

# LAS Governance Documents and University Relationships

Amended December 13, 2021

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# LAS Governance Documents and University Relationships

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## **Preamble**

Governance of the College of Liberal Arts and Sciences (LAS) is shared by the college faculty and the dean of the college. Its structure is organized to meet the goals and mission of the university as a whole and the interests of the college as outlined in its strategic plan. The college values and actively promotes diversity of people and ideas.

The faculty is the legislative body of the College of Liberal Arts and Sciences. It has responsibility for and authority over educational policies and procedures of the college including, but not limited to, admission requirements, graduation requirements, academic standards, degree programs, curricula, and courses. The faculty will recommend candidates from the college for diplomas, degrees, and certificates, and will serve in an advisory role to the dean of the college on administrative matters as they relate to academic and educational issues, or to the general welfare of the faculty. Promotion and tenure policies and procedures are a joint responsibility of the faculty and the dean of the college.

The college supports the academic freedom of its faculty members, consistent with Section 7.1 of the Faculty Handbook. The college also recognizes the diversity in professional responsibilities of its faculty members, consistent with the diversity of disciplines and departments of the college.

The faculty acts as a body on matters falling within its scope and responsibility, except in those specific instances where it has delegated its authority to committee or council.

## **1.1. Mission, Vision and Values**

### **Mission:**

We educate future leaders and citizens with a global perspective, conduct research and scholarship of international significance, and share our knowledge to benefit Iowa, the nation, and the world.

The College of Liberal Arts and Sciences is the university's core college, providing the educational foundation for all Iowa State students. We are deeply committed to student success, helping students acquire the intellectual depth and breadth to become knowledgeable, inquisitive, and creative citizens and leaders, ready to address the challenges of the 21st century. We embrace discovery and creativity as part of what it means to be human, and as essential activities to ensure a sustainable future for our planet and its inhabitants. We conduct world-class research at the most advanced scientific and societal frontiers, seeking new discoveries, innovative applications, and new technologies in a socially responsible manner that integrates scientific findings with the unique historical, cultural, and political environments of communities across the globe. True to the university's land-grant mission, we share our knowledge with a wide range of audiences, to the benefit of Iowa, the nation, and the world.

### **Vision:**

We will be a national and international leader in ensuring life-long student success through high-quality teaching, experiential learning, and academic support. We will be a national and international leader in

conducting and communicating impactful research and scholarship, seeking to transcend traditional academic boundaries and benefit humanity and our planet.

Over the course of their lives, our students will encounter societal and technological challenges that are currently unimagined. Many of them will work in professions and jobs that have not yet been invented. We will sharpen their communication, critical thinking, inquiry, and ethical decision-making skills. We will help them build the content knowledge, scientific, digital, and cultural literacy, intellectual curiosity, and personal maturity to succeed in a rapidly changing and globally connected world. The well-being of tomorrow's society depends on the discoveries, insights, and innovations of today. Many of the great challenges of the 21st century addressing our needs for water, food, community, energy, health, and a sustainable environment have been clearly articulated; other challenges remain as yet unknown. Our faculty and students will embrace the full spectrum of human creativity, innovation, and empathy to address these challenges. We will lead the nation and the world in integrating scientific, technological, cultural, and historical perspectives in order to arrive at the most sustainable solutions, of the greatest benefit to our societies and the planet.

**Values:**

All members of the LAS community are committed to:

- A diversity of people and ideas
- Student engagement and success
- Excellence in scholarship
- Collegiality, trust, and respect
- The responsible use of resources

**1.2. Governance Domains**

Governance documents exist in each of the departments of the college. While the departmental documents establish the policies and procedures within each department, the College of Liberal Arts and Sciences governance document and the policies in the College of Liberal Arts and Sciences Policy Library take precedence over departmental governance documents for matters at the college level. Should conflicts exist among department, college, and university documents, the higher-level governance document shall prevail. The college documents comply with the university document (i.e., faculty handbook), and the departmental documents must comply with the college document. The rules and regulations of higher-level documents are still in effect even if absent from the lower-level document.

**1.3. Structure**

Faculty in the college engage in shared governance through participation in the Faculty Senate and the Representative Assembly. The Faculty Senate acts as the representative body to conduct the business of the general faculty, and senators from the college comprise the LAS college caucus. The Representative Assembly acts as the representative body to conduct business of the college faculty. The governance document for the Representative Assembly is provided in section 2.

#### **1.4. Budget Advisory Committee**

The LAS Budget Advisory Council (BAC) advises the dean on setting budget priorities for the college. It meets regularly with the dean or the dean's designee, receives budget-related information and responds in a timely fashion to requests for recommendations regarding budgetary matters.

Committee membership will include six members in addition to the dean and associate dean ex officio. The six members will include at least one faculty member from the LAS Representative Assembly, at least one faculty member from the LAS caucus of the Faculty Senate, and the faculty membership as a whole will reflect the diverse disciplines and departments of the college. Members serve for two years.

The dean will communicate to members of the college annually the college goals, priorities, planning, and budget.

#### **1.5. Civility**

The College of Liberal Arts and Sciences is committed to sustaining a positive and productive environment for scholarship, learning and service for each individual and for the collective benefit of all. Faculty are members of an interdependent community of scholars, and as such are expected to conduct themselves in a manner that contributes constructively to the College's mission and high reputation. A hallmark of collegiality is respect for shared governance and responsibility. The College is committed to ensuring a work environment where all individuals can thrive through openness and collaboration.

All LAS faculty are expected to work to maintain a positive workplace that emphasizes respect for the opinions of others and is free of forms of misconduct, as enumerated in Section 7 of the Faculty Handbook. Faculty should recognize and refrain from the various forms of discrimination and harassment that may take written, verbal and physical forms, as well as attempts to influence others to engage in such acts. Employees are expected to respect the established rules of the unit, college and university that address collegiality and professional responsibility, conflicts of interest, computer ethics, deceptive practices, and interference with disciplinary procedures. All faculty members are expected to contribute to the mission of the unit, college, and university and are evaluated (see Section 5 of the Faculty Handbook) on their contributions and responsibilities as articulated in the individual position responsibility statement.

In summary, all LAS faculty members have obligations that derive from common membership in the community of scholars. Civility in all interactions is required. Faculty members do not exploit, intimidate, harass, or discriminate against others. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. They strive to be objective in their professional judgment of colleagues. Faculty members accept their share of responsibilities for fulfilling the teaching, research, and service missions of the unit, the college, and the university.

#### **1.6. Amendment Procedure**

This Governance Document, other than the section on Governance of the LAS Representative Assembly, may be amended by a two-thirds majority vote of the LAS Representative Assembly. Amendments to the Governance of the LAS Representative Assembly requires a two-thirds majority vote of those voting on a proposed amendment, those eligible to vote being those eligible to vote for Representatives. Both such

types of votes will be by ballot carried out under the supervision of the Executive Committee of the LAS Representative Assembly.

### **1.7. Additional LAS Policies in the LAS Policy Library**

Beyond the articles of governance enumerated here, additional policies specific to the College can be found in the LAS Policy Library (i.e., the Information and Policies page on the LAS website). Changes to those policies require notification to the LAS Representative Assembly. Should conflicts exist, this governance document prevails over the policies described in the Policy Library.

## **2. Governance of the Representative Assembly**

### **Article I. Goal, Objectives, and Powers of the Representative Assembly**

The overall goal of the Representative Assembly (RA) is to provide for faculty participation in college governance. The specific objectives of the RA are:

1. To encourage communication across the diverse disciplines and departments of the College and between the faculty and college administration.
2. To approve academic policies and proposals involving college curricula, majors, minors, interdisciplinary programs, and student admission/graduation requirements.
3. To establish, staff and monitor college committees and designated college representation on university council/committees.
4. To consider all policies and procedures to promote college development and faculty welfare, acting in coordination with the Faculty Senate and including conduct of a five-year evaluation of the college dean.

The RA is a representative body of the college faculty endowed with the powers to achieve its goal and objectives. It may act on any matter pertaining to the functions of the college brought to it by faculty, students or administrative staff.

### **Article II. Structure and operation of the RA**

#### *Section 1. Membership*

The assembly is composed of voting members selected as follows.

1. The faculty of each department and school will elect one representative.
2. Each adjunct program, as defined in Article IV, Sec. 2 below, will elect one representative.
3. Chairs of standing college committees, or a designated member of the committees.
4. Chair of the LAS caucus of the Faculty Senate, or a designated caucus member.
5. President of the LAS Student Council, or a designated member of the Council.

#### *Section 2. Selection, terms and service of department/school/program representatives.*

1. Eligibility: Any member of the General Faculty (as defined in the Faculty Handbook, 2.4.1) in a department or school of the College, with at least 6 semesters of service may serve as a

representative, except for department and school executive officers and faculty employed part-time or full-time in the Dean's Office.

2. Voting:

a) All members of the General Faculty, part-time and full-time in a department or school of the College, including departmental executive officers and college administrators, are entitled to vote in their own department, school, or adjunct program elections.

b) Faculty holding joint appointments in departments or schools are entitled to vote in each for departmental or school representatives.

c) Faculty holding joint appointments in the College of Liberal Arts and Sciences and another college are permitted a full vote for the College of Liberal Arts and Sciences department, school, or adjunct program representatives.

3. Election: Departments, schools and adjunct programs will elect their representatives by ballot before April 1 of each year according to their own election procedures.

4. Representatives will serve terms of three years. Two consecutive terms may be served, but this must be followed by a break of at least one term. Terms shall begin at the end of the May meeting of the Representative Assembly. In cases where representation is changing, to facilitate a smooth transition, both the incoming and outgoing representatives will attend the May meeting. The outgoing member will vote on any issues facing the assembly at the May meeting. Approximately one-third of the RA will be elected each year.

5. Departments, schools, and adjunct programs are empowered to recall their representatives by first submitting to the Executive Committee a recall petition that contains the signatures of at least one-fourth of the qualified electors for that representative, and then gaining a majority vote in favor of recall in a written ballot supervised by the Executive Committee. It is the duty of the Executive Committee to call for new nominations and conduct a special election to replace the recalled representative.

6. A representative unable to attend a meeting or meetings of the RA may designate a substitute by notifying the Executive Committee of the RA. Representatives may not designate a substitute to serve longer than four consecutive regular RA meetings.

7. If a departmental representative is absent or informs the Executive Committee of an expected absence for more than four consecutive regular RA meetings, is dismissed, or is unable to complete the remainder of their term, the Executive Committee will declare the seat vacant. The affected department will elect a substitute who shall serve for the remaining year(s) of the original term. Such service shall not count towards the limit imposed in Section II. 2.4.

8. Because representatives have added responsibility in dealing with educational matters, service as a representative, and especially Executive Committee membership, should be viewed as part of the individual's workload by departmental administrators.

### *Section 3. Organization and operation of the RA*

1. Executive Committee: The Executive Committee will consist of six members. Members of the Assembly will elect the six members of the Executive Committee for one-year terms during April of each year for a term beginning in May. Consideration should be given to electing members that represent the full range of academic programs offered by the College. A member can be re-elected for up to three consecutive terms.

College-designated representatives on University councils/committees: These representatives will be appointed by the Dean for three-year terms with one additional term permitted unless specified otherwise by the University. Each representative will submit a brief written report to the Executive Committee in April of each year. During the third year of a term, the college designee may report orally to the RA on the operation of the council/committee.

2. Chair and Vice-Chair of the RA: These officers will be elected by vote of the RA from the membership of the Executive Committee. The officers will be elected in April for a one-year term beginning in May. Officers can be re-elected for up to three consecutive terms.
3. The Chair of the RA will preside at RA meetings.
4. The Vice-Chair will preside at RA meetings in the absence of the chair.
5. The Dean of the College will be a non-voting ex-officio member of the RA.
6. Associate Deans of the College may attend RA meetings in non-voting ex officio status.
7. Standing committees: These committees study, advise, recommend and act in accordance with their charge. The College standing committees consist either of six members or nine members, and should be selected with a goal of representing the full range of academic programs offered by the College.

#### **Six-member Committees**

Academic Standards and Admissions

Honors

Faculty Awards

Promotion and Tenure

Computer Advisory

Outcomes

Diversity, Equity and Inclusion

#### **Nine-member Committees**

Curriculum

Faculty Development

All members of the general faculty within the College are eligible to serve on or chair all Representative Assembly standing or ad hoc committees and to act as College-designated representatives, with the following constraints: 1) service on the College Promotion and Tenure Committee is restricted to tenured faculty at the rank of Professor; 2) service on the Faculty



Development Committee is restricted to tenured faculty; 3) voting on honors and awards for which only tenured and tenure-track faculty are eligible is restricted to tenured and tenure-track faculty; 4) appointments to university committees must be consistent with university guidelines.

