

## **DEPARTMENT OF EARTH AND ENVIRONMENTAL SYSTEMS**

### *Procedures, Principles, and Criteria for the Review of Faculty Reappointment, Promotion, and Tenure*

#### **I. Composition, Duties, and Procedures of the Faculty Affairs Committee**

- A. The department Chair will propose membership of the Faculty Affairs Committee each April to be voted on by all full-time faculty according to the Department of Earth and Environmental Systems bylaws.
  - 1. Untenured members of the Faculty Affairs Committee may participate in all the normal work of the committee except deliberations and balloting related to promotion and tenure.
  - 2. Untenured members will be replaced by the alternate for this portion of the committee's work.
- B. At the candidate's request, the committee is available to discuss the procedures, options, and methods of preparing and presenting materials; however, the departmental guidelines should be adhered to in all cases (Appendix I)<sup>1</sup>. If requested by the candidate, the department Chair may also be involved. The chairperson of the Faculty Affairs Committee will inform candidates of the deadlines for submitting their application and materials. All materials are required to be submitted electronically. The deadline to have all materials in the university designated database will be no earlier than 25 working days before the deadline set by the College of Arts and Sciences.
- C. The evaluation process for reappointment, promotion, and tenure will be based on the evidence presented. Candidates have the responsibility for providing the materials they deem necessary to address the criteria for evaluating their performance (Section III). It is the responsibility of the faculty member under consideration to meaningfully address all concerns that may have been raised at any level of the evaluation process. All materials must be uploaded to the designated database.
- D. A well-prepared application facilitates effective communication between the applicant

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<sup>1</sup>Faculty should also refer to the College of Arts and Sciences Guidelines for Academic Tenure and Promotion, the University Faculty Appointment, Promotion, and Tenure Policies and University Handbook.

and the reviewers, and it may be the decision of the Faculty Affairs Committee to refer the materials back to the candidate for revision. Faculty members lacking a strong record of accomplishment and/or who are unwilling to submit a coherent, focused application should not apply for tenure or promotion. A candidate for promotion who terminates the review process at the department level may later apply for promotion without prejudice. In deciding whether to terminate or move forward with an application, a candidate should be mindful of the fact that, ordinarily, he/she must be reviewed favorably at all levels (Department, College and University) of evaluation.

- E. If a candidate for reappointment, promotion or tenure holds a joint appointment with another department or unit, the Faculty Affairs Committee shall assess the candidate's performance using the MOU established at the time of appointment and will coordinate review procedures with the other unit.
- F. The committee will discuss each case, using all of the evidence presented and using the established principles and criteria. The committee chair will call for a secret ballot at the conclusion of the discussion. Where the ballot reveals a division of opinion, the majority and minority positions will be clarified. In cases where differences cannot be resolved in the course of this process, committee members may be nominated to write minority reports, which will be included with the materials forwarded to the department Chair.
- G. The committee chair will give each candidate the opportunity to read the report before it is forwarded to the department Chair. After this review, the candidate may exercise the option to meet with the full committee. Such a request must be made within five days of receiving the committee's report. The department Chair may be present if requested by the candidate or the committee. The candidate may respond to the committee's statement(s) and points of concern will be discussed. As a result of this discussion, the committee may amend its report. A candidate may convey his/her concerns about any outstanding areas of disagreement, in writing, to the department Chair.
- H. The committee Chair will forward the final report(s) produced in each case to the department Chair. After a candidate's evaluation has been completed by the department it is shared with the faculty member, who should sign the evaluation to indicate receipt. The candidate has five working days after receiving the form to cite in writing to the departmental chairperson any areas of disagreement prior to the evaluations being forwarded to the Dean's Office for action.
- I. Materials assembled by the committee will be handled in the following ways:

1. Materials submitted by the candidate will be made available to review committees by accessing reports generated by the database.
  2. A copy of any non-confidential materials generated by the committee shall be submitted to the department Chair for reference by future committees.
- J. It is recognized that the concerns and requirements of the department, and those of the administering agencies within the University and the State, do not necessarily always coincide. Where disagreement occurs, the first obligations of the committee are to the fair treatment of its faculty and the well-being of the department.

## **II. Principles of Academic Performance**

- A. Promotion and the granting of tenure to faculty are to be regarded as normal occurrences in an academic career. Promotion is judged primarily on performance and accomplishment; reappointment and tenure may also be affected by the potential to meet expectations of Academic Performance. And accomplishment To receive a positive recommendation for tenure and/or promotion, a candidate must ordinarily demonstrate *satisfactory* performance in the areas of teaching, scholarly and/or creative work, and service.
- B. In general terms, it is expected that non-tenured faculty members will be most concerned with developing their personal talents for teaching and research and will play an active role in the department. Tenured faculty will be expected to maintain the levels of teaching and service required by the department and to continue to enhance their research and publication record. However, the levels of accumulated accomplishment necessary for promotion at the different ranks will vary.
1. Assistant Professors should be most concerned with developing their personal talents for teaching and research.
  2. Associate Professors are expected to have made significant contributions in their field of specialization and should exhibit the potential for achieving national or international recognition.
  3. Full Professors are expected to have achieved and maintained authority in their chosen field(s) of specialization. Candidates for Full Professor must demonstrate

maturity of their teaching, substantial accomplishments that have led to national (and perhaps international) recognition in their discipline, and maintained a pattern of sustained, significant service over time.

