

GOVERNANCE DOCUMENT

of the

DEPARTMENT OF KINESIOLOGY

College of Human Sciences

Iowa State University

Revised and Approved:
January, 2010

Amendments approved:
January, 2012
January, 2013
March, 2015
April, 2015
January, 2019
April, 2019
May, 2019
August, 2019
October, 2020
February, 2022

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PREAMBLE

Governance is shared by the faculty and the chair of the department. The faculty is the legislative body of the department. It has responsibility for and authority over educational policies and procedures of the department, including, but not limited to, admissions requirements, graduation requirements, academic standards, degree programs, curricula, and courses. The faculty will recommend candidates for degrees, certificates, and licenses, and will serve in an advisory role to the chair of the department on administrative matters as they relate to the academic and educational issues, or to the general welfare of the faculty. This document describes general policies and procedures of the department pertaining to its faculty and administrative structure; committee structure; personnel recruitment, evaluation, retention, promotion, and grievances; and amendment of the governance document. It is the faculty's intent that these policies and procedures will allow the department to carry on its work in an expedient manner and, at the same time, provide for an informed and fair decision-making process.

This document is supplementary and subordinate to approved university and college policies. University and college policies will prevail in the event of discrepancies. This document is intended to supplement the *ISU Faculty Handbook*, the *Iowa State University Catalog*, the *ISU Policy Library*, the *College of Human Sciences Governance Document* and the *Graduate College Handbook* in areas where special policies, procedures, or definitions are necessary.

This governance document shall be reviewed and revised every 3 years by the Governance Committee.

MISSION STATEMENT

The Department of Kinesiology promotes health and well-being by creating and disseminating knowledge about physical activity and healthy living to improve the lives of citizens of Iowa, the United States, and the world.

FACULTY MEMBERSHIP

Criteria

The faculty of the Department of Kinesiology is made up of tenured, tenure-track, and term (teaching, practice, clinical, research, and adjunct) professors, associate professors, assistant professors, and lecturers who hold part or all of their rank in the department (see Faculty Handbook section 3.3). Members of the advising staff who are Professional and Scientific staff are, for many purposes, considered as faculty. In addition, other Professional & Scientific staff may be appointed to rank-only term faculty appointments to carry out faculty responsibilities (e.g., a P&S athletic trainer teaching for the department). Titles, ranks, and lengths of these rank-only appointments follow the same policies as those that govern all term faculty appointments (e.g., Faculty Handbook sections 3.3.2.2 and 3.3.2.3). All members of the Department faculty shall be eligible to attend regular or special department meetings and to participate fully in all deliberations; however, the unusual composition of the department requires some special provisions in relation to voting privileges and quorums. (See Voting Privileges and Voting Procedures sections)

Graduate Faculty Membership

As per the Graduate College Handbook, membership on the graduate faculty is granted to an individual who holds a tenure-eligible appointment with the academic rank of assistant professor or above at Iowa State University. In addition, an individual must have demonstrated competence for pursuing creative work by completing a doctoral degree in kinesiology or related field from an

accredited or internationally recognized institution to be a full member of the graduate faculty. Graduate faculty membership is automatic for tenure-track faculty at the point the hire is recorded in the Provost's Office. A member of the graduate faculty may chair or serve as a member of a POS committee of students pursuing graduate degrees.

Term faculty members may be a graduate faculty associate member. As detailed in Appendix G of the Graduate College Handbook, a full member of the graduate faculty must nominate a term faculty member to associate membership and a vote of graduate faculty in the department is required. Associate members must have demonstrated competence for pursuing creative work by completing a research doctorate or the highest degree appropriate to the discipline or, in rare circumstances have a demonstrated record of impactful creative work to establish equivalent tested experience (e.g., breadth and depth of experience outside the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching). Associate membership is granted for explicitly requested activities (e.g., teaching graduate courses, serving on POS committees). Term faculty who hold current faculty status at Iowa State University and have obtained at least a master's degree are eligible to serve as a graduate lecturer. Graduate lecturers may teach graduate courses but are not members of the graduate faculty and may not serve on POS committees. Other information and policies concerning graduate faculty membership are detailed in the Graduate College Handbook.

Emeritus Designation

As indicated in the ISU Faculty Handbook (August 2021 edition), faculty in the following categories will automatically receive the emeritus designation:

- “A term or tenured faculty member who has attained the rank of professor and who retires immediately following ten or more continuous years of employment by Iowa State University automatically will be given emeritus/a designation at the rank of professor.
- A retiring term or tenured faculty member at the rank of full professor serving fewer than 10 years at Iowa State University, as well as a term or tenured faculty member who has retired at the rank of assistant or associate professor and who have distinguished themselves through meritorious service to the university and the profession also may be given, through process of nomination, the emeritus/a designation at the last rank held.”

For retiring faculty in the latter category, the Faculty Handbook specifies that nominations must be initiated by the faculty of the individual's department(s) and supported by the faculty. The Kinesiology Promotion and Tenure Review Committee will review the nomination and, on the basis of the criteria listed above, will determine whether a recommendation for emeritus status is forwarded to the College. The department's nomination statement and any supporting documentation will be forwarded to the dean's office by the department chair. The dean and Senior Vice President and Provost will review the documentation and make a decision.

Voting Privileges

Voting is limited to faculty members on appointments of at least one academic year in length with a minimum of 50% FTE appointment in the department and with a status or rank of: a) tenured, b) tenure-eligible, and c) term teaching, clinical, research and practice faculty. Visiting professors, affiliates, emeritus faculty, and academic advisors holding P&S status at any rank may participate in discussions during all meetings but are not accorded voting rights.

Voting Procedures

Quorum. The quorum necessary to conduct business shall constitute 60% of those faculty who have full voting privileges. A simple majority (one more than half) is required to pass on any question. Faculty on leaves of absence or disability leaves shall not be counted in determining the requisite number for a quorum.

Faculty Meeting. Voting at department meetings may be by one of three methods: voice, hand, or written ballot. If the meeting is held virtually, then hand ballots shall be used. Written ballots may be used at the discretion of the Department Chair or when so requested by at least three faculty members eligible to vote on a particular motion. A mail ballot shall be used if requested by three voting-eligible faculty and the request is approved by a simple majority of the eligible voters present.

Ballots. Ballots (paper or electronic) may be used at the discretion of the Department Chair for routine elections (e.g., Curriculum and Standards Committee Membership), non-controversial issues (e.g., dates of social events), and other issues requiring limited specialized information or debate.

Proxy Votes. In the event an item for vote has been circulated prior to a scheduled meeting and a faculty member is unable to attend the meeting, and has an acceptable reason for being absent (e.g., class, university business), a request to vote by written ballot may be made to the Department Chair. The request must be made at least one day prior to the scheduled meeting. If, however, the item to be voted on is changed by amendment, that ballot shall be declared invalid.

Voting by the Department Chair. The Department Chair shall be allowed to execute his or her faculty rights through participating in discussion and voting. The Department Chair will count as one in determining whether there is a quorum.

Faculty on Leaves of Absence. Members on leave whose names remain on the department's printed budget shall retain their voting rights and their rights to attend departmental meetings. In matters calling for a written ballot, the Department Chair or the Department Chair's designate shall make a reasonable effort to communicate ballot issues on matters related to governance and curricular issues to faculty on leave with full voting rights. "Reasonable effort" may be demonstrated by a timely date on a letter, telephone or fax record, email or other similar method.

FACULTY MEETINGS

Timing and Frequency

Meetings shall be regularly scheduled not less frequently than once during each of the fall and spring semesters. These meetings shall be scheduled far enough in advance, normally for a semester at a time, so that members may plan accordingly. The Department Chair may call additional meetings. Additional meetings must also be called by the Department Chair if one-third of the voting members, eligible to vote on all matters, request it. Faculty meetings will not be held during the summer terms unless an issue of an extraordinary urgency must be addressed.

Parliamentary Procedures

Meetings will be conducted according to Robert's Rules of Order unless otherwise specified by this document.

Agenda

The agenda for each meeting will include, wherever possible, the major items to be considered. Agenda's will generally be distributed at least two (2) working days prior to the meeting. Faculty may request that a topic be included on an agenda by providing a written request to the Department Chair at least four (4) working days prior to the meeting.

Meeting Records

The Department Chair will appoint a staff assistant who shall take minutes at meetings. Minutes shall be distributed by e-mail to all faculty and staff within two weeks of the meeting date, and also retained in a master file. A faculty member on a leave of absence (e.g. faculty improvement, exchange program) may request copies of the minutes.

Challenge by Absent Members

Faculty members who are not present at a departmental meeting may challenge a decision taken at that meeting by presenting a petition with the names of 30% of the faculty eligible to vote upon the issue within three weeks of the meeting date. They may demand that the issue be reconsidered at the next departmental meeting. The Department Chair will determine whether a special meeting shall be called, but the original decision will not be implemented unless it is reaffirmed.

Meeting Chair

The Department Chair will chair departmental meetings. If the Department Chair is unable to attend a meeting, a temporary chair will be named by the Department Chair. If the Department Chair is unable to do so, the Executive Committee will select the temporary chair.

DEPARTMENTAL ORGANIZATION

Administrative Organization

The Department of Kinesiology is administered by a chair. Coordinators of the department's undergraduate program, graduate programs, physical activity instruction program, and research laboratories assist in managing academic programs and research and teaching facilities. An Executive Committee serves in an advisory capacity to the chair. The teaching, research, and service/outreach activities of department faculty are supported by administrative, facility, and research staff and an undergraduate advising team.

Department Chair

The Department Chair is responsible for providing academic leadership for departmental programs; encouraging excellence among the members of the department in the performance of their duties; executing departmental policies on a day-to-day basis; informing faculty and staff of university and college policies and opportunities (e.g. research grants, leaves, professional development); directing strategic planning; and overseeing alumni public relations and fund-raising activities. The Chair shall prepare and administer the departmental budget and recommend personnel actions involving members of the department, including tenure, promotion, and annual reviews. Procedures for the evaluation and selection of the Chair are detailed in a following section. The Chair reports to the Dean of the College and is responsible for informing the Dean of departmental activities.

