the Personnel Committee the materials provided by the candidate as well as all other relevant evaluation information. The Personnel Committee will review and discuss the evaluation materials in executive sessions. The candidate for reappointment has the prerogative of meeting with the Personnel Committee during its deliberations to discuss her or his evaluation. The members of the Personnel Committee will vote for one of the three reappointment options: reappointment, conditional reappointment, and non-reappointment.

The Personnel Committee will then send its recommendation, the Committee vote, and a statement supporting the recommendation to the Department Chairperson. The Personnel Committee may elect to send forth both majority and minority statements. The Chairperson also has the three reappointment options of reappointment, conditional reappointment, and non-reappointment. At the end of each step in the evaluation process, the candidate will receive a copy of the recommendation(s) and the supporting documents. The Department Chairperson will report the recommendation(s) of the Personnel Committee to the Psychology Department Faculty.

If reappointment is accompanied by negative comments, these comments should be taken as warnings that failure to correct or improve the cited deficiencies may lead to conditional appointment or to non-reappointment. Conditional reappointment is an indication that the candidate's performance, if not rectified, will lead to non-reappointment.

Meeting the deadline and submitting the materials for reappointment evaluations is the responsibility of the individual faculty member. See the Department Chairperson, chair of the Personnel Committee, or the website for the Office of the Provost and Vice President for Academic Affairs for current deadlines for submitting materials in support of reappointment.

B. Tenure

Tenure is granted after the successful completion of a probationary period. Each successive recommendation for reappointment during the probationary period will be conducted with the knowledge that it is a step toward the awarding of tenure. The candidate's career development as a member of the Psychology faculty and the expiration of a probationary period with continuous reappointment are the primary considerations in the awarding of tenure. See the Department Chairperson, chair of the Personnel Committee, or the website for the Office of the Provost and Vice President for Academic Affairs for current deadlines for submitting materials in support of tenure.

C. Promotion to Full Professor

A Promotion Application Form must be filed with the Chairperson of the Department for consideration for promotion. The nominee may withdraw the application at any

time. The Promotion Application Form and supporting documentation will be reviewed by the Personnel Committee in a timely fashion.

The Personnel Committee will vote "approved" or "not approved." The Committee will rank "approved" applications and write a brief statement in support of its decision. The Chairperson of the Personnel Committee will consult with the candidate regarding the recommendation. The actions of the Personnel Committee will be communicated to the Department Chairperson. The recommendation of the Personnel Committee will then be reported to the faculty of the Psychology Department.

The Chairperson of the Department will send the Promotion Application Form with her or his recommendations and the vote, ranking, and statement of the Personnel Committee to the Dean of the College. The Department Chairperson will give the nominee and the Chairperson of the Personnel Committee a copy of the materials.

See the Department Chairperson, chair of the Personnel Committee, or the website for the Office of the Provost and Vice President for Academic Affairs for current deadlines for submitting materials in support of promotion.

FACULTY PERSONNEL POLICIES AND PROCEDURE FOR GRADUATE FACULTY APPOINTMENT

Department of Psychology
Indiana State University

According to the policy passed by the Graduate Council (October 4, 2007) and the Faculty Senate (December 13, 2007), “At the time of appointment (effective for all faculty appointed Fall 2007 or after) all tenure-track faculty with terminal degrees will be granted graduate faculty membership.” Details on the policy regarding Regular, Emeritus, and Special Purpose Graduate Faculty are in Appendix A.

FACULTY PERSONNEL POLICY AND PROCEDURES FOR EVALUATION OF PART-TIME TEMPORARY FACULTY AND FULL-TIME INSTRUCTORS

Department of Psychology
Indiana State University

The Department believes that policies and procedures provide a framework within which the faculty conduct their professional activities. It is essential that a spirit of support, trust, cooperation, and shared responsibility characterize the implementation and application of all the Psychology Department policies. The Department is committed to policies that facilitate growth and productivity, which are flexible, and which encourage excellence.

The primary guide for the evaluation of full time instructors and part-time temporary faculty is the *Indiana State University Handbook*. The following policy and procedures are the Psychology Department's interpretation and implementation of these guidelines.

I. Policy

The evaluation of full time instructors and part-time temporary faculty is viewed as part of a process that advances the professional development of the faculty member and that encourages significant contributions to the Department. The evaluation includes due consideration of the adherence to professional standards, the ability to work with others in a collegial and effective manner, and performance in teaching and other activities.