With the exception of the Curriculum Committee, committee members will be appointed for a three-year term renewable for one additional three-year term. Members of the Curriculum Committee will serve a six-year term renewable for one additional six-year term.

Committee membership will reflect the full range of academic programs offered by the College. A committee will have only one member from any one department or school.

Committee chairs will be appointed from the committee membership to serve a one-year renewable term. The Dean will recommend a chair for each committee. Appointments of chairs will be approved by a majority vote of the RA. In the event that an appointment is not approved, the Dean will be requested to submit an alternative candidate from the committee for approval.

Appointment of college committee chairs and members and designated college representatives: In February of each year, the expected vacancies will be projected and announced to the college faculty. The Dean will solicit nominations from department/academic units, and will present a slate of nominees to the RA for approval. In the event that a nominee from the slate is not approved, the Dean will be asked to submit an alternative nominee for approval.

#### 8. Conduct of the RA

- a) Regular meetings: The RA will meet monthly for regular meetings during the academic year.
- b) Special meetings: Special meetings of the RA can be called by the Dean, by a college official acting for the Dean, or by the Executive Committee.
- c) By-Laws: The RA will formulate and approve necessary by-laws for its operation.
- d) Secretariat: The College Administration will provide a recording secretary to do staff work and keep minutes of meetings of the RA and the Executive Committee.
- e) Attendance at RA meetings is open. Faculty, staff and students are encouraged to attend and may be recognized to speak by a RA member who has the floor.
- f) Minutes of meetings will be provided to members following each meeting.
- g) The Dean of the College will be invited to address RA meetings on matters of college policies and operations.
- h) A quorum of one-half of the voting members or designates must be present to vote on any matter before the RA.

#### *Section 4. Functions of the Executive Committee*

1. The Executive Committee will provide liaison with the Dean in connection with collegiate issues arising in any body, unit, or group within the College. The Committee will meet regularly, at least

three times each semester, as a consultative committee to the Dean and for special sessions upon the call of the chair or the Dean.

2. The Executive Committee will prepare the agenda for RA meetings and, when possible, circulate the agenda to the College faculty at least several days prior to regularly scheduled meetings.
3. The Executive Committee will be authorized to act on behalf of the RA during the interim between regular RA meetings and will report all actions taken at the next RA meeting. It is understood that the RA retains the right to rescind any such actions. A majority vote of its members eligible to vote will be required in order to rescind interim actions of the Executive Committee.
4. The Executive Committee will administer the rules and By-Laws of the RA on behalf of the college faculty.

### **Article III. Abolition of the RA.**

Upon receipt of a petition signed by 20 percent of the college faculty eligible to vote for RA representatives, the Executive Committee will announce the petition and hold an open faculty meeting to discuss the issues raised by it. A vote by written ballot will be held within two weeks of the faculty meeting. The RA will be abolished if two-thirds of those voting approve its abolition.

### **Article IV. Definition: Adjunct Programs**

Those departments or areas that have direct academic involvement in the College but whose budgets and systems of personnel selection are not under the predominant control of the College. The adjunct program entitled to elect one representative each is: Officer Education.

## **3. Appointment Policies**

### **3.1. Faculty appointment policies and procedures**

#### **3.1.1. Types of Appointments**

Initial appointments of tenured and tenure eligible faculty may be made to any of the academic ranks: assistant professor, associate professor, or professor. Appointment to the rank of assistant professor may be for a period of four years or less, with option of renewal for a period of up to three years. Initial appointment to the rank of associate professor and professor may be made either for a specified term or it may be continuous, thereby granting the individual academic tenure. The rank of initial appointments will be defined in accordance with processes identified in the respective departmental governance document, which may include a vote of the faculty. Appointments to tenured positions are made only after consultation and special approval of the Dean of the College and the Provost. See section 5.2 for information specific to term faculty.

#### **3.1.2. Appointment Procedures**

The department chair initiates a proposal for a new appointment after consultation with the members of the department. Upon receipt of approval from the Dean, the department submits a draft posting to the Dean's office for review by the Dean and human resources. Once approved by the College, the posting is vetted by the Provost and then is posted and distributed.

A hiring committee is required to complete the college's diversity, equity, and inclusion training prior to engaging in recruitment activity for a tenure-track search. Attendance is required for all committee members at the beginning of each recruitment year.

After the closing date, the hiring committee provides the Dean's office with demographic and benchmark data describing the diversity of the candidate pool. Once the Dean's office approves the candidate pool, the hiring committee may begin formal screening and interviewing, following college and university guidelines.

When a candidate has been identified for the appointment, the chair specifies the conditions of appointment on a draft offer letter template and includes the specifics of the offer of appointment. The draft offer letter must be approved by the Dean and by the Provost. Approval must also be obtained from human resources confirming that the required search procedures have been followed in filling the position. The stipulated conditions include the academic rank, salary for the first year (in the case of new appointment), the ending date of the probationary period if one is established, the date by which a notification of intent not to renew is to be given if the appointment is renewable, and any special factors that apply to the appointment.

### **3.2. Minimum qualifications**

Because qualifications vary in different disciplines, each department's governance document shall have a statement of the minimum qualifications for faculty candidates. This statement shall be reviewed and approved by the College.

In exceptional circumstances, departments may seek a waiver from the Dean in order to depart from the established minimum qualifications. A waiver of the standard minimum qualifications for a position must occur prior to the advertisement of the position. A waiver of the stated minimum qualifications cannot be granted for a candidate who does not meet the minimum qualifications advertised.

### **3.3. Position Responsibility Statements**

Each faculty member will have a Position Responsibility Statement (PRS), which is a description of areas of responsibility. Annual and peer evaluations of tenured, tenure-eligible, and term faculty members are based on these position responsibilities (see FH 3.4). The PRS is a tool that allows for a flexible and individualized system of faculty review, particularly within the promotion and tenure process of TTE faculty and advancement of term faculty. The PRS will include the significant responsibilities of faculty members that are important in evaluating during promotion and tenure, advancement, or post-tenure reviews. Examples of areas of position responsibility common to many faculty members include, but are not limited to: teaching, research/creative activity, extension, outreach, professional practice, clinical practice, professional service, and institutional service.

The PRS will include a brief narrative describing the position responsibilities along with indication of the expected proportional distribution of those responsibilities. The PRS's description of the distribution of areas of position responsibility should reflect how the faculty member's distribution compares with those of other faculty in the same department or college to ensure equitable expectations of contributions by all faculty and appropriate evaluation of their performance. (For example, a faculty member who teaches five classes has a greater expected proportion of effort for teaching than a faculty member who teaches one class.) The responsibilities and their distribution should be compatible with

satisfying or exceeding the expectations for promotion, promotion with tenure, tenure without promotion, or advancement. The percentage of responsibilities in the PRS should vary within the department according to the faculty members' contributions to teaching, research/creative activity, extension, professional practice, clinical practice, and various types of service, including outreach, professional service, and institutional service.

PRS percentages represent a percentage of a faculty member's effort, not a faculty member's time nor a percentage of full-time equivalent (FTE) effort. For example, a PRS with a 50% teaching allocation would represent a different number of courses for someone who is full-time vs someone who is three-quarter-time.

### **3.3.1. Position Responsibilities**

The PRS for each faculty member will reflect their own interests and the expectations and needs of the department, college, university, and/or the profession. Faculty efforts sometimes serve multiple purposes; for example, being both scholarship and teaching at the same time.

For the purpose of making consistent comparisons within and across programs, the College will count efforts in the PRS as outlined below.

**Scholarship (research and creative activity):** Faculty members with active research or creative programs produce work that is shared with others and is subject to the criticism of individuals qualified to judge the products. Examples include: regular publication of research results or scholarly work in refereed outlets appropriate in the field; books; articles; presentation of research findings or scholarly work at national and international conferences; performances; and exhibits. Faculty members whose research or creative activity requires extramural funding are expected to secure such funding. Tenured faculty members provide intellectual and creative leadership to research or creative areas and education programs at the local, national, and/or international levels.

The Faculty Handbook restricts the percentage of effort in the PRS that may be devoted to scholarship for teaching and practice term faculty. Specifically, FH 3.3.2.2 requires that teaching and practice term faculty must devote at least 75% of their effort to teaching-related activities. See subsection 3.3.2, titled "For Term Faculty," for the college policy on scholarship by teaching and practice term faculty.

Scholarship by all faculty is governed by FH 7.2.2.4, Academic and Research Misconduct, and also by Faculty Handbook statements on academic freedom (e.g., FH 3.3.2, 3.4.1, 5.2.1), regardless of whether such scholarly activities are included in the PRS or compensated.

**Teaching:** Faculty with teaching responsibilities provide an effective learning experience for students as scholarly teachers. Scholarly teaching requires command of the subject matter, continuous growth in the subject field, and an ability to create and maintain inclusive instructional environments that promote student learning. Scholarly teaching is distinct from scholarship of teaching, which is covered under scholarship.

PRS statements should define broad teaching expectations consistent with departmental needs and faculty interests, expertise, and performance. Except in the case of short-term contracts for term faculty, or other special cases, PRS statements should not normally list specific courses.

An individual teaching full-time in the College of Liberal Arts and Sciences is expected to teach 8 courses (24 credits) in an academic year and provide appropriate service related to that teaching appointment. Examples of service related to teaching include participation in orientation and in-service, design and implementation of multi-section courses, selection of common texts, service as a member of relevant committees, monitoring of continuous improvement and student outcomes. Given this definition, a typical 3-credit course is normally considered to be 12.5% FTE. Attribution of teaching credit should reflect a faculty member's expected workload in a given course (considering, for example, class size, number of contact hours, TA support, recitations). Percentages in PRS statements should reflect these teaching norms with adjustments based on the work involved. Required service for teaching and practice faculty, as with all term faculty, shall not exceed 10% of appointed effort without complementary adjustments to the PRS.

The percentage of the PRS devoted to teaching should reflect classroom teaching as well as undergraduate and graduate mentoring and advising. Advising and mentoring of undergraduate students is considered teaching in the terms of the PRS and for advancement/promotion. Advising 35-40 undergraduate students is normally considered by the College to be 12.5% FTE. Graduate and post-doctoral advising are expected of all TTE faculty members in departments where graduate and post-doctoral programs exist. Advising, serving on program of study committees, and serving as a major professor are considered teaching responsibilities. Norms for graduate advising will differ across disciplines, but will not typically exceed 5-10%. These responsibilities should be noted in the PRS and be adjusted regularly as the effort dedicated to classroom teaching, graduate mentoring, service on program of study committees, and undergraduate advising changes.

**Service:** Faculty members are expected to provide service to the department, college, and university as needed for the efficient operation thereof, and to contribute to the profession and/or the public. Service commitments should increase in scope and responsibility with each promotion or advancement. Department chairs are expected to advise faculty on appropriate service expectations based on position and rank during the annual review. Peer review committees are expected to advise faculty on appropriate service expectations based on position and rank during regular reviews.

Significant ongoing service, for example, substantial course coordination or service as the DOGE should be listed in the PRS as well as any associated course or other service release. Some service may be best listed under administration depending on the effort involved and departmental culture.

Term faculty shall have service responsibilities appropriate to their rank and role in the department. Required service for term faculty shall not exceed 10% of appointed effort without complementary adjustments to the PRS.

**Professional Practice:** Some faculty have professional practice expectations including work on and off campus. Such expectations should be noted in the PRS.

**Extension and outreach:** Some faculty have expectations for extension and outreach. Such expectations should be noted in the PRS.

**Administration:** Significant administrative duties should be reflected in the PRS and are negotiated at the department level. The PRS for college- or university-level appointments will be negotiated at the College or Provost level.

Outreach, engagement, institutional, and professional service can be listed together as service when allocating percentages within a PRS.

### **3.3.2. Development and review of the PRS**

The PRS is to be developed in accordance with the differing departmental norms and individual expectations with respect to teaching, scholarship, and service. The PRS will be subject to regular review by the faculty member and the department chair to allow for changes in responsibilities over time. In developing and maintaining the PRS, the faculty member and chair should keep in mind its purpose to contextualize the faculty member's work for the purposes of promotion, tenure, or advancement. The PRS must be signed and dated by both the faculty member and the department chair. The signed and dated copy will be on file in the faculty member's Workday profile.

In the case of joint appointments, there will be a single PRS document, signed by the faculty member and the relevant department chairs. Special attention should be paid to how service expectations will be allocated between the programs. Expectations need to be clear and agreed to by the faculty member and leaders of the relevant units.

The initial PRS, regardless of position or rank, will be part of the original offer letter or will be developed during the first semester under contract and should be based on the job advertisement. The offer letter will specify that the initial PRS is for a fixed term and that it will be renegotiated when it expires, or earlier, by mutual agreement of the faculty member and the department chair.

The position of department chair is considered a college-level appointment. Department chairs will have a PRS, written by the department chair and the Dean, describing the administrative and other departmental responsibilities of the position (FH 3.4.1.1).