Associate Department Chair

The Associate Department Chair serves on the Departmental Executive Committee, acts as a sounding board for the Chair, and offers advice and wisdom as matter arise. The primary administrative duty is to assist the Department Chair in the ongoing operations of the department. Consequently, many of the duties are assigned by the Chair on an as-needed basis. Responsibilities typically include oversight of the Forker Building, the Kinesiology teaching and research laboratories, supervision of the Laboratory Coordinator, chairing the Kinesiology Committee on the Advancement of Student Technology for Learning Enhancement, and

representing the department on the college Committee on the Advancement of Student Technology for Learning Enhancement. The Associate Chair is appointed by the Department Chair.

Athletic Training Graduate Program Director

The Athletic Training Graduate Program (ATGP) Director serves on the Departmental Executive Committee. Primary responsibilities are to oversee development, supervision, evaluation, and documentation of all aspects of athletic training students' didactic and clinical experiences. These responsibilities include maintaining CAATE accreditation of the ATGP, assisting the Department Chair in yearly faculty evaluations of the clinical education coordinator and the third athletic training faculty member, as well as academic advising of undergraduate and graduate athletic training students. Other responsibilities include preparation of the schedule of A TR classes, assignment of A TR teaching schedules in consultation with the Department Chair, maintaining program records including enrollment, BOC examination pass rates, retention rates, graduation rates, and job placement, and in collaboration with the Undergraduate Curriculum and Standards Committee, preparation of recommendations for curriculum changes and supervision of the preparation of catalog copy. The ATGP Director is also responsible for approval of degree audits, substitution waivers, POS forms, evaluation of transfer credits, monitoring MATR graduate student progress, coordinating publicity and promotional materials for the Pre-Athletic Training and MATR program, responding to requests for MATR program information, including campus visits and tours, and maintaining the MATR program handbook. The Athletic Training Graduate Program Director is appointed by the Department Chair.

Director of Undergraduate Education

The Director of Undergraduate Education (DUGE) serves as a member of the Executive Committee. Administrative responsibilities include: 1) preparation of the schedule of classes; 2) assignment of teaching schedules in consultation with the Department Chair; 3) participation in hiring and evaluation of term faculty, 4) maintaining department records, with the assistance of undergraduate advisors, related to instructional matters, graduation lists, enrollment figures, etc.; 5) assisting various committees with academic and educational matters; 6) in collaboration with the Undergraduate Curriculum and Standards Committee, preparation of recommendations for curriculum changes and supervision of the preparation of catalog copy; 7) assignment of classrooms; 8) approval of degree audits and substitution/waiver requests; 9) evaluation of transfer credits; 10) processing of special topics course proposals and experimental course requests, and approval of 290/490 requests; 11) responding to queries for information, questionnaires, etc. regarding the undergraduate program; 12) meeting with students experiencing academic problems; 13) supervising the preparation of program publicity materials; and 14) assisting in the preparation of university and professional reports. Additionally, the Director assists the Department Chair in yearly faculty evaluations and in faculty recruitment as requested. The Director is appointed by the Department Chair.

Director of Graduate Education

The Director of Graduate Education (DOGE) chairs the Kinesiology Graduate Faculty and the Kinesiology Graduate Executive Committee and serves on the Departmental Executive Committee. Responsibilities include: 1) supervising the process by which graduate students are admitted to the graduate program and through which the Graduate Executive Committee recommends that assistantship offers be made; 2) assigns and coordinates graduate student advising; 3) monitors graduate student progress; 4) chairs graduate faculty meetings; 5) coordinates publicity and promotion material for the graduate programs; 6) responds to requests for graduate program information, including review of form letters; 7) edits the graduate section of the catalog copy; 8) coordinates the selection of award recipients and the presentation of awards; 9) assists in the preparation of the schedule of classes and teaching assignments; and 10) maintains the Kinesiology Graduate Student Handbook. The DOGE also serves on the CHS Research and Graduate Education Committee. The DOGE is appointed by the Department Chair.

Physical Activity Program Director

The Physical Activity Program Coordinator serves on the Departmental Executive Committee. The role of the Physical Activity Program Coordinator is to provide leadership, supervision, and training to graduate teaching assistants as well as work to coordinate scheduling and other activities within the department. Specific responsibilities include: 1) supervision and direction of the activity instructional program; 2) working with area supervisors in relation to their responsibilities and in-service training opportunities; 3) assisting in the preparation of the schedule of classes; 4) informing faculty of meetings, publications, and other activities pertinent to the service program; 5) reviewing year-end reports from area leaders and making recommendations for change where appropriate; 6) providing orientation and relevant trainings (e.g., CPR/AED/First Aid) to new staff and graduate assistants; 7) working with the accounts clerk in relation to the collection of course fees; 8) serving as a resource person, answering inquiries and questionnaires related to the program; 9) working with equipment room and recreation service personnel on facility issues; 10) overseeing maintenance and ordering of activity program equipment; 11) supervising and evaluating graduate assistants and faculty teaching in the activity program; 12) assists in the evaluation of faculty who teach activities; 13) maintains the first aid kits for the activity kits and relevant areas; and 14) works with the university Office of Risk Management to ensure that the physical activity program is in compliance. The coordinator is appointed by the Department Chair.

COMMITTEES

Committees, both in the development of policy and the administration of programs, accomplish much of the department's work. With respect to routine matters of policy and operation, committees normally make recommendations to the Department Chair. When major issues are in question, the recommendations are first submitted to the Executive Committee for review and referral to the faculty. Unless otherwise specified, faculty serve on committees on a rotational basis. Faculty may be appointed by the Department Chair on the basis of interest, qualifications, and rotation of responsibilities. A committee member who is appointed by virtue of a position held (e.g., Department Chair, Curriculum Committee Chair, P&S Adviser) is termed an *ex officio* member. Unless specifically noted to the contrary in the committee description, *ex officio* members have the same privileges as do other members of the committee.

The responsibilities, committee composition, members' terms of office, and methods of membership selection as well as the standing committees of the department are described below.

Executive Committee

The Executive Committee is composed of the Department Chair, Associate Department Chair, Director of Undergraduate Education, Director of Graduate Education, Physical Activity Program Director, Director of the MATR program, Director of Academic Advising, the department's Faculty Senator, and a faculty member nominated and elected by the faculty. The Department Chair chairs this committee and meets not less frequently than two times per semester. The committee regularly discusses current and upcoming matters and serves as an advisory and consultation body to the Chair on fiscal policy and personnel matters. The committee is specifically responsible for leading the faculty in periodic review and planning, with respect to the overall department program, and for providing the Chair with material for certain required reviews and planning reports. Where action is indicated, matters are routinely referred to the appropriate committee. Committee recommendations are reviewed and recommended for presentation to the faculty. Where no other committee is appropriate, the Executive Committee makes recommendations to the faculty or the Chair.

Tenure Line Evaluation Committee

The Tenure Line Evaluation Committee (TLEC) is responsible for evaluating all probationary tenure-track faculty members annually to determine progress toward tenure/promotion and for purposes of merit salary consideration, evaluating tenured faculty every five years for purposes of making recommendations for improvement, and making recommendations on term renewals of tenure-track probationary faculty members. The Committee is composed of three members of the Promotion and Tenure Review Committee; the Associate Chair will serve as a non-voting ex officio member of the TLEC. The term of office of the faculty members is for three years with one member rotating off each year. Membership is on a pre-determined rotation, with a new associate professor being added in the last position of the rotation order. Committee procedures may be found in the Evaluation Procedures section of the document.

Term Evaluation Committee

The Term Evaluation Committee (TEC) is responsible for: evaluating all term lecturers and assistant teaching/clinical/research professors annually to determine progress toward advancement and for purposes of merit salary consideration, evaluating all term associate and full teaching professors either every 3 years or in the next-to-last year of their contracts for purposes of making recommendations (whichever is greater) for improvement, and making recommendations on appointment renewals of term faculty members. The Committee is composed of three term faculty members at the rank of Term Associate Professor or higher; the Director of Undergraduate Education will serve as a non-voting, ex officio member of the TEC. The term of office of the faculty members is for three years with one member rotating off each year. Membership is on a pre-determined rotation, with a new term associate professor being added in the last position of the rotation order. Committee procedures may be found in the Evaluation Procedures section of the document.

Governance Committee

The Governance Committee (GC) maintains this Faculty Handbook by organizing proposals and making changes to the handbook as approved by the Kinesiology Faculty. The GC shall meet as needed to discuss governance issues and complete a review of this governance document every three years. The GC consists of all members of the TLEC and TEC and is chaired by the Associate Department Chair.

Promotion and Tenure Review Committee

The Promotion and Tenure Review Committee is charged with the review of all requests for tenure and promotion of tenured and tenure track faculty in accordance with the procedures outlined in the section entitled, "Policies on Reappointment, Promotion, and Tenure."

The committee is composed of all tenured associate professors and professors superior in rank to the individual being reviewed and budgeted at .50 FTE or higher in Kinesiology (i.e., associate and full professors review promotion to associate professor; full professors review promotion to full professor). It is chaired by a tenured faculty member selected by the Department Chair. In the event there are not at least 3 full professors to vote on advancement from associate to full, the Department Chair and the full professors shall consult and select a full professor from another academic unit. Members of the Term Advancement Review Committee, at the same or higher rank as the tenured faculty under review, may participate in the in-person meeting that occurs prior to the vote.

Term Advancement Review Committee

The Term Advancement Review Committee is charged with the review of all requests for advancement of term faculty in accordance with the procedures outlined in the section entitled, “Policies on Reappointment, Promotion, and Tenure” in this document.

