UNIVERSITY OF ILLINOIS AT SPRINGFIELD
CAMPUS SENATE AY 2008/2009
RESOLUTION 38-14

Article 3 of the UIS Faculty Personnel Policies

On Faculty Ethical Responsibilities

WHEREAS, the Personnel Policies Committee (PPC) has considered the appropriateness of language concerning faculty ethical responsibilities in the *UIS Faculty Personnel Policies*;

WHEREAS, PPC believes that the AAUP statement concerning faculty ethics can provide an appropriate and fair basis for evaluating faculty under the three criteria of teaching, scholarship and service;

THEREFORE, BE IT RESOLVED THAT: the following changes to Article 3 of the *UIS Faculty Personnel Policies* be approved:

ARTICLE 3

PROFESSIONAL EVALUATION AND ADVANCEMENT

Section 1. General Statement

Faculty seeking reappointment, promotion, tenure, or salary adjustment will be evaluated according to the performance of professional responsibilities within criteria described in this Policy as they are appropriate to the faculty member’s discipline, specific role, and work assignment. In addition, the *AAUP Statement of Professional Ethics* notes that “as colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty
responsibilities for the governance of their institution.” (see Article 9 and Appendix 2 for more discussion and the complete AAUP Statement of Professional Ethics)

It is the responsibility of the faculty member to establish excellence in teaching, scholarship and service that reflects the distribution of their work load. The functions and responsibilities within each of the primary criteria described in Section 2 below are not mutually exclusive, but may overlap. Faculty should not normally use activities to meet more than one of the criteria. If activities are applied to more than one criterion, the weight of these activities is diminished.

Within the context of the following evaluative performance criteria, evaluators will be looking for a pattern of professional growth and development which may be demonstrated in a variety of ways. The ongoing development of faculty is a concern at any institution of higher learning, but is particularly important to an institution like the University of Illinois at Springfield, where specific missions and mandates require broad definitions of professional development and scholarship. Faculty who are not on tenure track will be evaluated on standards and criteria that are appropriate to their appointments and may not be the same as that of tenured and tenure-track faculty. Criteria for faculty who are not on tenure track shall incorporate activities that are necessary for these faculty to maintain currency in their field. Expectations for faculty who are not on tenure track will be established through consultation between the Dean and Department Chair.

Standards of performance as specified in the reappointment, tenure, promotion, and annual performance review articles of this Policy shall be required of faculty members. In addition to other information contained in the Personnel File and/or Portfolio, the annual performance review shall be used by the Campus to make decisions about reappointment, promotion, tenure, merit rating and campus level awards. Teaching is the primary and central criterion for all instructional faculty.

Section 2. Criteria for Tenured and Tenure-track Faculty

A. Teaching, Advising, and Enhancing Teaching and Learning
Because “teaching remains the central function and excellence in teaching continues as the overriding goal” at the University of Illinois at Springfield (Vision Statement), those activities related to the academic development of students have the highest priority in the evaluation of faculty.

Teaching and advising will be assessed through a variety of means. Quantitative assessments such as student evaluations of teaching must be evaluated in the context of qualitative measures such as documented comments by students and colleagues, reports on student advising, course syllabi, and other relevant materials. Contributions to the enhancement of teaching and learning will be assessed by the former means as well as other relevant documentation. See Appendix 12, UIS Portfolio Guidelines for more details.

B. Scholarship

The Carnegie Foundation Report, *SCHOLARSHIP RECONSIDERED*, argues that universities need to enlarge the perspective on scholarship to reflect the realities in higher education. The report divides scholarship into four categories: discovery, integration, application, and the scholarship of teaching. The Carnegie categories provide a suitable framework for assessing scholarship in the context of a primarily teaching and public affairs institution.

Discovery has been the heart of the narrower definition of scholarship: original intellectual work such as basic research; or creative contributions such as artistic accomplishments. Discovery is important, but so are other forms of scholarship. Integration, which is often inter- or multi-disciplinary, gives meaning to isolated facts and puts them into a broader perspective, making connections among and across disciplines and educating those who are not disciplinary specialists. Application is inquiry into the connection between theory and practice, and is commonly called applied research. Finally, the scholarship of teaching requires constant intellectual engagement in learning in the substantive areas of one’s teaching and in the processes and methods of teaching as a profession.
Assessment of performance in the four categories of scholarship shall include judgments of the quality of the work as documented in the file. See Appendix 12, UIS Portfolio Guidelines for more details.

C. Service

Service involves the application of a faculty member’s academic and professional skills and knowledge to the completion of tasks that benefit or support individuals and/or groups in the Campus, the University, professional associations, or external communities at the local, state, regional, national, or international levels. See Appendix 12, UIS Portfolio Guidelines for more details.

Assessment of service, like teaching and scholarship, shall not be reduced solely to quantitative measures, but must include qualitative judgments.

Section 3. Criteria for Non Tenure-track Faculty

The specific criteria (teaching, scholarship and/or service) on which a non tenure-track faculty member on an academic year appointment (i.e., clinical, research, lecturers, instructors, and visiting) will be evaluated and the standards that will be applied to the criterion (i.e., high quality, excellence) will be established at the time of hire in writing.