

Note: After the 1st reading and input, FH 5.2.1. was removed and the text placed in FH 5.3.1.4.5. to align with documentation versus a general policy on promotion and tenure. Only one section, FH 5.4.1.3., pertains to advancement for term faculty and therefore remains.

January 19, 2021

Rationale

Iowa State University is a land-grant institution founded on educational opportunities for all individuals. Iowa State University has a strategic goal to serve the educational aspirations of all communities and to value equity, diversity and inclusion for our students, faculty, and staff. This is embodied in the Iowa State University Strategic Plan Goal 4. Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.

This approach to equity, diversity and inclusion strengthens our community and is essential to our academic mission and institutional excellence. In keeping with these tenets, Iowa State University is committed to encouraging and insuring that faculty are provided a means to document their activities and goals related to equity, diversity and inclusion as a university faculty member and receive recognition for these efforts in their position responsibilities. Therefore, we seek to advance the principles of equity, diversity and inclusion in all university operations, goals and objectives. The advancement of equity, diversity and inclusion is dependent on each of us. We recognize the importance of these principles and desire the Faculty Handbook to document our engagement and integral ownership by all faculty members, and to promote the institutionalization of equity, diversity and inclusion.

The Faculty Handbook

Current

5.1.1 Evaluation of Faculty Members

5.1.1.1 General Policies and Procedures

For purposes of evaluating performance, Iowa State University uses the following forms of faculty review:

- annual review
- preliminary review of probationary faculty
- promotion and/or tenure review

Proposed

5.1.1 Evaluation of Faculty Members

Reflecting the land-grant mission of Iowa State University, faculty engage in teaching, research/creative activities, extension/professional practice, institutional service, and/or other areas as designated by their PRS. All faculty have the responsibility of furthering high-quality programs and initiatives and are fully accountable for their performance of these responsibilities. Iowa State University provides intellectual and institutional leadership regarding equity, diversity and inclusion and strives to be a welcoming, inclusive environment of mutual respect for its members of all backgrounds and identities, consistent with a key institutional strategic goal. All faculty are encouraged to engage in equity, diversity and inclusion initiatives that advance the land-grant mission of Iowa State University and to document and acknowledge these activities.

5.1.1.1 General Policies and Procedures

For purposes of evaluating performance, Iowa State University uses the following forms of faculty review:

- annual review
- preliminary review of probationary faculty
- promotion and/or tenure review
- advancement review of term faculty
- post-tenure review
- renewal review

Current

5.2.1 General Policies on Tenure

Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression and to speak or write as a public citizen without institutional discipline or restraint. Academic responsibility implies the faithful performance of academic duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that the individual is not speaking for the institution in matters of public interest.

Tenure is the keystone for academic freedom; it is essential for safeguarding the right of free expression and for encouraging risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact, which recognizes that tenure serves important public purposes and benefits society. The public is best served when faculty are free to teach, conduct research, provide extension/professional practice services, and engage in institutional service without fear of reprisal or without compromising the pursuit of knowledge and/or the creative process.

In return, faculty have the responsibility of furthering high-quality programs of research, teaching, and extension/professional practice, and are fully accountable for his or her performance of these responsibilities. Additionally, a well-designed tenure system attracts capable and highly qualified individuals as faculty members, strengthens institutional stability by enhancing faculty members' institutional loyalty, and encourages academic excellence by retaining and rewarding the most meritorious people. Tenure and promotion imply selectivity and choice; they are granted for scholarly and professional merit. The length and intensity of the review leading to the granting of tenure ensures the retention of only productive faculty; periodic performance reviews ensure the continuance of a commitment to excellence.

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~~Faculty are encouraged to document equity, diversity and inclusion activities and the impact of this work related to teaching, research/creative activities, extension/professional practice, institutional service, and/or other areas of their job responsibilities.~~

Current

None

Proposed

Section 5.3.1.4.5 Equity, Diversity, and Inclusion Activities

Faculty are encouraged to document equity, diversity and inclusion activities and the impact of this work related to teaching, research/creative activities, extension/professional practice, institutional service, and/or other areas of their job responsibilities.

Current

5.4.1.3 Review for Advancement

All Term Faculty may be proposed for advancement to the next rank according to the schedule and current time at rank as specified in FH Section 3.3.2.3. Colleges and departments shall develop procedures in their governance documents for advancing Term Faculty that include a faculty peer review committee. Tenured faculty and term faculty at or above the rank being considered shall be eligible to serve on the committee. The next peer review shall occur during the third year following a successful advancement review, or at appointment renewal time.

Proposed

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