The committee is composed of all tenured and term associate professors and professors superior in rank to the individual being reviewed and budgeted at .50 FTE or higher in Kinesiology (i.e., associate and full professors review promotion to associate professor; full professors review promotion to full professor). It is chaired by a term faculty member selected by the Department Chair. In the event there are not at least 3 term full professors to vote on advancement from associate to full, the Department Chair and the term full professors shall consult and select a full professor from another academic unit.

Curriculum and Standards Committee

The Curriculum and Standards Committee is responsible for reviewing and making recommendations concerning graduate and undergraduate programs, policies and courses to the faculty and the Department Chair. Included in the committee's charge are duties related to: the setting of requirements for graduation; recommendations concerning adding and dropping courses; recommending course changes; approval of experimental courses; the preparation of catalog materials; and to inform appropriate administrators and faculty of issues and decisions related to their areas of concern.

Committee Composition, Election Procedures, and Terms of Office: The committee consists of a chair, an assistant chair, two appointed faculty members, the Director of Undergraduate Education (ex officio), one undergraduate academic advisor (ex officio), and one undergraduate major as follows:

Chair and Assistant Chair. The chair position is for a two-year term and is filled on a rotational schedule by an associate professor or professor (either term or tenure line) according to a criterion of length of years since the position was last held. The associate professor or professor with the greater number of years since holding the position will become the assistant chair. At the completion of his or her two-year term, an assistant chair assumes the chair position for two years. At the completion of the appointed terms as assistant chair and chair, the individual drops to the bottom of the rotational order. The rotating schedule is also modified by adding newly promoted or appointed associate professors (alphabetically by last name if more than one) to the list in a position behind the last-named individual who has not previously served as chair of the committee. The chair represents the department on the CHS curriculum committee.

Appointed Faculty. The department chair appoints two additional faculty members (one term, one tenure line) from those faculty who hold voting privileges in the department (i.e., tenure line and term faculty holding at least a 50% appointment and listed in the department budget). Term of appointment is two years. Terms are staggered.

Student. The department chair shall seek from faculty and academic advisors nominations of undergraduate students who are full-time students in a department major and have at least sophomore standing. The department chair will then appoint a student from among the nominations for a one-year term.

Voting Rights. Members, including the student representative, have one vote each, with the exception of ex officio members.

Duties of the Chair and Assistant Chair. The chair is responsible for: calling and presiding over meetings of the committee, overseeing and directing the preparation of catalog material, ensuring

that issues are addressed and that integrated recommendations are presented to the faculty. The chair represents the department on the College Curriculum Committee. The assistant chair serves an apprentice role to the chair, assumes the duties of the chair in the latter's absence, and serves as the Kinesiology representative to the CHS Outcomes Assessment Committee.

Graduate Faculty

The Graduate Faculty reviews and makes recommendations concerning graduate programs and policies including: curricular offerings, graduate program and course standards, and graduate program awards.

The committee is composed of all faculty who are members of the University Graduate Faculty as per Graduate College policy. Other faculty interested in graduate matters may attend the meetings as non-voting members. The committee is chaired by the Director of Graduate Education who is responsible for the on-going administration of the graduate program.

Graduate Executive Committee

The Graduate Executive Committee (GEC) makes recommendations about graduate student admissions, assistantships, and awards. When requested to do so by the Department Chair, the GEC also is responsible for making recommendations concerning departmental research policies and procedures, identifying research opportunities and support sources, and facilitating research activities.

The committee is composed of four members. The committee is chaired by the DOGE. Terms of appointment are three years with one member rotating off each year. Membership is on a rotational basis established by the department chair and DOGE.

Teacher Education Committee

The Teacher Education Committee is responsible for reviewing course offerings in the Teacher Education Program and recommending deletions, modifications, and additions; reviewing and implementing policies and procedures for admission into and through the program; reviewing student applications and recommending on the admittance status of students to the Teacher Education Program, and student teaching; and determining appropriate, where possible, remediation actions for students denied admittance to any program.

The committee is composed of at least four faculty members either teaching in or with interest in the teacher education program and an academic advisor. The Academic Advisor for the teaching option is an *ex officio* member, serves in an advisory capacity, and does not vote on committee issues. With the exception of the Academic Advisor, term of office will be for three-years with staggered terms.

The chair of the committee is selected by the Department Chair. The chair will serve on the Educator Preparation Coordinating Council.

Diversity Committee

The purpose of the Diversity Committee is to explore and promote strategies and activities that foster a welcoming and inclusive climate in the department. Activities may include but are not limited to reviewing department policies and procedures to ensure equal opportunity to all students, faculty, and staff in the department; ensuring diversity content is incorporated in department curricula; and developing and/or promoting special events focused on diversity issues.

The composition of the committee includes two faculty, one undergraduate academic advisor, and one graduate or undergraduate student appointed by the Department Chair. Faculty are appointed for two-year terms; a student is appointed annually. A chair of the committee is elected annually by the members of the committee. The chair represents the department on the CHS Committee on Diversity, Equality, and Community. The Department Chair serves as an *ex officio* member of the committee.

Appeals Committee

The Appeals Committee exists for the purposes of providing faculty members with an outlet through which concerns about departmental policies, procedures, and actions may be expressed when, for whatever reasons, an individual does not wish to personally address the Department Chair or the Executive Committee. Committee members are to receive, evaluate, and make recommendations about such concerns both to the Department Chair and the faculty member expressing the concern. Additionally, the committee serves in an advisory capacity on matters brought to the committee by the Department Chair or in matters initiated by the membership.

The committee consists of four faculty/P & S members and one graduate assistant. Coordinators are ineligible to serve. Toward the end of spring semester, the faculty/P & S members are elected by written ballot from a list of individuals who have expressed interest in serving. Graduate assistants currently on appointment select the student representative. The faculty/P & S terms of office shall be for three years with two members elected each year. The graduate student representative is elected as early as possible in the fall semester and serves for one year. The committee members from among members who served the previous year elect the chair.

Faculty/Staff Awards and Honors Committee

The Faculty/Staff Awards and Honors Committee (FSAWD) is responsible for: reviewing qualifications for and making recommendations of faculty and staff for department, college, university and professional awards; preparing supporting materials for nominations; reviewing and making recommendations for establishing new awards or revising criteria for existing awards.

The FSAWD is composed of four faculty (at least 3 tenure line), one P & S staff member and one graduate student. The Department Chair or his/her designate serves in a non-voting, advisory capacity on the committee. Faculty/P & S members are appointed for three-year terms, and students are appointed annually.

The chair and assistant chair of the awards committee are filled on a rotational schedule by tenured faculty. The chair serves as assistant chair for 2 years and two year as chair. The chair will represent the department on the College Faculty/Staff Honors and Awards Committee.

Undergraduate Student Awards Committee

The Undergraduate Student Awards Committee (UGAWD) is responsible for: reviewing qualifications for and making recommendations of undergraduate students for department, college, university and professional awards; preparing supporting materials for nominations; reviewing and making recommendations for establishing new awards or revising criteria for existing awards; and coordinating the Kinesiology Annual Award Ceremony.

The UGAWD is composed of at least five faculty members (divided relatively evenly between term and tenure line faculty) and one advisor. The advisory team provides data as needed to facilitate the review. Members are appointed for three-year terms.

The chair and assistant chair of the awards committee are filled on a rotational schedule by either tenured or term faculty. The chair serves as assistant chair for one year and one year as chair. The committee chair is responsible for ensuring that the "Award Master List" is updated annually,

an adequate supply of departmental awards (e.g. medallions, plaques) is available, and that copies of nominations are retained.

Undergraduate Student Scholarship Committee

The Undergraduate Student Scholarship Committee (UGSCH) is responsible for reviewing qualifications for and making recommendations of undergraduate students for department, college, and university scholarships.

The UGSCH is composed of at least five faculty members (divided relatively evenly between term and tenure line faculty) and one advisor. The Department Chair or his/her designate serves in a non-voting, advisory capacity on the committee. Members are appointed for three-year terms.

The chair and assistant chair of the UGSCH are filled on a rotational schedule by either term or tenured faculty. The chair serves as assistant chair for two years and two years as chair. The chair will represent the department on the College Undergraduate Student Scholarship and Awards Committee.

Outcomes Assessment and CIP Committee

The Outcomes Assessment and CIP Committee is responsible for ensuring that the department is compliant with the university student outcomes assessment program (Faculty Handbook 10.7.2). As specified in the Faculty Handbook, the Committee develops written procedures that specify the desired educational outcomes of the undergraduate and graduate programs, supervises the procedures that are used to measure attainment of these outcomes, and identifies how the results of the assessment will be used to improve learning and instruction.

The Committee is composed of six faculty (half tenure line, half term) and one advisor. Members serve three-year staggered terms. The chair and assistant chair of this committee are filled on a rotational schedule by either term or tenured faculty. The chair serves as assistant chair for one year and one year as chair. The chair will represent the department on the College Outcomes Assessment Committee.

Committee on the Advancement of Student Technology for Learning Enhancement

The Committee on the Advancement of Student Technology for Learning Enhancement (CASTLE) makes recommendations concerning use of student computer fees.

The committee is composed of three faculty members (one of whom is the Associate Department Chair; 1 is term, 1 is tenure line), two undergraduates and one graduate student. Faculty members serve on a rotational basis on three-year staggered terms. Students are appointed for a one-year term. The committee members select the chair.

The Associate Department Chair is the chair of this committee. Both the chair and one student representative on the committee also serve as department representatives on the College CASTLE. The student representative to the College CASTLE is selected by the department committee members.

The quorum necessary to conduct business shall constitute two-thirds of the committee, and voting may not be undertaken unless at least 50% of the members present are student representatives.

Pease Family Scholar Committee

The Pease Family Scholar Committee is responsible for identifying and hosting the Pease Family Scholar. The committee is composed of four faculty (half term, half tenure line) and one graduate

student. Faculty members are appointed by the Department Chair and serve on three-year staggered terms. Students are appointed for a one-year term. The chair serves for one year.