### **For Tenure-Track and Tenured Faculty**

For tenure-track faculty, the percentage of effort allocated to scholarship must be 25% or greater to be eligible for promotion. All tenure-track faculty are expected to have some proportion of their effort devoted to undergraduate teaching. Satisfactory institutional service is a requirement for promotion to associate professor. Tenured faculty are expected to provide institutional service outside the department. Promotion for tenure-track faculty from associate professor to professor requires significant institutional service, including some service beyond the department, as well as service to the profession as defined in the college promotion and tenure documents.

The PRS for tenure-eligible faculty members should generally remain in effect until the completion of the preliminary review. After the review, even if no changes are made, the PRS shall be updated with a new formal review date and signed and dated by both parties. Once tenure is granted, the faculty member and department chair will review the details of the PRS and make any necessary changes.

The PRS for tenured faculty members should be reviewed at least once every five years as part of the annual review process.

## For Term Faculty

Department chairs will negotiate with each term faculty member the position responsibilities of that term appointment. While department needs may limit the room for negotiation, the PRS must be written to allow term faculty the opportunity to make a reasonable case for advancement if the faculty member is interested in such advancement (FH 3.4.2.2).

The PRS for term faculty should generally stand until the first formal peer review. Subsequent, regular PRS reviews should occur at the time of contract renewal or at least every five years.

The Faculty Handbook requires that at least 75% of the effort of teaching and practice faculty be devoted to teaching and related service (FH 3.3.2.2). Consequently, no more than 25% of their effort can be devoted to all other responsibilities. This 25% limit does not apply to summer funding. The College of Liberal Arts and Sciences and its departments will not provide salary support for scholarship by teaching and practice faculty from general funds. Teaching and practice term faculty members may engage in scholarship covered by grant and contract funding as approved by their chair. Scholarship funded from external sources may be included in the PRS toward the 25% of effort devoted to other responsibilities with approval of the chair. Scholarship or other outputs from grant and contract work will be explicitly considered in annual, renewal, and advancement reviews.

Teaching and practice term faculty members may also engage in scholarly activities conducted on their own time and include this activity in the documents they submit for review (annual, renewal, and advancement). As teaching and practice faculty have a relatively higher effort allocation to teaching, the quality of their teaching performance will be given greater weight than that of tenure-track faculty in advancement decisions.

Term faculty shall have service responsibilities appropriate to their rank and role in the department. Required service shall not exceed 10% of appointed effort without complementary adjustments to the PRS. Departments may list service as a separate category on the PRS or consider it as a part of teaching responsibilities, if appropriate. The PRS must indicate any required service responsibilities.

Term faculty may volunteer for service that goes beyond their PRS, because participation in shared governance is a right of all faculty. Such voluntary service will not replace other PRS responsibilities unless negotiated with the chair, nor will its absence be held against faculty during performance reviews (annual, renewal, or advancement).

PRS statements should be modified to reflect significant changes in responsibilities of one semester or longer due to FMDA, FMLA, administrative appointments, changes in teaching loads, professional leave, etc. The PRS should note the duration of the change if temporary.

The PRS may be reviewed and/or changed at any time. Any changes in the expectations must be made in consultation between the chair and the faculty member. The PRS cannot be changed unilaterally by either the chair or a faculty member. An agreed-upon new PRS with a new fixed term would be effective immediately upon signing by both parties. If there is not agreement on a new PRS, the old PRS will be in force until a new agreement is reached or until the mediation process (as outlined in the Faculty Handbook and college policy) has run its course, whichever occurs first.

### **3.3.3. PRS Mediation**

If one of the parties disagrees with a proposed change to the faculty member's PRS, either party may refer the matter to the department PRS Mediation Panel (see FH 3.4.4). If the matter is not resolved through the use of the departmental mediation panel it should then be forwarded to the LAS PRS Arbitration Panel.

Term faculty may participate in the PRS mediation process (FH 3.4.4).

**LAS Arbitration Panel:** In the College of Liberal Arts and Sciences, the arbitration panel includes all members of the college Promotion and Tenure Committee plus two Teaching Professors nominated by the Dean and confirmed by the Representative Assembly. The full college PRS Arbitration Panel will gather and discuss relevant information. Any member of the P&T committee who is in the same department producing the disputed PRS will be excused during these meetings, consistent with how P&T cases are handled. The deliberative process will produce a binding PRS within 20 business days of receiving the disputed PRS, as defined in the Faculty Handbook (FH 2.9.1). If either party is dissatisfied with the proposed resolution, he or she may file a complaint through normal grievance procedures to the Dean of the College. During the time of this mediation process, the existing signed and dated PRS will remain in effect.

## **4. Review and Promotion of Tenured and Tenure-Eligible Faculty**

For purposes of evaluating performance of tenured and tenure-eligible faculty, the College of Liberal Arts and Sciences uses the following forms of review (for term faculty review and advancement policies, see section 5):

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

### **4.1. College Expectations for Performance in Position Responsibilities**

The continued growth and well-being of the college and the university require that faculty members faithfully and competently execute their position responsibilities. Consequently, effective performance is required in all position responsibilities, as defined in a faculty member's PRS, along with behavior that is consistent with the values, guidelines, and professional ethics of the university and the candidate's discipline. Nearly all tenured and tenure-eligible faculty members in this college have responsibilities for research and creative activities that further discovery and generation of new knowledge in the college and university. All faculty members also have significant teaching responsibilities, which are critical for the university to fulfill its teaching mission. All faculty members should have responsibilities in the area of institutional service. Indeed, the principle of faculty governance rests squarely on the expectation for faculty participation on department, college, and/or university committees, task forces, etc. For assistant professors, institutional service will most likely occur at the department level. Finally, some faculty members also have extension/professional practice responsibilities, consistent with the university's "science with practice" orientation and its land-grant university mission.



University and college policies require each department to have a document that sets forth the standards and procedures governing preliminary reviews and promotion and tenure of faculty within the department. The departmental document must specify the criteria used to judge or determine the candidate's effectiveness in position responsibilities and the quality of scholarship in the relevant areas defined by the PRS. Criteria for satisfactory institutional service and professional must also be specified. The departmental standards may exceed those of the college or university, provided that they do not conflict with either.

The following sub-sections outline expectations for the demonstration and evaluation of effective performance within each domain of position responsibilities.

#### **4.1.1. Teaching**

Teaching and advising are scholarly and dynamic endeavors that cover a broad range of activities, and most faculty members have significant teaching and advising responsibilities. For these faculty members, the quality of their teaching and advising is a major factor in evaluating their overall performance in position responsibilities.

Each department is expected to utilize an appropriate method of general and continuing review of the teaching effectiveness of its faculty members. Although the evaluation of teaching may differ somewhat across disciplines, student evaluations of instructors and peer evaluations of instructors, based on classroom observations, must be part of the evaluation of teaching in all instances. Similarly, evaluation of the candidate's advising performance should be based on parallel methods of review. In addition, contributions to the curriculum (e.g., development of new courses, new materials for courses, etc.) should also be noted. The methods chosen by the department, including student evaluations, peer evaluations based on classroom observations, evidence of student learning, evaluation of learning materials, evaluation of pedagogical contributions, and contributions to the curriculum should be clearly described in the departmental document.

For all reviews submitted to the college, the department is expected not only to summarize its evaluation of the candidate's teaching performance but also to submit documentation supporting the evaluation. This documentation should include evidence of student learning, including student and peer evaluations of teaching effectiveness, and information relevant to curricular development. The methods used to evaluate teaching effectiveness should be documented and compared to departmental norms. Note that achievements in the scholarship of teaching is addressed in Section 4.2.1 of this document.

#### **4.1.2. Research or Creative Activities**

Nearly all faculty members are expected to engage in research/creative activities that make original contributions to their chosen area of specialization. All faculty with research responsibilities in their PRS are expected to be fully engaged in the discovery/creativity process as evidenced by production of research/creative products that are respected by their peers within and outside the university, and through the supervision of student research/creative work. Faculty with position responsibilities in research/creative activities are also expected to make efforts, and in some areas are required, to secure external funding to support their research.

Generally, achievements in research and creative activities will be evaluated under scholarship (see Section 4.2.2 of this document).

#### **4.1.3. Extension or Professional Practice**

Some faculty members in the college have position responsibilities in extension/professional practice. These faculty members often have a portion of their appointment in extension or have significant responsibilities to utilize their professional expertise to help improve the knowledge and skills of clients both within and outside the university, or the environment in which their clients live and work. Examples of these activities include teaching extension courses; preparing informational and instructional materials; conducting workshops and conferences; consulting with individuals and groups within the university and with public and private groups outside; acquiring, organizing, and interpreting information resources; engaging in clinical and diagnostic practice; and participating in activities that involve professional expertise for appropriate technical and professional associations. These activities may be local, regional, national, or international in scope.

A departmental evaluation of effectiveness in extension/professional practice should include an assessment of the quantity and quality of the candidate's extension and/or professional practice activities. Documentation supporting a departmental evaluation of a candidate's contributions in this area should include a description of the activities, the materials relevant to these activities, and a detailed assessment of the quality of the contributions and the level of professional expertise and impact demonstrated by the candidate. Scholarship of extension and/or professional practice is addressed in Section 4.2.3 of this document.

#### **4.1.4. Institutional Service**

While service contributions cannot be the sole basis for a promotion and/or tenure recommendation, every faculty member is expected to be involved in institutional service, and each promotion and tenure recommendation must provide evidence of such contributions. As noted earlier, the principle of faculty governance rests squarely on the expectation for faculty participation on department, college, and/or university committees, task forces, etc.

Documentation of service should include an enumeration of department, college, and university committee memberships and chairships, as well as administrative assignments. It is critical that an assessment of the quality as well as the quantity of the service activities of a candidate be included in the departmental evaluation and recommendation. Although all faculty members should have some institutional service assignments, it is understood that the service commitments of probationary faculty in their first term will be modest and occur primarily at the departmental level. Satisfactory institutional service is required for promotion to associate professor. Satisfactory institutional service is usually demonstrated by competently discharged duties as a member of major departmental committees, although some assistant professors may also serve on college and university committees. Promotion for tenure track faculty from associate professor to professor requires significant institutional service, including some service beyond the department.

#### **4.1.5. Professional Service**

As with institutional service, service to the profession cannot be the sole basis for a promotion and or tenure recommendation. Faculty members, however, are expected to be involved in professional service, and each promotion and tenure recommendation must provide evidence of the quality and quantity of such contributions. Professional service is expected to increase with each advancement.

Examples include editorial responsibilities for journals (e.g., service on an editorial board or editorship), service as a referee for journals, books, grants, exhibitions, etc., leadership in professional societies or as a board member, and major contributions to institutional reports or studies.

#### **4.2. College Expectations for Scholarship**

A faculty member's scholarship may be in the areas of teaching, research/creative activities, and/or extension/professional practice. A faculty member's scholarship may be in one or more of these domains; there is no requirement for scholarship in more than one domain.

Although the nature and evidence of scholarship vary somewhat across these scholarly domains and across departments in the college, there are at least three common features of all types of scholarship. A critical feature of all scholarship is that it produces a product, often referred to as intellectual property, which is shared with appropriate audiences (e.g., as a journal article, book chapter, book, exhibit, software program, musical score, professional presentation, musical or theatrical performance, etc.). A second important feature of all scholarship is that it is subject to "peer review," a critical evaluation of the product by those qualified to judge it. Finally, scholarship demonstrates a solid foundation in one's field and original contributions to that field.

Because expectations for the type, level, and amount of scholarship vary across departments in the college, evaluation of a candidate's scholarship should be based on the candidate's performance relative to their PRS and the standards and goals of the relevant department and its professional peers, as stated in the approved departmental document. However, in all cases, college and university minimum expectations for scholarship must be met or exceeded.

The following sub-sections outline expectations for the demonstration and evaluation of scholarship within each professional domain.

##### **4.2.1. Scholarship of Teaching**

Nearly all faculty members have teaching and advising responsibilities and must demonstrate effectiveness in this area because of the centrality of teaching to the university's mission, as described in Section 4.1. Some faculty will also produce scholarship in the area of teaching and advising, which focuses on the discovery of knowledge about teaching and learning in higher education.

Scholarship of teaching generates products that are appropriately shared with academic and/or educational audiences. Scholarship of teaching must be held to the same standards of rigor, relevance, peer review, and dissemination as other forms of disciplinary research and creative activity. Scholarship of teaching products often include research on teaching, learning, and outcomes assessment/program evaluation; textbooks and other curricular materials, and innovative teaching methods that have been appropriately evaluated. The most common forms of dissemination for scholarship of teaching would be through refereed journals, scholarly books and chapters, textbooks and chapters, and professional presentations and workshops. Invited lectures and papers, as well as requests to review and referee the teaching scholarship of others, are evidence of the individual's local, regional, national, and international reputation. Additional indicators of the quality of teaching scholarship may include reviews and/or adoptions of the candidate's research, curricular materials, and books, as well as summary data showing the extent of citations. Participation in technical, professional, or scholarly societies and public service

may provide additional evidence for scholarship of teaching and/or its visibility and impact under some circumstances, depending on the nature of selection, participation, and products produced.