- C. The University expects that faculty devote a substantial portion of their time to teaching and mentoring students. In addition, faculty should provide students with opportunities for experiential learning and/or community engagement in the classroom or research, as appropriate. Such experiential learning and community engagement activities may be used as evidence for promotion to the rank of Full Professor.
- D. It is expected that faculty will be actively engaged in research and publish their findings on a regular basis.
- E. The efficient functioning of the department, college, university and many professional and discipline organizations is dependent on faculty service. It is expected that faculty will perform service to the institution and to external organizations at various levels. Service to the college, university, or professional organizations should be commensurate with the ability of an individual, their commitments to teaching and research, and their normal departmental duties and should be sustained and substantial. Service activities cannot function as a substitute for effective teaching and research output.
- F. Advising both undergraduate and graduate students is recognized as an essential and important teaching responsibility for faculty.
- G. In all review processes (whether for reappointment, tenure, and/or promotion), allowance will be made for individual choice, talent, specialization, and departmental agendas. The performance of a faculty member under review will be considered from the standpoint of the candidate's contributions to general departmental effectiveness, up to the levels of teaching and service required by the department, as well as their research record. Where other considerations must be taken into account deficiencies must be of sufficient magnitude to materially impair the effectiveness and functioning of the department.

### **III. General Expectations for Evaluating Academic Performance**

- A. Teaching --- general expectations regardless of rank and tenure
  - 1. Teaching should demonstrate continued evidence of growth and the mastery of the

- subject, for example, as evidenced by course development. Faculty are encouraged to initiate a peer teaching evaluation (the results of which should be communicated to the faculty member concerned in a memorandum) and to encourage their students to complete student evaluations administered by the university. Other types of assessments may also be appropriate.
2. A faculty member's teaching performance occupies a special place in any recommendation for reappointment, promotion, and tenure. The committee will take into account that there are many types and styles of teaching, and that even within a single discipline special pedagogical problems and opportunities for different approaches will occur in different specialties. Instructors will be expected to adopt goals and methods that reflect their particular interests. It is essential that the committee take into account the objectives of the faculty member in question, as well as the more obvious features of his/her performance.
  3. Faculty are expected to maintain a positive learning environment.
- B. Advising --- general expectations regardless of rank and tenure
1. A graduate adviser is expected to serve as a mentor and guide the students' research. Undergraduate advisors are expected to be conversant with the University's general academic requirements and policies, and with the department's curricula.
  2. All faculty who are involved in advising and teaching graduate students and chair thesis/dissertation committees must be eligible for graduate faculty membership as per the College of Graduate and Professional Studies policy.
- C. Research and Publication --- general expectations regardless of rank and tenure
1. The department expects each faculty member to demonstrate a continued commitment to independent research, the results of which should be communicated regularly to faculty colleagues and to outside audiences in ways that are appropriate to the research and the discipline. Recognized methods of communication may include published articles (research papers and book chapters) and books, working papers, monographs, grant applications, contracts, maps, computer programs, and presentations at colloquia, as well as special lectures, and participation in regional, national, or international meetings.

2. All scholarly work (*e.g.*, research papers, book chapters, and books) with an ISU affiliation will count towards Promotion and Tenure.
  3. The actual date of publication or a grant award will be used to determine research activity and the fair evaluation of academic performance requires that no award or publication be counted more than once.
- D. Service --- general expectations regardless of rank and tenure
- a. The department expects its faculty to contribute to the administration of the department through active participation in the work of its committees. Each faculty member should belong to at least one, and usually no more than two, departmental standing committees.
  - b. Faculty are expected to contribute to the work of other committees at the College and University level, as well as in the profession at large and in the local community as appropriate.
  - c. Service is an important activity. Sustained and substantial contributions in this domain are required for promotion to Full Professor; however, it will not be weighted equivalent to teaching and research for regular faculty. An exception to this policy may apply for chairpersons whose leadership role may limit teaching and scholarly activity.

#### **IV. Criteria for Reappointment, Tenure, and Promotion**

Recommendations for tenure, promotion, and reappointment are based on the candidate's documented achievement in *i)* teaching; *ii)* scholarly and/or creative work appropriate to his/her discipline; *iii)* service to the University and profession; *iv)* community engagement and experiential learning; and *v)* any additional areas stipulated at the time of the candidate's appointment.