Social Committee

The Social Committee plans and manages the "traditional" departmental events (e.g., Progressive Dinner, Holiday Party, Kinesiology Picnic) and assists in planning social events for special occasions.

The committee is composed of at least five faculty/P & S staff members and one or more graduate assistants. Faculty are appointed to two-year staggered terms and the graduate assistant serves for one-year. The committee members from among members who served the previous year elect the chair.

Ad Hoc Committees

From time to time, there may be a need to form a committee to consider a specific question or carry out a specific task. Depending upon the nature of the charge, the committee may be appointed by the Department Chair or elected or appointed with the advice and consent of the Executive Committee.

TEACHING AND WORKLOAD ASSIGNMENTS

The strength of the university and any academic department is the underlying creative energy and diversity of its faculty. Individual faculty contribute to the mission of the university and department in many different ways. Further individual faculty responsibilities may change over time to reflect the needs of the department, changes in faculty productivity or interests, and new opportunities to enhance the overall quality of the department's programs and their impact on the broader communities they serve. Flexible position responsibility statements and differential workload principles are essential to maximize the productivity of the department and individual faculty and ensure the missions of the department are fulfilled effectively.

In a department the size and complexity of Kinesiology, making workload assignments for teaching, research, institutional and professional service, and outreach is sometimes a complicated matter. In general, faculty members are hired to fill particular teaching, research, service, and outreach needs related to a given area of specialization and/or academic program. Graduate faculty who maintain an on-going research agenda are allocated time to pursue that agenda. With respect to teaching assignments, faculty are given opportunities annually to make recommendations concerning course scheduling and workload assignments. It is the department policy to accommodate faculty requests, where possible, in accordance with 1) department need as defined by curriculum documents and student enrollment, 2) faculty qualifications, and 3) faculty interests.

Position Responsibility Statement Guiding Principles

- The Position Responsibility Statement (PRS) is developed in consultation between the faculty member and Department Chair. The Department Chair has the final decision-making authority but the decision can be appealed by the faculty member. Mediation procedures will follow guidelines covered in the ISU Faculty Handbook section 5.1.1.5.1.
- For teaching/learning, a 3-credit course accounts for 10% of the academic year workload, i.e., 1-credit of instructional activity is equivalent to 3.33% of academic year workload. A laboratory section within a course accounts for 5% of the academic workload. These loads may vary; when assigning a teaching workload, consideration will be given to the size of classes and whether instructional support is being provided by teaching assistants.

- The typical workload distribution for a tenure line faculty member with an on-going research agenda is approximately 40% teaching/learning, 40% research/discovery, 10% institutional service, and 10% professional service/engagement/outreach. This distribution will be adjusted for special circumstances (e.g., reduced teaching load for untenured tenure-track faculty, reduced teaching load due to teaching buyouts from grant support, increased teaching load because of low productivity in research, increased service/outreach load for administrative responsibilities). Tenure-line faculty must show at least 10% effort in each category.
- The typical workload distribution for a term faculty member hired primarily for instruction will be 80% teaching/learning, 0% research/discovery, 10% institutional service, and 10% professional service/engagement/outreach. Term faculty hired primarily for research (e.g., research assistant professor) typically will have no workload assignment in teaching. Term faculty are expected to contribute to the service mission of the department.
- The PRS is typically established for a period of one to five years depending on the longevity of the faculty member and stability of the faculty member's workload assignments; however, the PRS may be revised at any time in consultation with the Department Chair. Either the Chair or the faculty member may request a change in the PRS.
- Departmental evaluation and allocation of merit adjustments are based on the distribution of effort in the PRS and performance within each category.
- For tenured, tenure track and term faculty, annual merit, promotion, and/or tenure evaluations are based on the PRS.

DEPARTMENT CHAIR SELECTION, REVIEW AND ABSENCE PROCEDURES

Selection and Review

The Department Chair has a term appointment and serves at the mutual consent of the department faculty and the Dean of the College of Human Sciences. Normally the initial term of office is from three to five years. Appointments are renewable. In accordance with policies outlined in the ISU Faculty Handbook (Section 5.1.2) and the College of Human Sciences Governance Document, the Department Chair is evaluated periodically on the basis of his or her administrative responsibilities and accomplishments. This evaluation is usually done as part of a reappointment decision. In addition, the Department Chair is reviewed annually by the Governance Committee .

The CHS Governance Document indicates that the following procedures will be followed. The Dean normally initiates this review as part of a reappointment decision. Appointment renewals are made by the Dean on the basis of a formal evaluation conducted by the Dean involving all departmental faculty members, according to the respective department's governance document. At the beginning of the final year of the Department Chair's appointment, the Dean will meet with him/her to determine if he/she is willing to be considered for reappointment for another term. After the response is received, the Dean will meet with the respective department's faculty to discuss the reappointment and will solicit input from the faculty and other appropriate college personnel such as staff and others who are knowledgeable about his/her performance. Other individuals and groups may include alumni, administrators, student leaders, and representatives from state agencies and/or other organizations that have had professional contact with the respective Department Chair. The faculty will make a recommendation to the dean, in the manner designated by the departmental governance document (see paragraph below). The Dean will take the faculty recommendation into account in making the reappointment decision.

If the Department Chair wants to serve an additional term, the GC will ask the faculty and P & S staff to review the chair's performance. The GC will provide faculty and P&S staff with the opportunity to vote on the question of reappointment. Voting shall be by secret ballot. The GC will provide the college administration with the results of the review and faculty vote and provide a recommendation regarding the length of the term. If the Department Chair does not want an additional term and/or the faculty does not recommend reappointment, the GC will consult with the Dean concerning parameters and procedures for the selection of a new chair.

If requested by the Dean, department tenure line faculty shall elect representatives of the search committee. The committee should represent the diversity of the department and include at least two Professors, two Associate Professors, and one Assistant Professor (equally divided between term and tenure line faculty). As per the CHS Governance Document, the committee chair will be appointed by the dean and will be from a department other than Kinesiology. Input of department faculty should be sought at various stages of the search process (e.g., content of the position vacancy notice, review of finalists, feedback to the committee regarding individual candidate viability).

Chair Short-Term and Extended Absence Procedures

In the event of a short-term planned absence, the Department Chair shall appoint the Associate Chair to assume departmental duties for the limited period of absence. If the Department Chair will be unable to perform his or her duties for a period in excess of six weeks, the Governance Committee will make a recommendation to the Dean for naming an interim Department Chair.

ANNUAL EVALUATION PROCEDURES

Purposes of Departmental Evaluation of Faculty

- to be consistent with university and college policies on faculty evaluations.
- to provide information regarding performance of responsibilities: a) for which workload credit is assigned (e.g. teaching, scholarly activity, administrative roles); and b) in discovery/creative activity and service when load credit is not assigned in these areas (e.g. department, committee, community, professional service).
- to provide information upon which decisions concerning merit salary increases may be based.
- to provide faculty members with an assessment of progress toward meeting the requirements for promotion and/or tenure.
- to provide faculty with information that will assist in professional growth.
- to conduct post-tenure reviews on a 5-year cycle.

Faculty Responsibilities

All full and part time faculty including tenure track, tenured, term, and adjunct faculty as well as P & S staff shall participate in the annual evaluation process by submitting appropriate materials. Failure to follow defined procedures will be construed to mean that the individual does not wish to be considered for a merit salary increase, promotion and/or tenure.

Responsibility for and Frequency of Evaluation

- Probationary term and tenure track faculty (i.e., faculty at lecturer or assistant professor rank) will be evaluated yearly by the TEC or TLEC and the Department Chair.
- Tenured faculty will be reviewed annually by the Department Chair and formally evaluated by the TLEC according to University post-tenure review policies every five years. The annual review will serve as the basis for merit salary increases.
- Term teaching, clinical, and practice faculty at the rank of associate or full professor will be reviewed annually by the Department Chair. They shall be formally evaluated by the Term Evaluation Committee either every three years or during their next-to-last year of a contract, whichever is greater. They shall participate in this annual evaluation process by submitting a summary of professional activities and appropriate materials related to the PRS. Failure to submit a summary of professional activities will be construed to mean the individual does not wish to be considered for a merit salary increase or, if in the next-to-last year of their contract, they do not wish to have their contract renewed.
- As outlined by the Professional and Scientific Performance Management Policy in the ISU Policy Library, all Professional and Scientific (P&S) staff will be reviewed annually by their immediate supervisor. Each P&S employee must submit a summary of his or her professional activities as they relate to his or her position description using the Kinesiology P&S Staff Review and Development Plan form. The supervisor and P&S employee shall meet to discuss the evaluation and update the position description as necessary. Failure to submit the summary of professional activities will be construed to mean the individual does not wish to be considered for a merit salary increase.
- All TLEC, Term Evaluation Committee, and P&S staff supervisor evaluations are in the form of recommendations to the Department Chair. If the chair, however, deviates from committee and/or supervisor ratings, the chair is required to report the rationale to the committee and/or supervisor.
- A faculty member may request a formal evaluation by the TEC or TLEC (term or tenure line, respectively) even though he or she is not scheduled for one in a given year. Such a request must be submitted in writing to the chair by the end of the fall semester. The rotation schedule will then be adjusted so that the faculty member will not be automatically formally evaluated again for the next four years.
- The Department Chair may request that a faculty member be formally evaluated by the TEC or TLEC even though the faculty member is not scheduled for a formal evaluation. The faculty member must be notified in writing that he or she will be evaluated by September 1st of the year that the evaluation is to occur.
- Adjunct and term research faculty will be evaluated yearly by either the Department Chair or his or her designate.
- Chair Review: The Department Chair is a faculty member within the department. Therefore, the Chair's annual report that is shared with the dean will also be shared with the Governance Committee.

Evaluation Components

Evaluation will be based on the Position Responsibility Statement(s) effective during the evaluation period developed for each faculty member.