#### **4.2.2. Scholarship of Research or Creative Activities**

Faculty members who engage in research/creative activities are expected to make original contributions to discovery/creativity in their chosen area of specialization, and to disseminate those scholarly products through appropriate methods. Documentation supporting a departmental evaluation of a candidate's research or creative scholarship will vary among the different departments. In most disciplines within the college, evidence of research primarily consists of publications in refereed journals, scholarly books, monographs, and chapters in scholarly books. External funding to support research and creative activities is important in all disciplines, and it is a very high priority for the sciences.

Other forms of dissemination of research results include oral presentations of such work to the academic community at other universities and at regional, national, and international meetings and seminars. Invited lectures and papers, as well as requests to review and referee the scholarly work of others, are evidence of the individual's local, regional, national, and international reputations. In areas such as the arts, public performances and exhibitions are appropriate channels for the demonstration of creative activity. Presentation of master classes and seminars, or original compositions including software demonstrate dissemination of scholarship. Additional indicators of the quality of the research or creative activity may include reviews of the candidate's papers, books, performances and exhibitions, and summary figures showing the extent of citations. Participation in technical, professional, or scholarly societies and public service may provide additional evidence for scholarship of research/creative activity and/or its visibility and impact under some circumstances, depending on the nature of selection, participation, and products

#### **4.2.3. Scholarship of Extension and/or Professional Practice**

Because Iowa State University is a land-grant university with a focus on science with practice, a number of faculty are actively engaged in the scholarship of extension/professional practice. Scholarship of extension/professional practice focuses on the discovery of knowledge that informs practitioners in the faculty member's discipline (e.g., development of new diagnostic or treatment techniques), has direct applications to policy or practice in the public or private sectors of the community, and/or informs practices for developing and optimally distributing and evaluating methods of bringing information to the public.

Scholarship of extension/professional practice generates products that are appropriately shared with professional and public audiences. Scholarship of extension/professional practice must be held to the same standards of rigor, relevance, peer review, and dissemination as other forms of disciplinary research and creative activity. Scholarship of extension/professional practice products often include research on applications of science to public policy and everyday problems in the community, development of new public or commercial products, and development of new methods for the exchange of information with the community. Often, a program evaluation component is associated with such products. The most common forms of dissemination for scholarship of extension/professional practice would be through refereed journals, scholarly books and chapters, professional presentations

and workshops, and expert testimony and technical reports for judicial, public, and/or private entities. Invited lectures and papers and requests to review and referee the extension/professional practice scholarship of others are evidence of the individual's local, regional, national, and international reputation. Additional indicators of the quality of extension/professional practice scholarship may include reviews and/or adoptions of the candidate's research, public policy recommendations, extension or workshop materials, and books, as well as summary data showing the extent of citations. Participation in technical, professional, or scholarly societies and public service may provide additional evidence for scholarship of extension/professional practice and/or its visibility and impact under some circumstances, depending on the nature of selection, participation, and products produced.

If the candidate's dossier includes scholarship of extension or professional practice, the department is expected not only to summarize the candidate's contributions to the scholarship in this area, but to also address the quality and impact of this work, as described in the LAS P&T Dossier Template. This evaluation should draw heavily on external reviews of the candidate's work

#### **4.3. General Guidelines on the Departmental Review of Tenured and Tenure-Eligible Faculty**

The College of Liberal Arts and Sciences policies and procedures on Promotion and Tenure are consistent with the University promotion and tenure (P&T) policies and procedures described in FH Section 5.

##### **4.3.1. Documentation of Departmental Faculty Review Policy**

All contract renewal and promotion and tenure reviews are initiated in the tenure-home department. Each department must have a governance document that details the process for conducting all reviews in the department.

The departmental governance document must, at a minimum, specify the following with respect to the department's review procedures:

- The composition and means of selection of the departmental review committee and of any other department committees that may be involved in the review process for promotion and tenure, including any quorum and voting requirements.
- The role of the department chair in the department's review process.
- The procedures established to ensure that there is only one vote for each eligible faculty member at the department level.
- The definition of conflict of interest operative in departmental review.
- The procedures to be followed by the departmental review committee and related committees in conducting the reviews.
- The types and sources of information that the departmental review committee will consider in conducting its review.
- The means by which persons being considered submit information and documentation for the review process at the departmental level.

- The definition of the factual information in the dossier subject to review by the faculty member before it is advanced from the department.
- The procedures for handling discussions and votes in instances of multiple candidates for promotion and/or tenure.
- The procedures for reviewing and modifying the departmental document.
- The procedures for communicating review results.
- The procedures for obtaining external evaluations used by the department in evaluating the performance of candidates.
- The process under which a review may be postponed based on exceptional and documented circumstances.
- The criteria used to judge excellence or national distinction in scholarship and effectiveness in position responsibilities.
- The criteria for satisfactory and significant institutional and professional service.

The departmental document must be approved by the tenured and probationary faculty of the department, by the Dean of the college, and by the Provost. If the Dean does not approve a departmental document as submitted by a department, the Dean will communicate with the department chair and with the departmental faculty concerning any changes the Dean considers necessary to gain approval.

Generally, the processes for preliminary reviews in the department parallel those for promotion and tenure reviews; however, external referees are **not** solicited or used for preliminary reviews. In most departments, an elected review committee oversees the review and recommendation process at the departmental level. In most departments, the full eligible faculty votes on the departmental recommendation. For preliminary reviews and promotion to associate with tenure, the eligible faculty is comprised of all tenured faculty members in the department. The department chair makes a separate administrative recommendation, and the recommendations of the department and the department chair are forwarded to the college. For promotion to professor, the eligible faculty is comprised of all professors in the department.

#### **4.3.2. Use of the LAS P&T Template and Documentation of Departmental Recommendations**

*For purposes of review of departmental and department chair recommendations at the college and university levels, the current LAS Preliminary Review or P&T Dossier Template, which is available on the college's web site or by request, must be used in constructing promotion and tenure dossiers. Use of this template will ensure that critical information is included and that the dossier conforms to college and university expectations.*

#### **4.3.3. Candidate Access**

Each candidate for promotion, tenure, or contract renewal will be given the opportunity to review the factual information in the report being forwarded to the college (Tabs 1 and 2 of the Review Dossier),

and to inform the department chair of any ways in which he or she believes this information to be incomplete or inaccurate.

#### **4.3.4. General Policies**

Preliminary reviews and promotion and tenure reviews are based primarily on performance in scholarship and in any assigned position responsibilities in teaching, research/creative activities, extension/professional practice, and/or institutional and professional service. A faculty member is expected to perform effectively in all areas of professional activity and to uphold the values and follow the guidelines of professional ethics from the university and the discipline.

A key tool in the review process is the position responsibility statement (PRS), which describes the individual's current position responsibilities and activities in the following areas: (1) teaching, (2) research/creative activities, (3) extension/professional practice, and (4) institutional and professional service. This statement is used by all evaluators to interpret the extent, balance, and scope of the faculty member's scholarly achievements. The PRS should reflect any commitments to interdisciplinary programs, and the evaluation should assess the full range of the faculty member's contributions to the university, including contributions to interdisciplinary programs.

As stated in the university policy on promotion and tenure, evaluation of a faculty member for contract renewal, promotion and/or tenure is based primarily on evidence of scholarship in the faculty member's teaching, research/creative activities, and/or extension/professional practice. Contract renewal requires a foundation and trajectory in scholarship that would predict the achievement of excellence in scholarship by the time of the promotion and tenure review. Promotion to associate professor with tenure requires excellence in scholarship that establishes the person as a significant contributor to their field with potential for national distinction, as demonstrated by the candidate's quantity and quality of scholarship, trajectory of scholarship, and evidence of increasing national stature based on scholarship. Promotion to professor requires national distinction in scholarship, as documented by the candidate's record of scholarship and wide acknowledgment for outstanding contributions to the field. Satisfactory performance at one rank is not a sufficient basis for promotion; such performance must be accompanied by growth of the individual to the performance level of the higher rank.

#### **4.3.5. The Departmental P&T Policy Document**

University and college policies require each department to have a document that sets forth the standards and procedures governing promotion and tenure of faculty within the department (see section 4.3.1 for document requirements).

The departmental document on promotion and tenure must be consistent with university and college promotion and tenure policies and procedures. In particular, the departmental document must require a vote of the eligible voting faculty in the department (faculty holding rank above the candidate's current rank) and be consistent with the university's policy of prohibiting eligible faculty members from voting more than once on any P&T case. Specifically, to avoid undue or unfair influence, each eligible faculty member may vote on a preliminary review case only once. Under this policy: (1) if a faculty member votes on a preliminary review decision as a member of a departmental review committee, that faculty member may not vote again on the same decision at the departmental, college, or other levels. (A number of possibilities are offered in the university policy, but the college recommends that the P&T

committee present the case to the voting faculty without a recommendation, which would be the equivalent of a vote. This procedure preserves the right of committee members to vote with the rest of the eligible voting faculty in the department.) (2) Since the chair of the department independently evaluates preliminary review decisions, he or she may not also vote on the decision at the departmental faculty, college, or other levels. (3) Administrators participating in a preliminary decision may only participate at one level and are allowed to vote only once on the decision, which would be at the level appropriate for their administrative rank.

The departmental document must specify the procedures the department faculty used to arrive at the departmental recommendation for promotion and tenure. (Throughout this document, the "departmental recommendation" refers to the promotion and/or tenure recommendation that results from faculty evaluation at the departmental level. In addition, the department chair provides their recommendations to the Dean.)

#### **4.3.6. Departmental and Department Chair Recommendations**

The departmental promotion and tenure committee reports the departmental recommendation to the department chair in writing, including all formal votes. A formal vote of the eligible voting faculty (EVF) in the department is required by the college. It is recommended that the department promotion and tenure not vote as a committee so that the members of the committee may participate in the vote of the EVF. If the committee does vote or make a formal recommendation to the faculty prior to the EVF vote, then the committee members may not participate in the EVF vote, consistent with university policy against double voting. The department chair writes a separate letter of recommendation that may or may not agree with the departmental recommendation, and the departmental review committee shall be informed of the department chair's recommendation. The department chair will include their recommendation and letter, along with the departmental recommendation and report, in all cases that are forwarded to the college. Cases shall be forwarded to the college for review if one or more of the conditions below are met:

- the review is mandatory, regardless of whether the recommendations at the department level were positive or negative. (A mandatory tenure decision is required for any tenure-track faculty member who is in the penultimate year of the probationary period, as specified in the individual's letter of intent; such a person must either be granted tenure or placed on a terminal appointment.)
- the review is elective and there is a positive recommendation from the department and/or the department chair, unless the candidate withdraws.
- the review is elective and the candidate requests that the dossier be forwarded despite negative recommendations from both the departmental committee and the department chair.

#### **4.3.7. Informing the Candidates**

Each person reviewed for contract renewal or for promotion and/or tenure shall be informed in writing by the department chair, before the department's recommendations are submitted to the college, as to whether a recommendation will be forwarded for that person and, if so, the nature of the recommendation or recommendations.



Faculty who are not being recommended for promotion and/or tenure by either the department or the department chair, or both, shall be informed in writing of the reasons. This information should be presented in a constructive manner and, where appropriate, should include guidance for improving performance in terms of the department's criteria for promotion and tenure.

The Dean shall inform in writing each candidate and the respective department chair and the college committee of the recommendation being forwarded to the Provost. When the Dean's recommendation for promotion and/or tenure is not the same as the departmental, department chair, or college P&T Committee recommendation, the Dean's recommendation and the reasons for the discrepancy shall be forwarded promptly in writing by the Dean to the department chair and to the candidate.

#### **4.3.8. Procedures for Faculty with PRS Responsibilities in Interdisciplinary Programs**

Promotion and tenure reviews of faculty who have PRS responsibilities dedicated to an interdisciplinary program follow the same review process as any faculty member with additional input from the interdisciplinary program. All such faculty have a tenure home within one of the departments or schools of the college but have a portion or nearly all of their teaching and service responsibilities assigned to the interdisciplinary program, rather than to the department. As such, their contributions may be highly visible to their colleagues in the interdisciplinary program and less visible within the department structures that are responsible for carrying out the review process. For this reason, additional considerations and actions are taken to ensure that evaluations fairly and appropriately encompass all of the faculty member's contributions.