##### **A. Criteria for Reappointment**

1. The committee expects that, in their first year, candidates will demonstrate that an effective level of teaching has been achieved in the classes they have been assigned, which includes attending class, presenting appropriate content for the course,

maintaining a positive and respectful learning environment for students, as well as documenting effective teaching through assessments by students and peers.

2. By the second year, the committee expects a candidate to present substantive evidence of research activity.
3. It is recommended that by the time of the third-year review, one article should be in print, one under review, and other research projects underway at various stages so that the publications appear at a rate of one article per year during the fourth, fifth, and first half of the sixth year following the initial appointment.
4. As a teacher, a faculty member should meet the tenure standards for effective teaching no later than his/her third year. In the third year following their appointment, faculty should also provide evidence of an ongoing service commitment beyond the department (*i.e.*, to the College, University, community, or profession).
5. In subsequent years, candidates for reappointment are expected to conform with the departmental guidelines for performance and to demonstrate a continuing record of effective teaching and active involvement in research (Section III).
6. Candidates for reappointment (and eventually tenure) are expected to directly address any concerns raised in previous evaluations.

B. Criteria for Tenure and Promotion to Associate Professor

*Satisfactory Teaching* –To qualify for a Satisfactory rating, a faculty member applying for tenure and promotion to the rank of Associate Professor must (1) present a variety of significant evidence which documents scholarly teaching effectiveness; (2) meet all instructional expectations by the department including timely administrative work associated with teaching (ex. submitting book orders in a timely fashion, submission of attendance, interim grades, and final grades by the due date); (3) provide evidence of meaningful engagement with students (such as through good course evaluations).

*Satisfactory Research/Scholarship/Creative Activity* –To qualify for a Satisfactory rating, a faculty member applying for tenure and promotion to the rank of Associate Professor must demonstrate a record of research/scholarship/creative activity with a minimum of four peer-reviewed publications that enhance the Candidate's national standing.

*Satisfactory Service* –To qualify for a Satisfactory rating, a faculty member applying for tenure and promotion to the rank of Associate Professor must document a pattern of significant service to the department. Additional expectations include service to the College, University, the candidate's discipline, and the community, as appropriate.

### C. Criteria for Promotion to Full Professor

*Satisfactory Teaching* – Those aspiring to the rank of Professor must maintain the same standards as those for Associate Professor but must also demonstrate maturity in their teaching.

*Satisfactory Research/Scholarship/Creative Activity* – Candidates for promotion to the rank of Professor must demonstrate national recognition in their discipline. They must have a consistent record of scholarship (publications, grants, contracts) that demonstrate they are leading a coherent research agenda. Candidates are expected to have a minimum of four scholarly contributions at the time of application for promotion that demonstrate a substantial contribution to their field beyond what was presented for promotion to Associate Professor.

*Satisfactory Service* – Candidates for promotion to the rank of Professor must document a sustained pattern of engaged, significant service that is more substantial than the requirements for Associate Professor, often taking on leadership roles on campus, in the community, or professionally.

## V. Departmental Responsibilities

The department has the responsibility of ensuring that candidates have the right to examine decisions about reappointment, promotion, and tenure made by the Faculty Affairs Committee.

The department has the responsibility of ensuring all faculty are made aware of the general expectations for performance and achievements in teaching, research, and service. To this end, a copy of the “Procedures, Principles, and Criteria for the Review of Faculty Reappointment, Promotion, and Tenure” will be distributed to all department faculty at the time of appointment, when revised, or upon request.

**Adopted:** March 24, 2003  
Revised: December 1, 2003  
Revised: May 10, 2010  
Revised: February XX, 2018

## Appendix I

### *Departmental Guidelines for the Preparation and Presentation of an Application for Reappointment, Tenure, or Promotion*

A well-prepared tenure and/or promotion application facilitates effective communication between the applicant and those reviewing his/her application. Materials to be considered for reappointment, tenure, and promotion will be submitted electronically. The candidate can include summary statements and specific examples of accomplishments. The report that will be used to evaluate the Candidate can be run an unlimited number of times prior to the due date established by the departmental Chairperson and Faculty Affairs Committee. Once the due date has passed, the Candidate should not add new materials to the database until a final decision has been made. Candidates for tenure and/or promotion need not follow the template in every detail, but they must present three (3) sets of documentation, one each for teaching, scholarly and/or creative work, and service. Key generalizations to keep in mind when presenting materials for review are:

Be *SELECTIVE* and *CONCISE*: include only the most significant information in the main body of your application.

Build a *SELF-CONTAINED* case: present your major academic achievements in a way that, based on the evidence contained in the materials you submit, clearly demonstrates the quality, the quantity, and the importance of these achievements.