1. Teaching and Classroom Instruction. (Refer to the departmental document titled "Definitions, Standards and Procedures Governing Promotion and Tenure" in the departmental handbook for categories to be used to support competence and excellence in teaching.)
 - A. Student Ratings. All faculty are required to have students complete the university/departmental online teaching evaluation form (includes objective and student comments) in each class taught (undergraduate and graduate) two weeks prior to the end of each term. One copy will be retained by the department and one copy will be sent to the faculty member.
 - B. Grade distributions. Grade distributions for each course taught in the evaluation period should be included in the report provided by faculty. This should be in the form of the percentage of A, B, C, D and F grades earned in each course. Multiple sections of a course, or grades from the same course taught in multiple semesters during the evaluation period, should be combined.
 - C. Peer Evaluations. All faculty at the rank of Lecturer or Assistant Professor are required to have peer evaluations of their teaching performed at least every 2 years. Faculty at the rank of Associate or Professor (term or tenure line) are encouraged to receive peer evaluations. Faculty are encouraged to refer to best practices for peer observation of teaching recommended by the ISU Center for Excellence in Learning and Teaching.
 - D. Other Evidence of Teaching Expertise. Other examples of materials which may be submitted to support teaching expertise include: class syllabi, student handouts, descriptions of innovative instructional materials of teaching techniques, examples of assessment procedures, and descriptions of scholarly activity related to subject matter content and/or delivery, descriptions of teaching awards, and examples of the development and/or publication of instructional materials.
2. Student Teaching and Practicum Supervision. Faculty members are to describe assignments and provide available evidence, which may be used to evaluate performance in this area (e.g. student or field supervisor's evaluations). When such evaluations are solicited, they should be returned to the designated departmental office.
3. Advising of Performing Groups. Faculty members are to describe assignments and provide information regarding advising of student performing groups (e.g. supervision of choreographic projects, production aspects, preparations for guest artists, and participation in professional association competitions). Information should be provided which describes projects and presentations, including titles, locations and dates. Where appropriate, student evaluations should be submitted and faculty should attempt to provide information regarding the quality of presentations through soliciting external reviews and critiques.
4. Research Supervision and Graduate Advising. Tenure line faculty are expected to advise students. Those receiving credit for advising 490, 590, 591, 599, and 699 credits should submit materials supporting their work with students (e.g. number of students, work completed, etc.). Faculty should provide information regarding the quality of their supervision and graduate advising by seeking student and/or peer evaluations or other appropriate means.
5. Scholarly (Discovery) and Creative Activity. All tenure line faculty and term research faculty are expected to engage in some form of scholarly, discovery and/or creative activity. Faculty should provide information related to research and non-research scholarly activity (e.g. completed publications and presentations, research in progress, fund-raising/grant writing, editor/reviewer activities, books/chapters authored). If the workload assignment

included research time, a report must be included which details research activity during that period. Faculty engaged in other creative activity should provide information related to the creation of new works for university or other performing groups, the direction or production of theatrical or dance concerts, and grant preparations. Where appropriate, external reviews of creative works should be provided.

6. **Service Outreach and Engagement.** All tenure line and teaching-intensive term faculty are expected to engage in some form of service and engagement/outreach activities. Institutional service typically consists of serving on department, college, or university committees. Professional service/engagement/outreach typically includes activities in statewide, national, or international arenas, such as service to professional organizations, journals, and funding agencies. It may also include activities that interface the department with community groups and organizations. Information concerning the type of service provided and dates should be noted. Where appropriate, letters of appreciation or statements of contributions made should be included.
7. **Program Coordination.** The Department Chair will evaluate the Director of Undergraduate Education, Director of Graduate Education, and Studies, and the Physical Activity Program Director. Faculty and graduate assistant input will be sought to assist the chair in this evaluation. Directors should also submit materials, which provides information concerning their administrative activities and accomplishments.
8. **Other Administration.** Faculty who receive workload credit for administrative roles (e.g., Department Chair, Associate Department Chair, Exercise Clinic director, program directors, laboratory supervisors, practicum coordinators, students group advisers, technology coordinator) are to provide information describing their activities and materials which will assist in the evaluation of their performance.
9. **Component Weights.** Each faculty member will be evaluated based on the percentage weight in the Position Responsibility Statement. Based on the information available to them, faculty evaluation committees (TLEC, TEC) will place faculty into three performance categories: Good, Satisfactory, and Unsatisfactory. Rating and categories will be forwarded to the Department Chair. The Department Chair assesses each faculty member; the chair will share their evaluations with the appropriate faculty evaluation committees. If the Department Chair disagrees with the final categories, she/he will meet with the TLEC or TEC and attempt to reach a compromise. If no compromise is reached, the Department Chair's evaluation is used; however, the discrepancy must be reported to the Dean.

Reporting Evaluation Results

The relevant faculty evaluation committee will develop a narrative statement detailing evaluation results for each faculty member evaluated. The Department Chair will provide each faculty member with a copy of the statement and will either indicate concurrence with the TLEC's or TEC's evaluation or will provide information as to differences which exist. The Department Chair will meet yearly with all faculty to discuss the results of the annual evaluation. Faculty may request a meeting with the chair to discuss the evaluation process at any time. The Chair may also request meetings with any and all faculty regarding annual performance.

FACULTY APPOINTMENTS PROCEDURES

The following policies are established within the framework of College and University policies set forth in the ISU Policy Library and the College Governance Document.

When a faculty vacancy occurs or is anticipated, the Department Chair shall initiate with the Executive Committee a discussion of short-term and long-term priorities for departmental positions. The Department Chair and the committee will determine the nature of the position to be filled and will, develop a position description, including the qualifications deemed necessary for the position. The Department Chair will share the results of the discussion with the faculty and with the dean, and, if appropriate, prepare a Position Vacancy Notice.

Having determined the position(s) to be filled and having obtained preliminary approval to initiate a search, the Department Chair will form a search committee of three to five members for each position to be filled. Where possible, two members from the division in which the position will be located should be appointed. The chair of the committee will be appointed by the Department Chair. The committee will be responsible for screening candidates, providing opportunities for the faculty to review vitae, and solicit comments on those candidates who appear to be among the top contenders for the position. The committee will select finalists to be brought to campus for interviews and will be responsible for setting an interview schedule that will allow wide exposure to the candidate. Faculty members should qualify themselves to assist in the selection of the new faculty by reading curriculum vitae and attending appropriate interview or presentation sessions. The Search Committee, after surveying appropriate faculty, will make its recommendation for appointment to the Department Chair.

Policies Regarding Term Faculty

To identify candidates for term faculty positions, the Iowa State University provisions for recruiting a pool of term faculty candidates will be followed. The Department Chair, in conjunction with area faculty and the DUGE, will determine need and review prospective candidates. The Department Chair will determine availability of resources, will evaluate and determine credit for prior experiences, and make offers to prospective candidates. Workload responsibilities are determined by written agreement between the term faculty member and the Department Chair in the Position Responsibility Statement developed annually.

POLICIES ON REAPPOINTMENT, PROMOTION, AND TENURE

The following policies are established within the framework of University and College policies set forth in the current *ISU Faculty Handbook* and *the College of Human Sciences Governance Document*. Awarding of promotion and/or tenure are institutional decisions at Iowa State University. Departmental recommendations for promotion and/or tenure are reviewed at the College and University levels.

Position Responsibilities

As described in ISU Faculty Handbook Section 5.2.2, the position responsibility statement (PRS) defines the expectations placed upon a faculty member. It describes the faculty member's expected contributions in the areas of (1) teaching, (2) research/creative activities, (3) extension/professional practice, and (4) institutional service. Teaching, research/creative activities, and extension/professional practice are central to the mission of Iowa State University. Institutional service is an important contribution that faculty members make to ensure effective governance at all levels of the university. The PRS is therefore important when assessing faculty performance.

Beyond the expectations described in the PRS, faculty are expected to support the university's commitment to diversity by fostering an environment of mutual respect (see Section 7.1 of the ISU Faculty Handbook).

The following paragraphs, from Section 5 of the Handbook, provide examples of activities that may be documented in each area of faculty responsibility as well as methods by which scholarship within these areas is communicated and evaluated.

Teaching

Most tenured, tenure track, and term faculty have significant teaching responsibilities. The quality of their teaching is a major factor in evaluating their accomplishments and performances. Teaching effectiveness is an essential criterion for advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments to promote student learning.

All faculty with teaching assignments are expected to engage in *scholarly teaching*, meaning their teaching is anchored in the literature of teaching and learning and there is an emphasis on documenting student learning. Faculty are not routinely expected to engage in the *scholarship of teaching*, unless they choose to do so within the context of the PRS components of Research/Discovery.

Scholarly teaching is a dynamic endeavor and covers a broad range of activities. Some examples of teaching activities include:

- presenting resident credit courses, extension and international programs and courses, non-credit seminars and workshops, and continuing-education and distance-learning programs
- directing undergraduate and graduate projects, internships, theses, and dissertations
- serving on masters and doctoral committees
- advising and mentoring undergraduate students, graduate students, and post-doctoral associates

Particular expressions of effective teaching vary widely, and teachers may demonstrate their pedagogical skills in a variety of ways. Some may display their pedagogical abilities in organized lectures, others may promote collaborative learning or may improvise in the classroom in response to the dynamics of a specific group, while still others may be adept in facilitating group discussion.

Examples of activities that provide evidence of a faculty member contributing to the teaching mission of the department beyond that seen in the classroom include:

- contributions to curricular development, including collaborative courses and programs and service on curriculum committees
- pedagogical innovation, including the incorporation of new technologies and approaches to learning and assessment
- documented study of curricular and pedagogical issues, and incorporation of this information into the classrooms
- development of teaching materials
- pedagogically oriented research
- involvement in student research projects
- contributions to professional societies and organizations that seek to improve Teaching
- commitment to advising, which will include knowledge about curricular and extracurricular matters as well as an ability to aid students in using university resources.