Each interdisciplinary program has a program leader or director who coordinates the program and works with program faculty on curriculum and initiatives. Teaching assignments and service responsibilities within the program are made by the program director in consultation with the faculty member and their tenure home department. Leaders of the interdisciplinary programs are expected to provide written input to the department about the performance of PRS responsibilities to the program for any faculty member who has at least 25% of their PRS dedicated to an interdisciplinary program. When a program director whose appointment was made by the college is undergoing the review process, the Associate Dean of the college who has administrative responsibility for the interdisciplinary program will provide written input. Such input becomes part of the departmental review process and may be discussed in the department report and in the recommendation of the department chair. Program faculty in interdisciplinary programs are encouraged to maintain close contact with their tenure homes to ensure the impact of their scholarship is understood by their departments. Program leaders are expected to provide student course evaluation averages from comparable courses to home departments annually and during the review process. Faculty in interdisciplinary programs are encouraged to seek the advice of the program director when identifying names of external reviewers to share with their department. Department chairs must include experts in the candidate's interdisciplinary research area.

#### **4.3.9. College Level Review**

The mandate given the LAS College Promotion and Tenure Review Committee by the LAS Representative Assembly is as follows:

The committee shall concern itself with general modes and procedures for faculty promotions and tenure, and act as a review and advisory panel to the Dean on departmental promotion and tenure recommendations. It will not be as a P&T appellate committee for individual faculty members. (Approved by Representative Assembly, October 12, 1977.)

The LAS P&T Committee is comprised of six professors, two from each of the college's three divisions (humanities, sciences, and social sciences). The Executive Committee of the LAS Representative Assembly is responsible for identifying candidates for the college Promotion and Tenure Review Committee. The Executive Committee prepares a list of candidates for each vacancy on the college P&T Committee and submits to the Dean nominations for each opening. The Dean, at their discretion, may request additional nominations from the Executive Committee. After discussing all of these recommendations with the Executive Committee, the Dean selects the new LAS P&T Committee members and submits the appointments for ratification by the Representative Assembly. If any appointment fails to receive the approval of a majority of the Assembly, it is returned to the Executive Committee and the selection process begins anew.

It shall be the function of the committee to judge the merits of cases and to advise the Dean as to which candidates should be approved for promotion and/or tenure. Judgments will be based on the candidate's PRS and on the criteria and standards identified in the university and the college documents as well as those specified in the approved departmental document.

The committee's evaluations will be limited to review of those materials submitted by the department. Questions or requests for additional materials will be transmitted through the Dean's office; there shall be no direct communication between the committee and departments or candidates after a departmental recommendation has been submitted to the college.

The committee shall determine its own working rules and procedures and shall make available a written statement of these to faculty members through the Dean's office and the Representative Assembly.

The Dean will review the recommendations from the department, department chair, and the college review committee for each candidate and then write their own recommendation. The Dean's recommendation, along with the recommendations from the department, department chair, and college committee, will be forwarded to the Provost if any of the following conditions are met:

- a) the review is mandatory, regardless of whether the recommendations at the department level and college level were positive or negative.
- b) the review is elective and there is a positive recommendation from the college committee and/or the Dean, unless the candidate withdraws.
- c) the review is elective and the candidate requests that the dossier be forwarded despite negative recommendations from both the college committee and the Dean.

#### **4.4. Annual Reviews**

All faculty members (tenured, tenure-track, term, whether fulltime or part-time) will be evaluated annually (January 1 to December 31) for performance appraisal and development on the basis of their position responsibility statement. The evaluation is based on scholarship and contributions in teaching, research/creative activities, extension/professional practice, and institutional service as indicated in

each individual's position responsibility statement. Each faculty member's overall performance shall be evaluated as either satisfactory or unsatisfactory. The annual evaluation will serve as a basis for determining merit salary increases.

The annual faculty evaluation process is the responsibility of the department chair. Department chairs will follow the annual evaluation process as outlined in their departmental governance document. The annual evaluation process is finalized in a written document that is prepared by the department chair and signed by both chair and faculty member. The faculty member signs the evaluation as an acknowledgement of receipt, not as an endorsement of the evaluation.

A faculty member who disagrees with the evaluation may submit a written statement of concerns that will be appended to the evaluation. The faculty member may also appeal the evaluation through the established grievance procedures (FH 9.1) no more than 30 days following the occurrence of the last event being appealed.

For tenured faculty two consecutive unsatisfactory annual performance evaluations trigger a Post Tenure Review (Section 4.5), and for all faculty may also result in a charge of unacceptable performance as defined in the Faculty Conduct Policy (FH 7.2.2.6.1)

In the case of an unsatisfactory annual evaluation, the department chair, with the input of the faculty member, will develop an action plan to guide improved performance in accordance with the faculty member's PRS. The action plan must include the following elements: 1) a list of action items to be accomplished that are detailed, clear, and aligned with a timeline; 2) a specified date for a mid-term evaluation; and 3) a description of consequences if the action items are not completed by the designated timeline.

An annual review may occur while an action plan is in place. In such cases, the affected area(s) of performance shall be evaluated in terms of progress on the action plan. All other areas shall be evaluated in accordance with the departmental standards.

In the case of disagreement with an action plan resulting from an unsatisfactory annual performance evaluation or a below expectations post-tenure review, the faculty member or chair will notify the department action plan mediation committee within 10 working days from the date the faculty member received the written action plan that the mediation process will be initiated. The mediation committee's sole purpose is to examine the disputed parts of the action plan and offer a recommendation that may resolve the dispute. Any recommendations provided by the committee are non-binding. More details on the Action Plan Mediation Process are in FH 5.1.1.2.2.

The faculty member and chair are to review and discuss the recommendations and attempt to reach a resolution on the action plan. If an agreement between the faculty member and the department chair cannot be reached within five working days of the receipt of the recommendations, the matter will be forwarded by the party disagreeing with the proposed action plan to the LAS Dean for a final decision. The dean's decision is binding.

#### **4.5. Post-Tenure Review**

Faculty in each department are charged with developing and implementing a plan for peer review of each tenured faculty member in the unit. The review should address the quality of the faculty member's

performance in accordance with all position responsibility statements (PRSs) in effect during the period of the review in the areas of teaching, research/creative activities, extension/professional practice, and institutional and professional service.

Post-tenure review of each tenured faculty on full-time or part-time appointment will occur under the following guidelines:

- At least every seven years
- At the faculty member's request (but at least 5 years from last review)
- During the year following two consecutive unsatisfactory reviews.

Faculty members are exempted from their scheduled post-tenure review if: 1) they are being reviewed for higher rank during the same year, 2) they are within one year of announced retirement or are on phased retirement, or 3) they are faculty members who serve as department chair or whose title contains the term president, senior vice president and provost, or dean.

Based on the outcomes of the post-tenure review, the following actions will be taken:

- A "meeting expectations" post-tenure review recommendation may include suggestions for future development of the faculty member. 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. The action plan will be signed by all three parties. If agreement on the proposed action plan cannot be reached, the action plan will be negotiated following the procedures outlined for Action Plan Mediation in FH 5.1.1.2.2
- 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 review committee to develop a detailed action plan for performance improvement in areas deemed below expectations. The action plan will be signed by all three parties. If agreement on the proposed action plan cannot be reached, the action plan will be negotiated following the procedures outlined for Action Plan Mediation in FH 5.1.1.2.2. Failure to have the performance improvement plan in place by the time of the next academic year's annual performance review may result in a charge of unacceptable performance as defined in the Faculty Conduct Policy in FH 7.2.2.6.1.

The department chair will take several actions regarding post-tenure review:

- Review the post-tenure review report submitted.
- Discuss the post-tenure review report and its recommendations with the reviewed faculty member
- Provide a cover letter to the dean indicating agreement with the outcome of the report or a detailed explanation if there is disagreement with the report findings. In cases of disagreement, the explanation is also communicated to the post-tenure review committee and the candidate.

- Work with the reviewed faculty member and the chair of the review committee to develop the action plan for improving performance for those faculty who received a below expectations recommendation.
- Forward post-tenure review materials to the college.
- Post-tenure review does not change the university's commitment to academic freedom, nor the circumstances under which tenured faculty can be dismissed from the university. Grounds for dismissal for adequate cause remain those listed in the Faculty Handbook under FH Section 7. More details on post-tenure review process are found in the FH Section 5.3.4

#### **4.6. Review of Tenure-Eligible Faculty for Contract Renewal and/or Promotion and/or Tenure**

The majority of initial appointments at ISU will be “tenure-eligible” probationary appointments, most often at the rank of assistant professor. Assistant professors will generally receive an initial tenure-eligible probationary appointment for four years, with the possibility of renewal for another three years. The combined seven-year period is referred to as the full probationary period. Occasionally, initial appointments will be at the rank of associate professor or professor without tenure. These initial tenure-eligible appointments will also be for a specified term, which will constitute the probationary period.

##### **4.6.1. Policy on the Preliminary Evaluation of Tenure-Eligible Faculty**

###### **4.6.1.1. Time Line for the Probationary Period and Probationary Reviews**

Most new faculty in the College of Liberal Arts and Sciences are hired as assistant professors in tenure-eligible probationary appointments. The purpose of the full probationary period is to provide sufficient opportunity for the candidate to achieve the credentials required for promotion and tenure. The length of the full probationary period is specified in the Letter of Intent at the time of the initial appointment. Unless prior work at another university is formally credited on the Letter of Intent (LOI), the full probationary period is seven years (the probationary period can be extended under some circumstances, as specified in the university’s Faculty Handbook). This seven-year period is split into two contracts, the initial probationary contract, generally for four years, and the renewal probationary contract, generally for three additional years.

In addition to annual written reviews from the department chair, probationary faculty members will be formally reviewed in the penultimate year of their initial probationary contract (generally the third year of the initial four-year probationary appointment). One purpose of this review is to provide constructive and developmental feedback to probationary faculty members. A second purpose is to inform the decision of whether or not to reappoint the faculty member for the second term of their probationary period; consequently, this review is often referred to as the contract-renewal or preliminary review. Renewal of the probationary contract is dependent on a positive preliminary review.

If the outcome of the preliminary review is negative, the faculty member will be notified by May 15 in their penultimate year of the initial probationary contract that their contract will not be renewed. This action would define the upcoming and last year of the initial appointment as the terminal year of appointment at Iowa State University. If the outcome of the preliminary review is positive, the faculty member will be awarded a contract for a second probationary term (generally three years) that will extend to the end of the full probationary period. Faculty members whose probationary contracts are

renewed will receive a promotion and tenure review in the penultimate year of this second contract. A favorable promotion and tenure review would result in a new continuous contract as a tenured faculty member, and an unfavorable review would result in the final year of the second probationary contract becoming the terminal year of appointment at Iowa State University.

The exact length of first-term and second-term probationary contracts and the timing of the preliminary review vary somewhat depending on whether or not the faculty member is formally credited for work at prior universities, as documented on the LOI. The following subsections describe the lengths of probationary contracts and the timing of the preliminary review given different amounts of time formally credited on the LOI.

**4.6.1.1.a. Time Line for Faculty Members Receiving No Credit for Prior Work**

The initial probationary contract for new tenure-eligible assistant professors who do not formally receive credit for prior work at another university will be for four years. These probationary faculty members will be formally reviewed in the in the third year of their initial four-year probationary contract. If the outcome of this review is negative, the faculty member will be notified by May 15 in their third year of the initial probationary contract that their contract will not be renewed. This action would define the upcoming fourth year of the initial appointment as the terminal year of appointment at Iowa State University. If the outcome of the preliminary review is positive, the faculty member will be awarded a contract for a second probationary period of three years. The faculty member would receive a promotion and tenure review in the second year of the second probationary contract (sixth year at ISU). A favorable promotion and tenure review would result in a new continuous contract as a tenured faculty member, and an unfavorable review would result in the final year of the second probationary contract (seventh year at ISU) becoming the terminal year of appointment at Iowa State University.

**4.6.1.1.b. Time Line for Faculty Members Receiving One Year Credit for Prior Work**

For faculty members who *formally* receive one year of credit for prior work at other universities, the initial probationary period will be for four years and the contract renewal review will occur during their third year of employment at ISU. If the outcome of this review is negative, the faculty member will be notified by May 15 in their third year of service that their initial probationary contract will not be renewed. This action would define the upcoming fourth year of the initial appointment as the terminal year of appointment at Iowa State University. This is exactly the same time line as for faculty not receiving credit for prior work.

The one year of credit is given in the second term of the probationary period. Consequently, faculty members who receive one year of credit and have a favorable preliminary review will receive a two-year contract for the second term of their probationary period, reflecting the one year of credit on the tenure clock that they received. The promotion and tenure review for these faculty members will occur no later than their fifth year at ISU. A favorable promotion and tenure review would result in a new continuous contract as a tenured faculty member, and an unfavorable review would result in the final year of the second probationary contract (sixth year at ISU) becoming the terminal year of appointment at Iowa State University.