A. Teaching

Quality of teaching is a critical consideration in the evaluation of full time instructors and part-time temporary faculty members.

Examples of the dissemination of skills and knowledge that are subsumed under the teaching rubric are undergraduate and graduate course instruction, clinical and practicum supervision, demonstration of clinical and other professional skills to practicum and other students, teaching enrichment, and innovations and development activities.

In evaluating the teaching credentials of full time instructors and part-time temporary faculty member the Committee considers:

1. Classroom Instruction

Classroom performance is an important part of the teaching evaluation of faculty and includes such factors as currency, organization, coherence, and presentational style, etc. Innovative approaches to instruction that contribute to student learning and development are valued.

2. Clinical Supervision

For full time instructors and part-time temporary faculty assigned to practicum supervision, development of the student's skills in treatment and assessment, case conceptualization and treatment planning, report writing and record management are critical components of supervision. Maintaining and enhancing clinical competence is therefore recognized as an important component of part-time temporary faculty with responsibilities for clinical supervision.

3. Administration of Teaching

Full time instructors and part-time temporary faculty that are teaching courses are responsible for following university procedures in creating a syllabus, and recording and reporting attendance, midterm, and final grades as appropriate. Part-time, temporary faculty should rarely assign incomplete grades and should not do so without transfer of responsibility for supervision of completion to a full-time faculty member in the department.

4. Documentation of Teaching Effectiveness

All full time instructors and part-time temporary faculty should maintain a dossier to document their teaching effectiveness. This dossier must include course syllabi and teaching evaluations from students on SIRs or other departmentally-approved course evaluation questionnaires. Full time instructors should also include a cover letter that addresses their teaching effectiveness, innovations, and efforts to improve their teaching, as well as a statement of their teaching philosophy. As a rule, course evaluations/questionnaires are expected to be submitted for all teaching assignments including practica. When student teaching evaluations are unavailable (i.e., during an instructor's first semester), evaluations by departmental colleagues and/or the chairperson may be substituted. Additional evidence of teaching proficiency may include sample assignments, professional licensure in psychology, specialized certification, documentation of professional enhancement, and teaching awards presented by the Institution or regional, national, or international organizations. Without sufficient documentation of teaching effectiveness, evaluation is not possible and could result in non-reappointment.

B. Non-Teaching Assignments

For full time instructors and part-time temporary faculty with non-teaching assignments, such as administrative duties and academic advising, quality and effectiveness of their non-teaching contributions is also evaluated. As part of their review, full time instructors and part-time temporary faculty should submit evidence of their effectiveness in their non-teaching assignments, including a description of their activities and how they contribute to the Department, College or University if applicable. Other supporting evidence such as advising evaluations, administrative evaluations, letters from colleagues, and awards may also be submitted.

II. Procedures

The faculty member will submit materials for the review to the Department Chairperson. The Department Chairperson will transmit to the Personnel Committee the materials provided by the candidate as well as all other relevant evaluation information. The Personnel Committee will review and discuss the evaluation materials in executive sessions. The candidate being evaluated has the prerogative of meeting with the Personnel Committee during its deliberations to discuss her or his evaluation. The Personnel Committee will then send its recommendation and a brief statement supporting the recommendation to the Department Chairperson. The Personnel Committee may elect to send forth both majority and minority statements. At the end of each step in the evaluation process, the candidate will receive a copy of the recommendation(s) and the supporting documents. The Department Chairperson will report the recommendation(s) of the Personnel Committee to the Psychology Department Faculty.

III. Promotion to Senior Instructor

Full time instructors (on 3-year contracts) may apply for promotion to “Senior Instructor” after completion of their second contract. Materials that should be submitted for consideration for promotion to “Senior Instructor” are detailed below and generally involve documented evidence of teaching success over multiple years.

In addition to documentation of Teaching Effectiveness, as outlined in A4, applicants must provide documentation of professional development related to teaching and non-teaching (if applicable) duties. Examples include: attending a Faculty Center for Teaching Excellent (FCTE) event, attending a teaching or other professional development conference, specialized certification, teaching or service awards, peer evaluations of teaching or other assigned duties.