In contrast to scholarly teaching, the scholarship of teaching is characterized by the work of teaching becoming public, peer-reviewed, and exchanged with members of the professional community. This work is assessed using the same rigor as that of other forms of research and creative activity. The scholarship resulting from teaching is documented through such means

as peer-reviewed publications, textbooks, videos, software, workbooks, lab manuals, invited lectures and conference papers. Evaluation of scholarship in teaching considers its originality, significance, and/or impact as evidenced by its influence, use, or adoption by peers. While production of teaching materials and surveys of student attitudes about classes are valuable indicators of the scholarship of teaching, peer evaluation of both a faculty member's and her/his students' performances in classes and in subsequent coursework are also appropriate assessments. Such assessments of performance need not be published or disseminated to publics outside the university.

For promotion in faculty rank, a portfolio format is used to document faculty teaching activities beyond what is contained in the candidate's vita. The faculty portfolio includes materials such as teaching philosophy, student ratings of teaching, teaching materials and forms of assessment, peer evaluations based on both classroom observations and review of teaching materials, and evidence of student learning.

Research/Discovery Activities

Faculty members who engage in research/discovery activities are expected to make original contributions that are appropriate to their chosen area of specialization and that are respected by peers within and outside the university.

Some examples of research/discovery activity include:

- conduct of experimental research
- creative performance or exhibition
- conceptualizing and theorizing in an original way
- synthesis, criticism, and clarification of extant knowledge and research
- innovative collection or analysis of empirical data
- seeking and obtaining competitive grants and contracts
- relating research to the solution of practical problems
- leadership in professional societies or organizations

A portfolio format is used to document faculty research/discovery activities beyond what is contained in the candidate's vita. The faculty portfolio includes materials such as summaries of completed, current, and future research projects; descriptions of applied use of research; summaries of grants, patents, and inventions; exhibition catalogs and other non-juried creative works.

The effectiveness of the candidate's research/creative activities is determined by evaluating the character of the scholarship of these activities using the criteria described in the scholarship section and in Table 1 of the ISU Faculty Handbook Section 5.

Scholarship resulting from research/creative activities is documented through means appropriate to the specialty, such as peer-reviewed publications, lectures, performances, exhibits, invited lectures, conference papers. Evaluation of scholarship considers its impact as judged by its influence, use, or adoption by peers; its originality, richness, breadth and/or depth of expression.

Institutional Service

All faculty members are expected to play a vital role in the functioning of the university at all levels by participating effectively in faculty governance and in the formulation of department, college, and/or university policies; or by carrying out administrative responsibilities. Therefore, to be promoted and/or tenured, faculty members are expected to have been involved in institutional service. The level and amount of service are expected to be higher for those seeking promotion to the rank of professor. However, institutional service alone shall not

serve as the central basis for promotion and/or tenure. As citizens of the university, faculty members may also make other direct and indirect contributions to their departments, colleges, and university communities.

Professional Service/Engagement/Outreach

Professional service, engagement and outreach activities distinguish Iowa State as a land-grant university. Faculty members may engage in extension/professional practice activities by utilizing their professional expertise to disseminate information outside of the traditional classroom to help improve the knowledge and skills of their clientele or the environment in which they live and work. This work should be related to the faculty member's position responsibilities.

Examples of activities that fall within extension/professional practice include:

- organizing/leading workshops or training sessions
- engaging in clinical and diagnostic practice
- acquiring, organizing, and interpreting information resources
- engaging in technology transfer
- consulting
- serving on agencies or boards because of individual expertise
- serving as a referee for journals, books, grants, exhibitions, etc.
- serving as an editor for a journal or serving on editorial boards
- leadership in professional societies or organizations

Since extension/professional practice activities vary greatly among departments, it is the responsibility of each department to identify faculty activities that fall under this category and the appropriate evaluation methods.

Faculty who engage in extension/professional practice are knowledgeable about current research and new developments in their discipline and demonstrate an ability to interpret and apply this knowledge to meet their clients' requirements. When appropriate, they develop and maintain professional relationships with their clientele in order to identify and serve their needs. They display leadership and initiative, are creative in the practical application of knowledge, and demonstrate a high level of disciplinary expertise as well as the ability to instruct, inform, and assist clients. In addition, a faculty member's professional practice reputation may be reflected by leadership in professional societies and organizations or by significant editorial-related activities.

A portfolio format is used to document faculty extension/professional practice activities beyond what is contained in the candidate's vita. The faculty portfolio includes materials such as descriptions of appointment responsibilities in extension/professional practice, representative workshop, seminar, and training materials; book reviews; unpublished reports, studies, etc.; newsletters and brochures; peer evaluations or ratings of extension/professional practice effectiveness; and client assessments.

The effectiveness of the candidate's extension/professional practice activities is determined by evaluating the character of the scholarship of these activities using the criteria described in Section 5 of the ISU Faculty Handbook. The scholarship resulting from extension/professional practice activities is documented through means appropriate to the professional specialty, such as peer-reviewed publications, lectures, videos, software, hardware, workbooks, manuals, standards, bibliographies, book reviews, and casebooks. Evaluation of scholarship should consider breadth, depth, and duration of influence or use; public appreciation and benefit; and applicability or adoption by peers.

Qualifications for Academic Rank and Tenure for Tenure Line Faculty

Recommendations for initial appointment and promotion are based on evidence that the individual has met the qualifications for the faculty rank to which they are to be appointed or promoted.

Assistant Professor. An assistant professor should have a strong academic record and ordinarily should have earned the accepted highest degree in his or her field. The assistant professor rank is recognition that the faculty member has exhibited the potential to grow in an academic career. Appointment at or promotion to this rank should be based on evidence that the faculty member can be expected to become qualified for promotion to associate professor in due course.

Associate Professor and/or Tenure. An associate professor should have a solid academic reputation and show promise of further development and productivity in his or her academic career. The candidate must demonstrate:

- excellence in scholarship that establishes the individual as a significant contributor to the field or profession, with potential for national distinction
- effectiveness in areas of position responsibilities
- satisfactory institutional service

Furthermore, a recommendation for promotion to associate professor and granting of tenure must be based upon an assessment that the candidate has made contributions of appropriate magnitude and quality and has a high likelihood of sustained contributions to the field or profession and to the university.

Professor. A professor should be recognized by his or her professional peers within the university, as well as nationally and/or internationally, for the quality of the contribution to his or her discipline. The candidate must demonstrate:

- national distinction in scholarship, as evident in candidate's wide recognition and outstanding contributions to the field or profession
- effectiveness in areas of position responsibilities
- significant institutional service

Furthermore, a recommendation for promotion to professor must be based upon an assessment, since the last promotion, that the candidate has made contributions of appropriate magnitude and quality and has demonstrated the ability to sustain contributions to the field or profession and to the university. However, it is expected that it will take sufficient time to allow for the accumulation of evidence of professional growth at the associate professor level to develop the dossier consistent with promotion to the professor level.

Qualifications for Academic Rank for Term Faculty

As with tenure line faculty, recommendations for initial appointment and promotion are based on evidence that the individual has met the qualifications for the faculty rank to which they are to be appointed or promoted. In the Department of Kinesiology, the professional responsibilities of term faculty typically differ from tenured/tenure-track faculty in that term faculty have a PRS that is weighted more heavily towards either teaching or clinical practice. By definition (Section 3.3.2.2 of the ISU Faculty Handbook), “teaching faculty must devote at least 75% of their time to instruction, advising, curriculum coordination and other responsibilities related to the teaching mission.” Scholarly teaching is required while work in the context of the scholarship of teaching is not. Clinical faculty “devote at least 75% of their time to providing or overseeing the delivery of professional services to individual patients or clients, and to teaching students, residents, or

fellows of the university at the undergraduate, graduate, professional, or postgraduate level. They are expected to integrate the delivery of their professional services with their teaching.”

All term faculty are also expected to make appropriate contributions to institutional service and, as delineated in their PRS, contribute to the missions of engagement, extension/professional practice and research/creative discovery activities. All term faculty may teach undergraduate courses but designation as a Graduate Lecturer is required to teach courses at the graduate level. In order to serve as a member of a graduate Program of Study Committee, term faculty must have a doctoral degree and Graduate Faculty Associate membership status. Appointment as either a Graduate Lecturer or Graduate Faculty Associate must be approved by the Graduate College (see Appendix G of the Graduate College Handbook).

Assistant Teaching Professor. An assistant teaching professor should have a strong academic record, must have a master’s degree or higher in kinesiology or a related field, and have documented skills that meet department needs. The assistant professor rank is recognition that the faculty member has exhibited the potential to grow in an academic career. Appointment at or promotion to this rank should be based on evidence that the faculty member can be expected to become qualified for promotion to associate professor in due course. A lecturer has the same qualifications as an assistant teaching professor. However, a lecturer is appointed for a term of up to one year or less. Assistant teaching professors have multi-year appointments.

Associate Teaching Professor. As defined in the Faculty Handbook, a term associate teaching professor must have “a record of successful contributions to the mission of the university or the professional field as defined in the PRS and promise of further accomplishment.” Accordingly, candidates for this rank must demonstrate:

- excellence in teaching effectiveness for student learning (for examples, see “Teaching” under Policies on Reappointment, Promotion, and Tenure)
- meaningful contributions to the advancement of the teaching mission of the department beyond that expected with routine classroom teaching (e.g., curriculum development and review, pedagogical innovations)
- meaningful contributions to department, institutional and professional service
- meaningful contributions to the other areas of their PRS, and
- promise of further development as a scholarly teacher.

Teaching performance in the classroom alone is insufficient to justify promotion to associate teaching professor. Promotion requires having established a solid academic reputation within the department and university, demonstrated exemplary teaching effectiveness and evidence of contributions to the primary curricular area within the department. In addition, they should have demonstrated effectiveness in other areas of position responsibility (i.e., research and creative activities; engagement, extension/professional practice; and institutional service; see Policies on Reappointment, Promotion, and Tenure for examples) and show promise for further development and productivity in their academic career. The candidate must also have contributed satisfactory or superior institutional service.