#### **4.6.1.1.c. Time Line for Faculty Members Receiving Two Years Credit for Prior Work**

For faculty members who *formally* receive two years of credit for prior work at other universities, the initial probationary period will be for three years and the contract renewal review will occur during their second year of employment at ISU. The research programs of faculty members given two years of credit will be sufficiently mature to justify review in the second year of employment at ISU. If the outcome of this review is negative, the faculty member will be notified by May 15 in their second year of service that their initial probationary contract will not be renewed. This action would define the upcoming third year of the initial appointment as the terminal year of appointment at Iowa State University. For these faculty members, a favorable preliminary review will result in a two-year contract for the second term of their probationary period. The promotion and tenure review for these faculty members will occur no later than their fourth year at ISU. A favorable promotion and tenure review would result in a new continuous contract as a tenured faculty member, and an unfavorable review would result in the final year of the second probationary contract (fifth year at ISU) becoming the terminal year of appointment at Iowa State University.

#### **4.6.1.2. General Policies Governing Preliminary Reviews**

Preliminary reviews and decisions about contract renewal are based primarily on performance in scholarship and in any assigned position responsibilities in teaching, research/creative activities, extension/professional practice, and/or institutional service. A faculty member is expected to perform effectively in all areas of professional activity and to uphold the values and follow the guidelines of professional ethics from the university and the discipline. In addition, a faculty member is expected to establish a foundation and trajectory in scholarship during the first probationary period that, if continued, should lead to documented excellence in scholarship at the time of the promotion and tenure review.

#### **4.6.1.3. Departmental and Department Chair Recommendations**

Departmental and chair recommendations will generally fall into one of the following categories:

- Renew contract for second probationary term with no reservations or concerns.
- Renew contract for second probationary term with no strong reservations but with specific issues to be addressed.
- Renew contract for second probationary term with reservations and identify specific areas requiring remediation.
- Do not renew the contract for a second probationary term, with reasons specified.

#### **4.6.1.4. Supporting Documentation for Departmental Recommendations**

Required documentation within each area of position responsibilities is specified in Section 3 of this document. This is reported to the college using the appropriate template available on the college's website.

#### **4.6.1.5. College Expectations for Scholarship for Contract Renewal**

Contract renewal decisions are based primarily on evidence of a foundation and trajectory in scholarship that would predict the achievement of excellence in scholarship by the time of the promotion and

tenure review. The expectations for the demonstration and evaluation of scholarship performed substantially at ISU within each professional domain (this would include books and other major works based on the dissertation but written at ISU) are described in Section 4.2.

The department is expected not only to summarize the candidate's contributions to the scholarship but to also address the quality and impact of this work. Unlike promotion and tenure reviews, preliminary reviews should not solicit or use external referees.

#### **4.6.1.6. College Review**

Based on a thorough review of the departmental recommendation, department chair recommendation, and all supporting documentation, the Dean will make a decision about contract renewal. This decision may or may not agree with the recommendations from the department and the chair. The Dean will communicate their decision to the department chair in writing. If the Dean's decision differs from the recommendations their rationale for the different judgment will be included in the written notification to the chair.

#### **4.6.1.7. Informing the Candidates**

The department chair shall inform each candidate in writing about the recommendations that will be forwarded to the college before the recommendations are actually submitted. Faculty members who are not being recommended for renewal by either the department or the department chair, or both, shall be informed in writing of the reasons. This information should be presented in a constructive manner.

After receiving the Dean's decision, the department chair will write a letter to the faculty member communicating the outcome of the preliminary review. The letter will clearly state the decision regarding contract renewal and the reasons for that decision. If the contract will be renewed, the letter will also provide suggestions for improvement in preparation for the later promotion and tenure review. The Dean will be copied on this letter. For contract renewals, a new Letter of Intent for the second term of the probationary period will be attached to the copy of the chair's letter that is forwarded to the college. For negative decisions, the chair's letter will clearly communicate that the contract will not be renewed and that the remaining year on the active contract will be the candidate's last year of employment at ISU. The chair should also inform the eligible voting faculty of the outcome of the review.

#### **4.6.1.8. Materials Forwarded by the College to the Provost**

The Dean will communicate the review decision and forward to the Provost the complete Preliminary Review Dossier and a copy of the letter from the chair to the candidate communicating the outcome of the review to the candidate.

### **4.6.2. Policy on the Evaluation of Tenure-Eligible Faculty for Promotion and/or Tenure**

#### **4.6.2.1. Time Line for Evaluation of Tenure-Eligible Faculty for Promotion and/or Tenure**

Most new faculty in the College of Liberal Arts and Sciences are hired as assistant professors in tenure-eligible probationary appointments. For further discussion see section 4.6.1.1.

An individual recommended for promotion to the rank of associate professor typically will be in the sixth year of the probationary period. This period of time in rank is necessary for most faculty members to



demonstrate that the requirements for promotion to the higher rank have been met, but do not preclude earlier promotions.

#### **4.6.2.2. General Policies Governing Promotion and Tenure Reviews**

Promotion and Tenure Reviews are based primarily on performance in scholarship and in any assigned position responsibilities in teaching, research/creative activities, extension/professional practice, and/or institutional service.

Associate professor is a high academic rank that embodies significant responsibilities in achieving the university's missions. Major among the associate professor's responsibilities is to establish personal preeminence in their discipline or cross-disciplinary area. Such is accomplished by establishing and refining their professional program in the university and elsewhere, developing a high degree of performance in professional activities, and attaining a level of utmost disciplinary competence. 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; and
- satisfactory institutional and professional 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. In particular, promotion to associate professor with tenure requires excellence in scholarship that establishes the person as a significant contributor to their field with potential for national distinction, as demonstrated by the candidate's quantity and quality of scholarship, trajectory of scholarship, and evidence of increasing national stature based on scholarship.

#### **4.6.2.3. Departmental and Department Chair Recommendations**

For each candidate for the department will provide a listing of votes for or against promotion. In particular the department will report the number of eligible faculty who vote yes, no, abstain, absent and on leave. The chair will provide a separate recommendation.

#### **4.6.2.4. Supporting Documentation for Departmental Recommendations**

See section 4.6.1.4.

#### **4.6.2.5. College Review**

As described in section 4.3.9, the recommendations from the department are forwarded to the LAS P&T committee. Recommendations from this committee are forwarded to the Dean. And as further described in section 4.3.9, the Dean will review the recommendations from the department, department chair, and the college review committee for each candidate and then write their own recommendation to the Provost.

#### **4.6.2.6. Informing the Candidates**

See section 4.3.7.

#### **4.6.2.7. Materials Forwarded by the College to the Provost**

The Dean will communicate the promotion and tenure decision and forward to the Provost the complete P&T Dossier and a copy of the letter from the chair to the candidate communicating the outcome of the review to the candidate.

#### **4.7. Review of Tenured Faculty for Promotion to Professor**

##### **4.7.1. Time Line for Promotion to Professor**

Neither Iowa State University nor the College of Liberal Arts and Sciences require a minimum length of time in rank prior to promotion

##### **4.7.2. General Policies Governing Promotion Reviews**

Promotion reviews are based primarily on performance in scholarship and in any assigned position responsibilities in teaching, research/creative activities, extension/professional practice, and/or institutional service.

Professor is the highest academic rank in the university and carries with it responsibilities beyond those of lower ranks. A professor should be recognized by their professional peers within the university, as well as nationally and/or internationally, for the quality of the contribution to their 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; and
- significant institutional and professional service.

There is no set time-line for a faculty member to demonstrate the three criteria identified above. The faculty member's entire academic career must be considered in the evaluation of whether or not the candidate has met these criteria. A recommendation for promotion to professor also must be based upon an assessment of the record, since the last promotion, regardless of the institution that granted the promotion. The candidate is expected to have made contributions of appropriate magnitude and quality and demonstrated the ability to sustain contributions to the field or profession and to the university.

Foremost among the faculty member's responsibilities in this rank are maintenance of preeminence in a discipline or cross-disciplinary area. Professors are expected to provide leadership in the department and University. Some examples of leadership include the following: initiating program improvements both on and off the university campus, engaging in activities related to effectiveness of the department, the college and the university, such as chairing standing and *ad hoc* committees, service as a mentor for faculty of lower rank, promoting enthusiasm, cooperation and rapport among colleagues in an environment allowing for professional disagreement and enhancing development and effectiveness of relevant disciplines (e.g., holding office in professional societies, chairing symposia, editorial review for professional journals and professional presentations for the general public).

Promotion reviews are initiated in the tenure-home department. For advancement for professor, the eligible faculty is comprised of all professors in the department. See also section 4.6.2.2.

#### **4.7.3. The Departmental Promotion Review Policy Document**

See section 4.3.5.

#### **4.7.4. Departmental and Department Chair Recommendations**

See section 4.6.2.3.

#### **4.7.5. Supporting Documentation for Departmental Recommendations**

See section 4.6.1.4.

#### **4.7.6. College Expectations for Scholarship for Promotion and Tenure**

See section 4.6.2.6.

#### **4.7.7. College Review**

See section 4.3.9.

#### **4.7.8. Informing the Candidates**

See section 4.3.7.

#### **4.7.9. Materials Forwarded by the College to the Provost**

See section 4.6.2.7.

### **4.8. Review and Evaluation of Administrators**

#### **4.8.1. Evaluation of Department Chairs**

Reviews of department chairs will be carried out by the department and the college consistent with the governance document of each department. All chairs will be reviewed by the department faculty by at least the end of the second year of their appointment.

The department chair is appointed by the dean, in consultation with the departmental faculty, for a term of three to five years. Candidates for the position of department chair must have credentials sufficient for tenure and the appropriate rank in the department. Appointments are renewable.

At the beginning of the final year of the department chair's appointment, the dean will meet with the chair to evaluate their performance. If the dean wishes to renew the appointment and if the chair is willing to be considered for reappointment for another term, the dean will meet with the faculty to discuss the reappointment and will solicit input from the faculty. The faculty will make a recommendation to the dean, in the manner designated by the departmental governance document. The dean will take the faculty recommendation into account in making the reappointment decision.

#### **4.8.2. Dean Evaluation Procedure**

The provost will initiate a faculty evaluation of the college dean and their administrative organization at least once every five years. The following procedures shall be followed in the faculty review and evaluation process:

The focus of the evaluation shall be on the performance of the dean and their administrative units, considering:

- the college mission statement and strategic plan;
- leadership in developing, articulating and implementing improvements in college teaching, research, and outreach programs;
- progress in acquiring financial support and high-quality faculty and staff to achieve program objectives and effectively administer those programs;
- relationships with college faculty, staff and students, administrators in the college of Liberal Arts and Sciences and related colleges, and stakeholders; and
- other topics requested by the provost when the evaluation process commences.

The Dean Evaluation Committee shall consist of four college faculty members, two selected by the LAS Faculty Senate Caucus, and two selected by the LAS College Representative Assembly after soliciting nominations from all college faculty, and one evaluator outside of LAS, preferably with college administrative experience, selected by the LAS Faculty Senate Caucus. The members of the committee will reflect the disciplinary diversity of the college. The review and evaluation procedure shall consist of:

- a self-assessment by the dean, which will be distributed to the college faculty after being discussed with and reviewed by the Evaluation Committee;
- an Evaluation Committee assessment of the college goals and progress toward those goals. Input shall be solicited from faculty, administrative unit leaders in the college and related colleges, department chairs, selected student leaders, and others who are knowledgeable regarding the functioning of the college;
- an Evaluation Committee report on the review and evaluation of the functioning of the college, which will be made available to the faculty; and
- a confidential Evaluation Committee report on their review and evaluation of the performance of the dean, which shall be provided to and discussed with the dean and the provost, and held in the dean's personnel file

## **5. Policy on Term Faculty Appointment, Renewal, and Advancement**

### **5.1. Principles of implementation**

#### **5.1.1. Faculty Handbook as governing document**

The following policies are based on Faculty Handbook Sections 3.3.2, 5.4, and their subsections. The Faculty Handbook sets university policy. This section contains policies on term faculty in the College of Liberal Arts and Sciences consistent with the Faculty Handbook. Departmental governance documents must follow all of the requirements set forth in both.

#### **5.1.2. Inclusion of term faculty in shared governance**

The Faculty Handbook states, "As members of the general faculty, all term faculty have full rights of academic freedom and participation in shared governance" (FH 3.3.2).

Departments should take seriously the full rights of participation for term faculty in shared governance as outlined in the Faculty Handbook. The College of Liberal Arts and Sciences allows term faculty to participate fully in all college-level shared governance activities that do not involve the evaluation of research by tenured and tenure-eligible, and adjunct faculty (e.g., promotion and tenure, and evaluation of FPDAs). The College recommends a similar practice for departments.