POLICY AND PROCEDURES FOR FACULTY PERFORMANCE EVALUATION(BIENNIAL REVIEW)

Department of Psychology
Indiana State University

I. Policy

Per university policy, all regular university faculty are evaluated biennially and this information is used to inform performance-based salary processes. Faculty member’s performance will be evaluated for each assigned component (teaching/scholarship, service, administrative) and rated as Meets Expectation, Exceeds Expectation or Does Not Meet Expectations. A faculty member’s overall performance is classified as Contributing Exceptionally, Contributing, or Contributing Below Expectations.

II. Procedures

A. The biennial period of evaluation is August 1 of year one through July 31 of year two. The deadline for submission of materials is Sept. 20th of year two. The process of biennial review will follow the procedures outlined in the most recent Faculty Performance Evaluation Model document. The department criteria used to determine level of performance in teaching, scholarship and services are outlined below.

III. Criteria for Determining Performance Level

A. Teaching

Does Not Meet Expectations: Absence of teaching evaluations could result in rating of Does Not Meet Expectations for teaching, unless there is a legitimate reason for missing evaluations. A pattern of below average course evaluation (i.e., under mean of 3.0 across courses) across the review period may be evidence of performance that does not meet expectations.

Meets Expectations: Evaluation of teaching will consider classroom instruction, clinical supervision, and/or research supervision. It is anticipated that student evaluations are generally positive with a mean of 3.0 or above on most items. .

Exceeds Expectation: Student evaluations are very positive, for example average ratings of 4.0 or higher on most items. A grant to enhance teaching and/or a teaching award may also contribute to an above standard rating.

B. Research

Does Not Meet Expectations: A failure to engage in scholarly activity that results or is anticipated to result in presentations, publications or submission of a grant.

Meets Expectations: The following would constitute performance that meets expectations: submission or publication of an article, presentation at a conference, a manuscript or major work (i.e., book) in progress, and/or work on or submission of a grant.

Exceeds Expectations: There should be evidence of several publications and/or conference presentations. Invitations to speak at colloquia, conferences, etc. and/or invitations to write a book chapter or chapters is also evidence of exceeding expectations as is being the recipient of extramural and/or intramural funding or contracts

C. Service

Does Not Meet Expectations: A pattern of unwillingness to serve and/or participate in department, college or university level service in support of the missions of our programs.

Meets Expectations: Membership on department, College of Arts and Sciences, or University committees, as well as other ISU-related service activities, such as library representative, indicates performance that meets expectations. Faculty members should also show evidence of membership on or activity in professional organizations. Documentation of effective advisement and meeting with potential students may also be included as evidence of service.

Exceeds Expectations: Active involvement such as serving as chair for department, College of Arts and Sciences, and university committees, as well as other ISU-related activities is evidence of above standard service. Strong or exceptional performance as a program director would also be evidence of exceeding expectations in service. In addition, active involvement in one's profession such as election to an office for a professional organization, member of editorial board for a journal, member of a grant review board, and/or organizing colloquia, workshops or symposia will be considered. Being the recipient of an award for service may also contribute to an above standard rating

Individual Personnel Committee members will absent themselves during any deliberations on their own evaluation.

B. Personnel Committee Performance Recommendations

Per University policy, the personnel committee will determine overall performance using the following criteria:

1. *Contributing Exceptionally.* A faculty member's overall performance may be designated *Contributing Exceptionally* if the individual is classified as *Exceeds Expectations* in at least two of the evaluation categories and *Meets Expectations* in the other categories, or may be considered *Contributing Exceptionally* if designated *Exceeds Expectations* in his/her first-ranked category and is meeting expectations in the other evaluation categories. An instructor with only teaching as an evaluation category may be considered as *Contributing Exceptionally* if designated *Exceeds Expectations* in teaching and the lack of assignment in another domain is irrelevant.
2. *Contributing Below Expectations.* A faculty member's overall performance will be designated as *Contributing Below Expectations* if he/she is judged *Does Not Meet Expectations* in his/her first-ranked area; or if similarly judged in two or more areas (whatever their rank).

C. Chairperson

The Personnel Committee will forward the performance rating to the Department Chairperson. If the Chairperson intends to make a recommendation different than the Personnel Committee's, the Chairperson should inform the Committee of her or his recommendation and explain the basis for this recommendation. The Department Chairperson will inform each faculty member of her or his own recommendation and the Personnel Committee's recommendation. The Chairperson will also inform each faculty member of the performance rating – Contributing Below Expectations, Contributing, Contributing Exceptionally – he or she has recommended for that individual.