Teaching Professor. The teaching professor rank is appropriate for term faculty who have “proven their excellence in the primary responsibilities identified in their PRS and effectiveness in any other areas of their PRS.” (Section 5.4.1.3.2, Handbook) As with promotion to associate teaching professor, teaching performance in the classroom alone is insufficient to justify promotion to teaching professor. As indicated in Section 5.4.1.3.1 of the Handbook, “promotion is based upon an assessment of the record since the last advancement.” Criteria for promotion parallel that for an associate teaching professor but, by definition, more substantial and sustained excellence is expected. Evidence of a leadership role in the teaching mission of the department and a record of responsiveness to department needs is expected. A teaching professor shall have maintained a solid academic reputation within the department

and university since the last promotion, demonstrated excellence in their primary areas of position responsibility (typically teaching) and made significant, impactful contributions in other areas of their PRS. The candidate must also have a record of significant institutional and professional service. Accordingly, candidates for this rank must demonstrate:

- excellence in teaching effectiveness for student learning (for examples, see “Teaching” under Policies on Reappointment, Promotion, and Tenure)
- significant and impactful contributions to the advancement of the teaching mission of the department beyond that expected with routine classroom teaching (e.g., curriculum development and review, pedagogical innovations)
- significant and impactful contributions to department, institutional and professional service,
- significant and impactful contributions to the other areas of their PRS, and
- evidence of development as a scholarly teacher.

Departmental Procedures for Promotion and Tenure Review for Tenure Line Faculty

The following section describes the general expectations for promotion and tenure review processes as well as the notification procedures to be followed by the department. Please consult promotion and tenure policies and procedures outlined in Section 5 of the ISU Faculty Handbook and in the Governance Document of the College of Human Sciences.

Promotion and Tenure Review Committee. All tenured associate professors and professors whose salaries are budgeted at 50% or more in the department are eligible to serve on the Promotion and Tenure Review Committee (PTRC). Tenured faculty need to be at or above the rank being pursued by a candidate in order to participate in assessing the candidate. The Department Chair will appoint a chair to coordinate promotion and tenure meetings. Any member of the review committee who has a conflict of interest with respect to a candidate shall so indicate, in writing, to the Department Chair. The Department Chair shall judge the extent and seriousness of the conflict and determine whether the member will be excused from participating in the deliberations.

Selection for Promotion and Tenure Review. The department is responsible for initiating a promotion and/or tenure review for faculty in the sixth year of their probationary period. It shall be the responsibility of the Department Chair to inform faculty, in writing, that a promotion/tenure review will be completed. In all other cases, the results for consideration for a review for purposes of promotion and/or tenure are the responsibility of the faculty member. All requests for promotion and tenure other than administrative appointments by the Dean of the college must be reviewed and acted upon by the departmental review committee.

Right to Decline a Promotion and/or Tenure Review. A faculty member may decline to participate in the final sixth year tenure review; however, a decision to decline will result in the termination of employment after the seventh year. The Department Chair should be notified in writing of the decision not to seek tenure. The Department Chair shall inform the faculty member of the considerations and results of such a decision.

Timing. Early in the fall semester, a call will be made by the Department Chair for declarations of intent to request a promotion and/or tenure review. The Department Chair will meet with candidates and provide information related to materials, which must be submitted by the candidate, how external evaluators will be selected, and the general nature of the review process.

Types and Sources of Information to be Considered. The candidate will submit a portfolio that abides by the formatting guidelines of the Office of the Senior Vice President and Provost (see “Promotion and Tenure Review” at SVPP website). This portfolio typically consists of a vita outlining: a) his or her educational background, professional work experience,

research/scholarly contributions, present responsibilities, and service activities, and b) a self-evaluation. The self-evaluation should, in as much as possible, include an assessment of teaching capability and performance, an evaluation of research ability and quality of journals in which publications have appeared, appraisal of ability to guide students in research or professional matters, an analysis of service performance, and an appraisal of national professional standing. The self-evaluation should reflect upon the professional direction the candidate is taking. The candidate will also be asked to provide copies of publications and/or major presentations. The Department Chair will provide the committee with copies of previous TLEC evaluations, student ratings, and peer teaching evaluations. External evaluations, as described in the following section, will also be used in the review process. As outlined in section 5.2.4.2.7 of the Faculty Handbook, late-developed information that becomes available after the departmental P&T recommendation has been sent to the College and that either the candidate or the department chair considers to be of potential relevance (whether favorable or unfavorable) to the case shall be forwarded by the department chair to the next level in the administrative chain that has not yet made its decision.

External Reviews. For candidates seeking promotion to the rank of associate professor or professor, evaluations will be solicited from nationally recognized experts outside the university who are competent to judge the candidates' work. The Department Chair and members of the PTRC, other faculty members in the candidate's field, and the candidate will be invited to furnish the names of such individuals to the chair. At least one, but fewer than half, of the reviewers should be suggested by the candidate. Candidates may consult with ISU colleagues about appropriate reviewers and their institutions. Candidates are permitted to submit a list of up to 3 people in their field who are not to be contacted as reviewers. This request, if made, must be put forward at the same time candidates submit names of potential reviewers. The Department Chair will solicit letters from qualified reviewers with the understanding that, insofar as possible, access to them will be limited to persons involved in the promotion and tenure decision. The Chair will select six individuals to review the candidate's vita and representative samples of his or her work. Letters soliciting outside review of a candidate's work must make clear what is to be covered by the reviewer. These letters sent by the department soliciting external reviews may optionally include or exclude asking reviewers their opinions about whether candidates would or should receive tenure and/or promotion at the reviewer's institution or at Iowa State University. External letters are confidential. They are to be available for review by all those individuals who evaluate candidates either in a formal vote or advisory capacity as part of the promotion and/or tenure process. These letters are not to be shared with others, including the candidate.

Review Meeting of the Committee. PTRC members are informed of the individuals to be considered, details relating to the review of materials, and scheduled meetings. After members have had sufficient time to evaluate the candidates' materials, the Department Chair convenes the committee and initiates a discussion of each person being reviewed. When consensus is reached that sufficient discussion has taken place, ballots are distributed.

Voting. As per ISU Faculty Handbook section 5.2.4.1, committee members are expected to adhere to the "one person – one vote" principle. For example, if a faculty member votes in a promotion and tenure decision at the departmental level, that faculty member may not vote again on the decision at the college or other levels. Similarly, since the chair of the department independently evaluates promotion and tenure decisions, he or she may not also vote on the decision at the departmental faculty, college, or other levels.

Committee members are instructed to vote "yes" or "no" on each question of tenure and each question of promotion. Voting is by secret ballot, and ballots are to be returned within two to five working days following the review meeting. Ballots, which are not returned, are considered as "no" votes. A simple majority of the PTRC is required for a positive recommendation for promotion and/or tenure. PTRC members may only vote on candidates if their professorial rank is higher than the candidate on which they are voting. In the instance of the Department

having less than three voting members available (e.g., fewer than 3 full professors to vote on a recommendation for full professor), the Department Chair in consultation with the other full professors may select a full professor from outside the Department to serve as a voting member for the review.

Action Recommendation. The PTRC chair collates the committee members' recommendations. Candidates receiving a positive recommendation from a simple majority of the PTRC and/or the Department Chair will be forwarded to the dean. If neither the PTRC nor the Department Chair recommend promotion and/or tenure, the candidate's name will not be forwarded unless it is a mandatory tenure review.

Written Notification and Conferences. The Department Chair will inform the candidate in writing, before the department's recommendations are submitted to the College, as to whether a recommendation will be forwarded and the nature of the recommendation. Individuals who are not being recommended by either the PTRC or the Department Chair, or both, shall be informed in writing of the reasons.

Right of Review. Each person for whom a recommendation is being forwarded to the college shall be given the opportunity to review the factual information to be submitted before it is sent to the College and to inform the Department Chair of any ways in which he or she believe this information to be incomplete or inaccurate.

Reappointment Procedures for Probationary Tenure Line Faculty

The Tenure Line Evaluation Committee (TLEC) is charged with the responsibility of reviewing probationary tenure line faculty for the purpose of determining progress toward tenure and making recommendations related to reappointment. According to University policies, this review occurs in the third year of the probationary period. Probationary faculty is considered for reappointment as required by the impending end of a contract as stated in the Letter of Intent. Consideration shall be carried out far enough in advance that a decision to terminate may be communicated to the faculty member on or before the deadlines specified in the ISU Faculty Handbook.

Probationary faculty members are evaluated annually. Materials for each individual are gathered (see Evaluation Procedures) and reviewed by TLEC members. In addition to materials provided by a probationary faculty for the current evaluation period, the TLEC is provided access to previous years' evaluations and materials.

After committee members have seen the materials, and during the TLEC deliberations, the committee discusses each person being considered for reappointment. Each member of the committee then gives the Department Chair a written recommendation. A two-thirds majority vote is required to obtain a position recommendation. The chair collates the committee members' recommendations and reports the results to the committee, including his or her recommendation.

Depending upon the results, several actions may be taken:

- A candidate who receives an "unfavorable" decision from both the TLEC and the Department Chair will be notified that his/her appointment will be not been renewed.
- Candidates who receive split TLEC/Department Chair votes will be given a one-year renewal to allow for remediation of deficiencies. If a split vote occurs at the next review period, the candidate's appointment will not be renewed.

Each individual reviewed for reappointment shall be informed in writing by the Department Chair of the nature of the decision made. Persons who are not being recommended by either the TLEC or Department Chair, or both, shall be informed in writing of the reasons. Where appropriate, guidance for improving performance shall be given.