## **5.2. Appointments**

Departments must abide by the restrictions on the PRS noted in the full descriptions of term faculty appointments. These restrictions require that a certain percentage of the faculty member's effort must support the aspect of the university's mission to which the appointment is primarily related. The full description for each of the titles is in FH 3.3.2.2.

### **5.2.1. Term faculty titles**

#### **5.2.1.1. Teaching faculty**

The primary responsibility of teaching faculty is to contribute to the teaching mission of the university. These positions must include a significant element of instruction; additional responsibilities may include advising, curriculum coordination, leadership of multi-section classes, and other responsibilities related to the teaching mission. All Teaching faculty must devote at least 75% of their time to instruction, advising, curriculum coordination and other responsibilities related to the teaching mission.

#### **5.2.1.2. Practice faculty**

Practice faculty must have significant relevant professional experience outside of academia that qualifies them to contribute to instruction and/or advising. Their primary responsibility is teaching in their area of professional expertise and related institutional and professional service. All Professor of Practice faculty must devote at least 75% of their time to teaching in their area of expertise and related institutional and professional service.

#### **5.2.1.3. Adjunct Faculty**

Adjunct appointments may be appropriate for facilitating the university's aims to hire and retain excellent faculty, including dual-career couples; to carve out new areas of academic expertise; and to attract experts on extramural grants and contracts.

#### **5.2.1.4. Clinical Faculty**

Clinical faculty provide or oversee the delivery of professional services to individual patients or clients, and teach 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.

#### **5.2.1.5. Research Faculty**

Research faculty primarily engage in externally funded research, and they must have opportunity to move toward research independence. At least 10%, but no more than 20%, of a research faculty member's salary shall be paid from the general fund.

#### **5.2.1.6. Distinguishing teaching faculty and practice faculty**

Practice and teaching faculty both have a primary responsibility of teaching and related service. The teaching titles are appropriate when the faculty member's primary qualification for the position is academic. The practice titles are appropriate when the primary qualification for the position is professional experience that is not academic in nature. Practice faculty may hold a graduate degree, but that degree is not the primary basis of their appointment. Practice faculty may also have significant service responsibilities unrelated to teaching or advising, but related to their field of professional expertise.

#### **5.2.1.7. Distinguishing Lecturer and Assistant Teaching Professor titles**

Lecturer and Assistant Teaching Professor both indicate teaching positions. The difference between them is a matter of contract length. Lecturers are on contracts of one year or less. Assistant Teaching Professors are on multi-year contracts (FH 3.3.2.2). Teaching professor appointments of any rank in the College of Liberal Arts and Sciences are for a minimum of three years.

The title of faculty members employed as lecturers, when renewed after three academic years of continuous employment as a faculty member at ISU, will change to Assistant Teaching Professor. In the College of Liberal Arts and Sciences, renewal beyond the third year requires both a continuing need, available funds, and a review by peer faculty. The title change is not a new appointment, nor is it an advancement (FH 3.3.2.3).

In the College of Liberal Arts and Sciences, faculty members may have an initial appointment as Assistant Teaching Professor if they have a multi-year contract and appropriate experience.

### **5.2.2. Searches**

In the College of Liberal Arts and Sciences, a faculty hiring committee is required for all tenure-track faculty searches. A faculty hiring committee is also required for term faculty searches whose initial appointments are greater than one year. Hiring committees for term faculty do not require the participation of members external to the department.

The College does not require a faculty hiring committee for searches for term faculty hired on contracts of one year or less. When a hiring committee is required, diversity training for that committee is required as outlined in 3.1.2.

### **5.2.3. Minimum Qualifications**

Departments within the College of Liberal Arts and Sciences shall establish minimum qualifications for term faculty appointments in accordance with FH 3.1.3, and the college policies in this document.

Minimum qualifications are for the initial appointment. Different minimal qualifications shall not be required for term faculty advancement.

#### **5.2.3.1. Teaching faculty**

The minimum qualification in the College of Liberal Arts and Sciences for teaching faculty is a graduate degree appropriate to the fields in which they will teach. In the hiring of teaching faculty, individual departments may list a terminal degree as a preferred qualification, but they may not list a terminal degree as a required qualification. A terminal degree may not be used as a criterion for advancement.

### **5.2.3.2. Practice faculty**

The minimum qualification in the College of Liberal Arts and Sciences for practice faculty is a bachelor's degree and appropriate professional experience for the fields in which they will teach. A graduate degree may not be used as a criterion for advancement. The PRS may not require that practice faculty continue professional practice outside the university.

### **5.2.3.3. Research faculty**

The minimum qualification in the College of Liberal Arts and Sciences for term research faculty is a terminal degree appropriate to the discipline in which they will perform research.

### **5.2.3.4. Adjunct faculty**

The minimum qualification in the College of Liberal Arts and Sciences for adjunct faculty is a graduate degree appropriate to the program in which they will teach. Individual departments may require terminal degrees as a required qualification in the hiring of adjunct faculty.

### **5.2.3.5. Clinical faculty**

The minimum qualification in the College of Liberal Arts and Sciences for clinical faculty is a graduate degree appropriate to the discipline in which they will teach. Individual departments may list terminal degrees as a required qualification in the hiring of clinical faculty.

### **5.2.3.6. Waivers**

In exceptional circumstances, departments may seek a waiver from the Dean in order to depart from the established minimum qualifications. A waiver of the standard minimum qualifications for a position must occur prior to advertisement of the position. A waiver of the stated minimum qualifications cannot be granted for a candidate who does not meet the minimum qualifications advertised.

If a faculty member is hired under a waiver of minimum requirements, the usual minimum requirements cannot be required for their advancement.

## **5.2.4. Contract Length**

### **5.2.4.1. Lecturers**

Lecturers are short-term teaching faculty appointments, and shall have a contract length of one year or less. Such contracts are renewable for up to three years of continuous service. The College does not require a faculty committee for the hiring of faculty as lecturers.

After three years of continuous service, Lecturers who are renewed will be renewed as Assistant Teaching Professors with three-year contracts following a peer review process specified in the governance document. The change in title and contract length is not an advancement, and will not normally lead to changes in the PRS or FTE of the appointment. Renewals as a lecturer, i.e. an additional short-term appointment prior to renewal as Assistant Teaching Professor, shall follow the process specified by departmental governance documents. The College does not require peer review for renewal as lecturer during the first two years after initial appointment.

Term faculty at the Lecturer rank require a notice of three months of intent not to renew.

#### **5.2.4.2. Assistant term professors**

Practice, clinical, research, and adjunct faculty at the assistant rank shall have a contract length of one or three years. After three years of continuous service, subsequent contracts shall be for three years.

Assistant Teaching Professors shall have three-year contracts. The College of Liberal Arts and Sciences requires a faculty committee for the hiring of faculty whose initial appointment at ISU is as an Assistant Teaching Professor. The College requires a faculty peer review for faculty renewed as Assistant Teaching Professors.

Assistant term faculty on three-year contracts will undergo a peer review process in their department during the second year of their contract.

Assistant term professors are eligible for advancement to the associate rank after five years of service at the assistant/lecturer rank, inclusive of all service under either title. Faculty may receive credit for time served at other institutions at the time of initial appointment. Assistant term professors who are eligible for advancement are not required to pursue advancement.

#### **5.2.4.3. Associate term professors**

Associate term professors shall have a contract length of three years with renewal reviews conducted in the second year of each contract period.

#### **5.2.4.4. Term professors**

Term professors shall have a contract length of five years with renewal reviews conducted in the fourth year of each contract period.

#### **5.2.4.5. Term faculty on one-time funds**

Lecturer positions may be paid for with one-time funds with College approval. Assistant Professor of Practice and Assistant Clinical Professor positions may be on one-time funds if their contract is two years or less. Assistant Teaching Professor positions and all term faculty appointments at the rank of associate professor or professor must be on permanent funds.

### **5.2.5. Term Faculty in the Graduate College**

The Graduate College sets its own policies on the roles that term faculty may adopt within the Graduate College and the procedures for admitting them into those roles. The College of Liberal Arts and Sciences does not hire term faculty for the purpose of teaching at the graduate level, although term faculty may occasionally be asked to do so. Below is a summary of the Graduate College's policies.

#### **5.2.5.1. Associate members of the Graduate Faculty**

Any full member of the graduate faculty may nominate a term faculty member for Graduate Faculty associate membership. Associate members of the Graduate Faculty must have demonstrated competence for pursuing creative work by completing a research doctorate or the highest degree appropriate to their discipline from an accredited or internationally recognized institution. In rare circumstances, individuals without the required degree may be eligible for Graduate Faculty associate membership when they have a demonstrated record of impactful creative work that establishes equivalent experience (Graduate Handbook Appendix G: Graduate Faculty Membership & Associate Membership, Section G.2). Procedures for nomination are included in the Graduate Handbook.



Graduate Faculty associate membership allows an ISU employee who has been appointed to a faculty rank to serve as a co-major professor or a committee member, and to teach graduate-level (5XX/6XX) courses.

#### **5.2.5.2. Graduate Teaching**

A term faculty member who does not have a terminal degree may be allowed to teach a graduate course if they are nominated and approved to do so by the Graduate College. Nominees need to have a degree comparable to the level of class they will be teaching. These individuals will be able to teach 5XX courses on a temporary basis if they have a master's degree. Individuals approved to teach who are not members of the graduate faculty are not eligible to serve on POS committees.

### **5.3. Advancement Criteria and Procedures for Term Faculty**

#### **5.3.1. Advancement and the PRS**

The PRS for term faculty will be developed and maintained in accordance with section 3.3.

#### **5.3.2. Criteria for advancement**

##### **5.3.2.1. Advancement to Associate Teaching Professor**

Term faculty are eligible for promotion to the associate rank after completing five years of employment as a faculty member at ISU (at any FTE) including credited experience elsewhere (see FH 5.4.1.3). Faculty may apply for advancement at the beginning of their sixth year. Credit for experience at other institutions shall be determined at time of initial appointment.

To be eligible for promotion to Associate Teaching Professor, the faculty member must also have (see FH 3.3.2.3):

- a record of success in executing the primary responsibilities identified in their PRS. A record of success should include a positive peer review evaluation of their teaching and evidence of pedagogical development, which can include things such as: use of creative teaching techniques, responsiveness to course assessments, innovative use of technology, or work with campus partners; and
- promise of further academic and professional development as a scholarly teacher. Scholarly teaching is distinct from scholarship and requires command of the subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments to promote student learning (FH 5.2.2.3.1).

##### **5.3.2.2. Advancement to Teaching Professor**

To be eligible for promotion to Teaching Professor, a faculty member must have:

- proven and sustained excellence in the primary responsibilities identified in their PRS;
- and shown effectiveness in any other areas of their PRS (see FH 3.3.2.3).

To advance to the title of Teaching Professor, the College of Liberal Arts and Sciences expects faculty members to participate in the mission of the university beyond routine classroom teaching in a sustained and substantial manner. They may engage the broader mission through non-routine

classroom teaching or other kinds of service. Contributions supportive of advancement may include, but are not limited to:

- A record of significant curriculum improvement and development, including things such as collaborative courses and programs, innovative use of technology, and pedagogical innovation;
- Course or program coordination for multi-instructor courses;
- Substantial student service (e.g., advising individual students and student organizations, mentoring, service on graduate student committees, leading learning communities);
- A record of substantial and meaningful service to the department, university, or profession;
- A leadership role in a department, the college, or the university; and
- A record of involvement in department life and responsiveness to department needs.

Contributions to the professional field are not required, but may support advancement to the professor rank when related to the PRS. Career contributions will not offset deficiencies in PRS performance.

#### **5.3.2.3. Advancement of practice faculty**

Advancement of practice faculty shall follow standards similar to those for teaching professors, above. The PRS may not require that practice faculty continue professional practice outside the university.

To advance to the title of Professor of Practice, the College of Liberal Arts and Sciences expects faculty members to participate in the mission of the university beyond routine classroom teaching in a sustained and substantial manner. They may engage the broader mission through non-routine classroom teaching or other kinds of service. Contributions supportive of advancement might include, but are not limited to:

- Interaction with internal and external audiences;
- Mentoring students or connecting them to professional opportunities;
- Significant professional service of benefit to the university;
- Substantial student service (e.g., advising individual students and student organizations, mentoring, service on graduate student committees, leading learning communities);
- A record of substantial and meaningful service to the department, university, or profession;
- A leadership role in a department, the college, or the university; and
- A record of involvement in department life and responsiveness to department needs.

Practice faculty may include professional contributions related to their PRS in applications for advancement.

#### **5.3.2.4. Advancement of research faculty**

Advancement for research faculty requires a level of scholarly productivity and independence similar to that required of tenure-stream faculty of the same rank in their field (FH 3.3.2.2).