#### ***Preliminary Materials (must be included)***

- Current Curriculum Vitae.
- Letter of initial appointment (if a candidate for tenure) and, if applicable, any official memoranda of understanding affecting your appointment.
- Copies of annual reappointment reviews, including letters of reappointment (if a candidate for tenure).

#### ***Documentation of Teaching Effectiveness***

Must be included:

- Statement of teaching philosophy (1-2 pages).
- Sample assignments, examinations, and other teaching materials.
- All student course evaluations.
- Three or four course syllabi that represent the range of courses taught and demonstrate the practical application of your teaching philosophy.
- Documentation of the quality of the candidate's teaching including: *i*) a summary of student

evaluations for courses taught; *ii*) copies of all peer teaching evaluations; *iii*) letters from current and former students; *iv*) input from the Student Consultation Program (if applicable); and *v*) a list of teaching awards (if applicable, and since last promotion if a candidate for promotion only).

May be included:

- A brief description of any new or significantly revised courses, newly employed pedagogies, or significant teaching materials developed at ISU (since last promotion if a candidate for promotion only).
- Tabulated information about the number and type of students advised (if applicable), a brief description of the candidate's advising practice (since last promotion if a candidate for promotion only).
- A brief description of undergraduate/graduate-student research involvement (if applicable, and since last promotion if a candidate for promotion only).
- A brief description of undergraduate/graduate-student professional-development involvement (if applicable, and since last promotion if a candidate for promotion only).
- A list of instructional grant and contract applications, including source, date, amount, status (funded/unfunded/pending), and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of monies secured in support of instruction, including source, date, amount, and a brief description of the project funded (since last promotion if a candidate for promotion only).
- A summary of professional pedagogical-development activities (*e.g.*, participation in workshops, s since last promotion if a candidate for promotion only).
- A list of the materials supporting teaching effectiveness included in Appendices.
- A list of experiential learning opportunities provided to students related to course work.
- A list of classroom activities that involved community partners.

### ***Documentation of Scholarly Achievement***

Must be included:

- A description of scholarly and/or creative goals pursued to date, and future scholarly and/or creative directions (1-2 pages).
- All scholarly and/or creative outcomes: books, refereed articles, and book chapters; software, translations, edited works, research reports, non-refereed articles, research abstracts, articles in proceedings volumes, and book reviews; conference presentations; etc. (since last promotion if a candidate for promotion only).
- A list of research grant and contract applications, including source, date, amount, status (funded/unfunded/pending), and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of monies secured in support of scholarly and/or creative work, including source, date,

amount, and a brief description of the project funded (since last promotion if a candidate for promotion only).

- Students involved in research projects that benefited from research related experiential learning opportunities.

May be included:

- A list of forthcoming works, including place, approximate length, acceptance letter, *etc.*, and a brief description for each item.
- A list of works-in-review, including place, approximate length, and a brief description for each item (if a candidate for tenure only).
- A list of major works-in-progress, including contracts or invitations where applicable (if a candidate for tenure only).
- External letters of support. Documentation of the quality of one's scholarly and/or creative work, including reviews, abstracts, citations, awards, letters from editors or conference organizers, *etc.*.

### ***Documentation of Service Achievement***

Must be included:

- A one-page description of service goals.
- All departmental, College, and University service assignments, including dates, major responsibilities and achievements, and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of professional service activities, including dates, major responsibilities and achievements, and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of community service activities, including dates, major responsibilities and achievements, and a brief description for each item (since last promotion if a candidate for promotion only).

May be included:

- A list of service grant and contract applications, including source, date, amount, status (funded/unfunded/pending), and a brief description for each item (since last promotion if a candidate for promotion only).
- Printed notices, awards, *etc.*
- A list of the material supporting service achievement included in Appendices.
- Major committee reports, consulting reports, or other tangible records of service achievements (if applicable).



## **Appendix II**

### *Departmental guidelines for conducting peer review*

The following questions may be posed or addressed by the observer when conducting a teaching assessment:

- Is there adequate command of the subject?
- Is there evidence of ability and willingness to keep up with current developments in the field?
- Is there indication of an ability to present materials in an organized and logical fashion?
- Is there a grasp of the fundamental objectives and concepts of the instructor's special field, and is this related to other fields of knowledge?
- Is there the ability to teach in an interesting and effective way so that the enthusiasm of students is aroused and maintained?
- Mindful of class size, are class presentations and discussions encouraged, stimulated, and effectively guided?
- Does the instructor seem willing to innovate and experiment with techniques that may improve effectiveness?

Summary comments by the observer may also include suggestions that might help the instructor improve their educational skills, an assessment of the instructor's major strengths, and an evaluation of the instructor's effectiveness as a teacher. The observer's assessment should be communicated directly to the faculty member concerned in a signed and dated memorandum.