A faculty member who believes that he or she has been treated unfairly by the TLEC and/or the Department Chair, with respect to the nonrenewable of an appointment, may seek a review of the decision by the Promotion and Tenure Review Committee. The Promotion and Tenure Review Committee will review the faculty member's evaluation materials (see section on Evaluation Procedures) and previous years' evaluations by the TLEC. The faculty member may submit a written statement outlining the reasons a review is being sought. The Promotion and Tenure Review Committee shall then decide on the basis of available information whether the nonrenewable action is warranted. A candidate's appeal of a promotion and tenure decision above the departmental level should follow the general procedures in Section 9 of the Faculty Handbook ("Faculty Grievance Procedures") and be based on the criteria specified in Section 9.1 of the Faculty Handbook.

Post-Tenure Review

Policies and procedures for post tenure review are outlined in the ISU Faculty Handbook, Section 5.3.4. The review should address the quality of the faculty member's performance in accordance with all position responsibility statements (PRS's) in effect during the period of the review in the areas of teaching, research/creative activities, extension/professional practice, and institutional service.

Post-tenure review of Kinesiology faculty will occur once every five years and will be conducted by the Evaluation and Governance Committee. The review shall include an overall recommendation of the performance (meeting expectations or below expectations) and result in acknowledgement of contributions and suggestions for future development of the faculty member. A faculty member may receive a below expectations review if their performance in any aspect of PRS is below expectations.

Section 5.3.4.2 of the ISU Faculty Handbook provides details of potential outcomes of the post tenure review process. If a "meeting expectations" post-tenure review recommendation includes a determination of "below expectations" performance in any PRS area, then the faculty member will work with the department chair and the chair of the review committee to develop a detailed action plan for performance improvement in those areas. A "below expectations" post-tenure review recommendation will include specific recommendations for achieving an acceptable performance evaluation. The faculty member will work with the department chair and the chair of the TLEC to develop a detailed action plan for performance improvement in areas deemed below expectations. The Department Chair is required to report outcomes of all post tenure reviews to the Dean.

Advancement Reviews for Term Faculty

In general, the procedures and processes for advancement reviews for term faculty follow those of tenure line faculty. These are described in previous sections of this governance document as well as in Section 5 of the ISU Faculty Handbook and in the Governance Document of the College of Human Sciences. These same policies apply to P&S employees holding rank-only titles (e.g., lecturer, clinician, adjunct assistant professor).

Term faculty at the assistant teaching professor rank are eligible for promotion consideration to the associate level after five or more years of full, or equivalent part-time, employment (e.g., reviewed in the 6th year with title change in the 7th year). There is no defined time line for term faculty advancement from the associate to the professor level. However, it is expected that it will take sufficient time to allow for the accumulation of evidence of professional growth at the associate professor level to develop the dossier consistent with promotion to the professor level.

As with tenure line faculty, promotion evaluations will be based on the Position Responsibility Statement(s) effective during the period of evaluation for the term faculty member. Likewise, a portfolio format will be used to document evidence of excellence in teaching and effectiveness in

other areas of the PRS. Evidence of effectiveness for teaching should include summaries of student and peer evaluations and responses to these evaluations. Other evidence of teaching effectiveness may include class syllabi, student assignments, innovative instructional materials and teaching techniques, innovative assessment procedures, development of instructional materials, and teaching awards. Artifacts and evidence of effectiveness of position responsibilities may include publications or conference presentations, workshop materials or training modules, and documented contributions to institutional service, and professional service and outreach. These materials should be assembled and made available to the evaluation committee and Department Chair.

Promotion reviews of all faculty with teaching responsibilities as outlined in their PRS must include peer evaluation of teaching as part of the review process. Given the criticality of documenting teaching effectiveness to promotion consideration for term faculty, it is recommended that peer evaluations be performed every 2 or 3 years. It is recommended that some of these evaluations be performed by faculty with expertise in the content areas (e.g., likely from within the Department of Kinesiology) and also faculty external to the Department of Kinesiology (e.g., CELT).

Consistent with the CHS Governance Document and procedures within the majority of ISU's peer land grant institutions, advancement reviews shall be performed by an evaluation committee consisting of all term faculty of equal or higher rank as well as all members of the PTRC. This evaluation committee will submit a written recommendation to the department chair. The department chair will provide a written explanation of both the evaluation committee's and their recommendation to the candidate. If the department chair's recommendation differs from that of the evaluation committee, the rationale will be reported to the latter. If the chair does not support the promotion, the candidate may either withdraw their application or request that the chair submit the application to the dean.

If the chair forwards the application to the dean, then the evaluation committee's and the chair's letters of recommendation will accompany the application. The dean will assess the application in accordance with the CHS Governance Document. Faculty who are supported by the dean for advancement will be forwarded to the Provost. The dean will inform in writing each candidate and the department chair whether a recommendation will be forwarded to the SVPP and, if so, the nature of the recommendation.

Differences in procedures from those used for tenure line faculty are described in more detail here:

Promotion Review Committee for Term Faculty. All tenured and term faculty at or above the rank being considered and whose salaries are budgeted at 50% or more in the department shall serve on this committee.

Selection for Promotion Review. Term faculty must request promotion review with this request made to the Department Chair.

Right to Decline a Promotion and/or Tenure Review. Unlike tenure-track assistant professors, there is not a mandatory sixth year review for assistant teaching professors. Advancement review for term faculty is not mandatory and term faculty are ineligible for tenure.

Timing. Process is same as for tenure line faculty.

Types and Sources of Information to be Considered. Term faculty seeking promotion will submit a portfolio following the format expected of tenure line faculty seeking promotion (see Section 5.3 of the ISU Faculty Handbook). For all faculty, the PRS forms the basis of their expected contributions to the mission of the university. Because teaching is typically the

primary responsibility of term faculty, the portfolio will likely emphasize their accomplishments in this domain rather than the emphases on both teaching and research/creative activities expected for tenure line faculty. In other words, the portfolio of term faculty seeking advancement will likely have little-to-no listing of accomplishments in the areas of Scholarship (Section 5.3.1.3) and Research/Creative Activities (Section 5.3.1.4.2).

As with tenure line faculty, the portfolio will include the candidate's vita outlining (a) his or her educational background, professional work experience, present responsibilities, and service activities, and (b) a self-evaluation. The self-evaluation differs from that of tenure line faculty in that it will include an impact statement that documents their case for advancement, assessment of teaching capability and performance, appraisal of ability to mentor students, an analysis of service performance, and an appraisal of professional standing outside the department. The self-evaluation should reflect upon the professional direction the candidate is taking. Copies of peer evaluations of teaching are required.

External Reviews. For candidates seeking promotion to the rank of associate teaching professor or teaching professor, three letters of support will be solicited from recognized experts, either inside or outside the university, who are competent to judge the candidates' work and can impartially assess the candidate. The process for identifying these three reviewers will follow that for tenure line faculty.

Review Meeting of the Committee. The process will follow that for tenure line faculty except that the composition of the evaluation committee differs from that of the PTRC.

Voting. The process will follow that for tenure line faculty.

Action Recommendation. The process will follow that for tenure line faculty.

Written Notification and Conferences. The process will follow that for tenure line faculty.

Right of Review. The process will follow that for tenure line faculty.

GRIEVANCE PROCEDURES

Faculty Grievance Procedures

Faculty members who believe that they have been treated unfairly have the right to have their cases reviewed through the procedures detailed in the ISU Faculty Handbook. As an alternative to and less cumbersome method by which a faculty or staff member may seek to have a grievance addressed, the department has established procedures for resolving grievances and establishing remedies that are within the sphere of responsibility of the department.

In the hope that equitable resolutions of any problems may be solved at the departmental level, two options are offered faculty who believe they have been treated unfairly. First, faculty or P& S staff should submit their grievances in writing to the Department Chair. The Department Chair will investigate the grievance and respond in writing within 15 working days. If the faculty or P&S staff member does not feel that an adequate explanation or resolution has been made, he or she may request that the Department Chair ask peer group to continue the investigation. If such a committee is formed, the membership will include the Appeals Committee Chair, a member selected by the faculty member initiating the request, and a member appointed by the Department Chair. This committee will be charged with hearing both sides of the issue and doing whatever it can to remove the source of contention and restore collegial trust.

The second option available to faculty or staff is to seek assistance solely through the Appeals Committee (AC). One of the responsibilities of the AC is to provide a channel of communication to

the Department Chair in any case, in which an individual, for whatever reason, does not wish to personally address the Department Chair or the Executive Committee. The AC will investigate the appeal and make recommendations about the concerns to the Department Chair and to the grievant.

A faculty or staff member who seeks redress through either of the options described is expected to seek a resolution in good faith. The use of either option, however, will not interfere with a member's rights to use the University process for the appeal of grievances.

Student Grievance Procedures

Students should refer to "Appeal of Academic Grievances" outlined in the Iowa State General Catalog. Student efforts to resolve grievances out of classroom or other academic situations should begin with the instructor. If a resolution is not reached, an appeal may be made in writing to the department chair. The department chair will seek additional supporting materials and/or comments from the student and instructor as necessary, will review the grievance with the appropriate program coordinator, and will respond to the student in not more than five working days. The department chair may also refer the matter to an appropriate committee (e.g., Undergraduate Curriculum and Standards Committee, Graduate Executive Committee). If resolution of the grievance is not resolved at the department level, the student may pursue the matter with the Dean of the College of Human Sciences as outlined in the Iowa State University Catalog.

RECORD KEEPING

The Department follows the Iowa State University Record Retention Schedule for all departmental records. The Record Retention Schedule identifies the records to be retained, the nature of confidentiality to be assigned to each record, accessibility of records, length of time for retention of the records, place of storage for retention, and nature of disposition of records. In addition, each department committee is charged with maintaining all files and records relevant to the committee's work on CyBox, and uploading these documents annually for permanent availability.

AMENDMENT PROCEDURES

Proposals for additions, deletions, or changes to any section of this document will be submitted by the Governance Committee. Faculty should contact the GC for any proposals or queries related to this document. The voting faculty shall be informed of the precise wording of the proposed change at least one week prior to the meeting scheduled for discussion of the amendment. Ballots shall not be circulated prior to the discussion of proposed changes. Changes to the document require the approval of a majority of the voting faculty.