To advance to the Research Professor title the College of Liberal Arts and Sciences expects research faculty members to participate in the mission of the university beyond the narrow administration of their grants in a sustained and substantial manner. Contributions supportive of advancement might include, but are not limited to:

- Supervising graduate students;
- Serving on graduate committees;
- Service on university committees that evaluate grants or grant proposals
- Substantial student service (e.g., advising individual students and student organizations, mentoring, service on graduate student committees, leading learning communities);
- A record of substantial and meaningful service to the department, university, or profession;
- A leadership role in a department, the college, or the university; and
- A record of involvement in department life and responsiveness to department needs.

External letters are required for research faculty to advance.

#### **5.3.2.5. Advancement of clinical faculty**

There currently are no clinical faculty in the College of Liberal Arts and Sciences. Any department wishing to appoint a clinical faculty member will need College approval of its criteria for appointment, renewal, and advancement prior to any faculty search/appointment.

Clinical faculty seeking advancement to the rank of Clinical Professor need to have contributed to the mission of the university beyond routine performance of clinical and teaching responsibilities, as with the other categories of term faculty.

#### **5.3.3. Procedures for advancement**

##### **5.3.3.1. Advancement Template**

Term faculty members will use the College of Liberal Arts and Sciences Term Faculty Advancement Template in submitting their materials for advancement. This template will be available to all faculty on the College's webpage.

The department chair completes the cover sheet of the template. Sections 1 and 2 are the responsibility of the candidate, in consultation with the department evaluation committee or chair. The candidate and the department should both review and approve these sections for factual accuracy.

Section 3 includes two parts. The department peer review committee writes the first part, independently of the candidate. The second part is the chair's recommendation.

Once the dossier is complete, sections 1 and 2 will continue to be available to the candidate; Section 3 is a confidential document and will not be available to the candidate.

##### **5.3.3.2. Departments establish criteria and procedures for advancement**

Departments shall clarify as necessary the criteria and procedures for advancement to term faculty ranks in their departments in a manner consistent with the Faculty Handbook and College policy.

Departments shall seek the involvement of term faculty in their departments in establishing these criteria.

#### **5.3.3.3. Evaluation of teaching**

Faculty peers will form judgments of teaching excellence according to criteria established in the department. Methods and metrics for evaluating teaching performance may include class visits, course materials, student outcomes, student evaluations of teaching, and other relevant sources identified by departments. The methods and metrics of evaluating teaching performance shall be the same for term faculty and tenure-stream faculty. Student evaluations of teaching are required, but on their own, they are insufficient evidence of teaching quality. As noted in the section on PRS statements, in advancement decisions teaching performance will have greater weight for faculty with significant teaching responsibilities than for faculty with lower teaching responsibilities.

#### **5.3.3.4. Committee composition and departmental vote**

The review procedure shall include a faculty peer review committee including both tenured and term faculty as specified in the department governance document. Tenured and term faculty at the rank of associate and above are eligible to serve on committees for advancement from the assistant to associate rank. Tenured (full) Professors and term (full) professors are eligible to serve on committees for advancement from the associate to the (full) professor rank for term faculty (FH 5.4.1.3). In departments where the term faculty member under review selects a member of their review committee, that faculty member may waive the requirement that term faculty serve on the committee. Departments may not exclude term faculty from voting or committee eligibility with respect to the advancement process of term faculty.

Each department governance document will specify the process by which the department votes on advancement for term faculty. Faculty who are eligible to vote will have access to a written evaluation by the faculty peer review committee. Department votes shall be by the faculty eligible to serve on the faculty peer review committee. The guiding principle of “one person-one vote” applies to voting on advancement for term faculty, as it does to voting on tenure and promotion for tenured/tenure-eligible faculty (see FH 5.2.4.1). This principle indicates that if a faculty member votes to make a recommendation on advancement as a member of the committee, the faculty member cannot vote again at the department level. The department vote shall be forwarded to college with the other advancement materials.

The faculty peer review committee reports in writing to the chair the results of its review, including all formal votes, if taken.

#### **5.3.3.5. Department chair**

The department chair will make an independent evaluation of the advancement case informed by the faculty peer review committee report, along with the department discussion and vote.

The chair may decide to support or not support the advancement. The chair will explain to the candidate in writing both the faculty peer review committee’s recommendation (if any), results of the faculty vote, and the chair’s recommendation before these are submitted to the college. The chair should provide

constructive assessment of the candidate's performance that includes feedback designed to aid the candidate in improving their performance.

If the chair decides to support the advancement, the chair will submit the peer review committee's report along with the chair's letter of recommendation to the Dean with the department vote.

If the chair decides not to support the advancement, the candidate may withdraw their application for advancement, or they may request that the chair submit the request for consideration by the Dean. There is no penalty for withdrawing an application for advancement, and the candidate may resubmit the application during any future advancement cycle once the advancement portfolio has improved. There is no penalty for requesting that the materials go forward.

Advancement and renewal are separate processes. A decision not to support advancement may not be used as a basis for non-renewal. However, the peer review process used to inform the advancement recommendation may also inform renewal decisions.

#### **5.3.3.6. College Review**

The Dean will make an independent evaluation of the advancement case informed by the department evaluation. The Dean will seek input from the college leadership team to review the materials and make a recommendation.

The Dean will inform the candidate in writing before the college's recommendations are submitted to the Provost for consideration.

Faculty who are not recommended for advancement will be informed by the Dean in writing. This information should be presented in a constructive manner and, where appropriate, should include guidance for improving performance in terms of the college's criteria for advancement. Faculty not recommended for advancement can request that their materials go forward to the Provost for further review at the university level. Faculty who are supported for advancement will have their materials automatically forwarded to the Provost. There is no penalty for faculty who are not recommended for advancement.

#### **5.4. Renewal Reviews**

The primary bases for renewal of term faculty appointments are performance of the responsibilities identified in the PRS and continuing need of the unit. The College and departments determine continuing need based on course demand, curricula, strategic priorities, and the availability of financial support. Performance will be evaluated by a group of faculty peers using measures such as class visits, course materials, student outcomes, student evaluations of teaching, and other relevant sources identified by departments.

In renewal decisions, teaching performance will have greater weight for faculty whose PRS require a greater proportion of their effort be devoted to teaching than for faculty with lower teaching responsibilities.

### **5.4.1. Timing of renewal reviews**

#### **5.4.1.1. Annual reviews**

All faculty, including term faculty, must receive annual reviews from the department chair or designee in accordance with policies specified in department governance documents and FH 5.1.1.2.

Annual reviews may inform departmental peer reviews for advancement and renewal in accordance with processes specified in department governance documents.

#### **5.4.1.2. Contract renewal of faculty on contracts of one year or less**

Annual reviews may be used as the basis for renewal of appointments of one year or less.

Term faculty on contracts of one year or less must undergo a peer review before the end of their third year of continuous service from their initial appointment date (FH 5.4.1.2). During the first two years of initial appointments, departments may choose to let the chair, a designee, or a faculty peer review committee conduct that review. In the College of Liberal Arts and Sciences, renewal beyond the third year and subsequently requires both a peer review and continuing need.

Lecturers, and other term faculty on one-year contracts, must be reviewed by an appropriate faculty committee and notified of an intent to renew or not renew at least 90 days before the end of their third year of continuous service. Typically this requires notification of intent to renew or not renew by February 15<sup>th</sup>.

#### **5.4.1.3. Term faculty on multi-year contracts**

The faculty handbook requires that, after three years of continuous service, term faculty receive one year of notice before non-renewal. Therefore, the College requires renewal reviews for faculty on multi-year contracts in the penultimate year of the contract. Thus, faculty on three-year contracts should be reviewed at the end of the second year; and faculty on five-year contracts should be reviewed at the end of the fourth year.

### **5.4.2. Process for renewal reviews**

Renewal reviews are a peer review process. The review procedure shall include a faculty peer review committee including both tenured and term faculty as specified in department governance document. Tenured faculty and term faculty at the rank of associate and above are eligible to serve on renewal committees (FH 5.4.1.2). In departments where the term faculty member under review selects a member of their review committee, that faculty member may waive the requirement that term faculty serve on the committee.

#### **5.4.2.1. Department votes**

The guiding principle of “one person-one vote” applies to voting for renewal of term faculty, as it is does to voting for advancement for tenured/tenure-eligible faculty (see FH 5.2.4.1). A faculty member who votes to make a recommendation on renewal as a member of a renewal review committee cannot vote again in the department meeting.

If a department governance document specifies that the faculty as a whole votes on renewal, it shall be a vote of all faculty eligible to serve on the faculty peer review committee. If a department governance

document specifies that only a committee review is needed for renewal, no departmental vote is needed.

#### **5.4.2.2. Renewal for research faculty**

In order for research faculty members to be eligible for re-appointment, they must demonstrate research and scholarly productivity commensurate with tenure-stream faculty of the same rank, and must demonstrate independence as appropriate for their rank in their field (FH 3.3.2.2).

Since research faculty are expected to obtain the majority of their funding from external sources, the term appointments for research faculty must be contingent upon the availability of external funding. If a term research faculty member needs to be terminated before the end of their contract due to insufficient funding, the term-faculty member will be given a three-month notice of the termination. During the three months before termination, the faculty member's college will be responsible for providing any portion of the faculty member's salary not provided by external research grants, the faculty member's incentive account, or other internal sources (FH 3.3.2.2).

### **5.5. Evaluation, Renewal, and Advancement of Adjunct Appointments**

#### **5.5.1. Annual Reviews**

Adjunct faculty must receive an annual performance evaluation from the department chair or designee in accordance with policies specified in department governance documents and FH 5.1.1.2.

#### **5.5.2. Advancement**

The College of Liberal Arts and Sciences follows the policies as described in FH 5.4.2. Specifically, faculty on adjunct appointment are eligible for review for promotion in accordance with tenure-stream faculty promotion policies and procedures (FH Sections 5.2.2, 5.2.3 and 5.2.4).

### **5.6. Non-salaried Faculty Appointments**

#### **5.6.1. Appointments**

The College of Liberal Arts and Sciences follows the policies regarding term non-salaried faculty appointments of affiliate faculty and of professional and scientific faculty as described in FH 3.3.3.1 and 3.3.3.2, respectively.

#### **5.6.2. Evaluation, Renewal, and Advancement of Non-salaried Faculty**

The College of Liberal Arts and Sciences follows the policies regarding the evaluation, renewal, and advancement of term non-salaried faculty appointments of affiliate faculty and of professional and scientific faculty as described in FH 5.4.4 and 5.4.1.4, respectively.

## **6. Professional development**

LAS supports faculty professional development through participation in the Faculty Professional Development Assignment (FPDA) program, and providing Foreign Travel, University Research and other grants as support is available, as reviewed and recommended by the Faculty Development Committee appointed by the LAS Representative Assembly upon request of the Dean. Faculty may also be considered for awards such as Faculty Citations, Distinguished Professorships and Outstanding Teacher,

as reviewed and recommended by the Faculty Awards Committee appointed by the LAS Representative Assembly.

## **7. Policy on syllabi and teaching assistants**

Given the diversity of constituent departments/school, teaching practices may vary across the college. Similarly, other than endorsing the general ISU requirements, LAS does not impose any additional guidelines on course syllabi. Nevertheless, faculty are encouraged to adopt proven pedagogical techniques for their instructional style. All courses will be evaluated on a regular basis, as will the teaching performance of faculty members with such responsibility.

### **7.1. Policies and procedures for teaching assistants**

The supervision of teaching assistants and the maintenance of teaching proficiency standards are the responsibilities of the departments/school in which teaching assistants perform their duties. To that end departments/school will evaluate the teaching proficiency of teaching assistants at the end of each academic period. The nature and scope of these evaluations will vary with the instructional setting and the materials being taught.

Evaluations of teaching assistants will follow the procedures identified in the *Faculty Handbook*, Section 5.6.1. , including the following aspects of teaching as mandated by the Regents' policy:

- knowledge of the subject material at a level appropriate for the course being taught;
- proficiency in oral and written communication in formal and informal instructional settings;
- ability to evaluate student performance appropriately; and
- facility with appropriate instructional materials and equipment.

The departmental/school faculty have the responsibility to mentor and arrange instructional assistance for students who teach. This can include workshops, a course and/or additional mentoring beyond the faculty instructor for the relevant course. Policies for evaluation need to be developed at the departmental/school level to ensure both the quality of instruction and the sustained development of the teaching assistants' professional skills. As deemed appropriate, written standards and procedures for these evaluations should be developed in a collegial way at the department/school level. These should then be provided to teaching assistants at the outset of their teaching appointments. Special attention should be paid to assuring that the standards, review procedures, and the evaluations themselves are fully communicated to the teaching assistants involved. Evaluations should take into account the assistants' knowledge of the subject matter, their ability with written and spoken English, and the social dynamics of the classroom including matters of age, gender, and cultural diversity. When relevant, student input should be included in the evaluation.