In the case of a Contributing Below Expectations rating, the Chairperson will meet with the faculty member to discuss ways in which the faculty member can improve their performance. Consistent with university guidelines, faculty members whose performance in any area is designated as Does Not Meet Expectations will be required to develop an improvement plan. Faculty who receive an overall evaluation of Contributing Below Expectations in the biennial review will be ineligible for any salary adjustment and may remain ineligible for any adjustment until achieving at least a Contributing designation in a biennial review.

Appendix A

Below is the policy as it appears on http://www.indstate.edu/sogs/doc/grad_fac_poli.pdf.

FACULTY AND ACADEMIC POLICIES GRADUATE FACULTY MEMBERSHIP

Graduate Faculty

The graduate faculty have the responsibility of guiding the university's mission at the graduate level, establishing the policies and procedures of graduate studies, and fostering the development and maintenance of high quality graduate education.

Regular Graduate Faculty

At the time of appointment (effective for all faculty appointed Fall 2007 or after) all tenure-track faculty with terminal degrees will be granted graduate faculty membership. Current (as of Summer 2007) associate and regular members of the graduate faculty will automatically become members of the graduate faculty with the endorsement to chair thesis and/or doctoral committees. Faculty appointed prior to Fall 2007 who are not members of the graduate faculty must apply no later than January 2009 using the standards in place prior to Fall 2007.

The initial appointment will qualify the faculty member to teach graduate classes, to serve on thesis/dissertation committees and to serve on the Graduate Council and the subcommittees of the Council. Review of graduate faculty membership may occur at the request of the department chair, college dean, or Dean of the School of Graduate Studies and will be conducted by the Graduate Faculty Subcommittee of the Graduate Council.

An endorsement to chair theses/dissertations is granted separately from graduate faculty status by a vote of a departmental committee, approval of the department chairperson, college dean, and the Dean of the School of Graduate Studies. To qualify for the endorsement to chair thesis/dissertation committees graduate faculty members must work with a graduate mentor appointed by their department, serve on thesis/dissertation committees, and participate in a graduate faculty workshop sponsored by the Graduate Council to develop knowledge of the thesis/dissertation process at ISU. Review of the endorsement to chair theses/dissertations may occur at the request of the department chair, college dean, or Dean of the School of Graduate Studies and will be conducted by the Graduate Faculty Subcommittee of the Graduate Council.

Emeritus Graduate Faculty

Faculty who are a regular member of the graduate faculty at the time of retirement will be granted Emeriti Graduate Faculty membership and have the rights and privileges of regular graduate faculty thereafter.

Special Purpose Graduate Faculty

An individual may be appointed for a limited period as a special purpose member of the graduate faculty. A special purpose graduate faculty member must be at least one of the following:

1. Tenure-line faculty with an earned doctorate or other terminal degree in the field of specialization, or a tenure-line faculty who has an earned master's degree and has distinguished themselves in teaching, research, and /or service, but do not meet the requirements for Graduate Faculty membership; or
2. Tenure-line faculty or newly hired tenure-line faculty with all but dissertation completed who are actively working toward a doctorate; or
3. Special purpose faculty at Indiana State University who have expertise for a specified graduate course or graduate thesis or dissertation committee; or
4. Professionals who are not tenure-line faculty at Indiana State University, but have expertise for specified graduate courses, or graduate committees.

A special purpose graduate faculty member may teach graduate courses, supervise practicums/clinicals, and may serve on thesis/dissertation committees. A special purpose graduate faculty member will not be granted the endorsement to chair theses/dissertations.

The appointment is usually for the lesser of five years or the term requested, with the exception for Ph.D. dissertation committees. Reappointment as special purpose faculty is unlimited, but the duties are limited to those described in the application packet at the time of appointment.

Ex-Officio Graduate Faculty

Ex-officio graduate faculty membership may be granted to university administrators who do not hold faculty rank. The membership qualifies the administrator to teach graduate courses and to serve on and direct graduate committees. Ex-officio graduate faculty will maintain the title without need for reapplication as long as the person maintains the administrative position. All university administrators appointed prior to Fall 2007, who have a tenure-track faculty position and ex-officio graduate faculty membership will automatically become members of the graduate faculty with the endorsement to chair thesis and/or doctoral committees.

Appeal Procedure

In cases where an appeal is to be made the Graduate Council of the University Faculty Senate is the body to which the appeal should be directed.

Approved by the Graduate Council –October 4, 2007

Approved by Faculty Senate – December13, 2007