

**COLLEGE OF HEALTH AND HUMAN SERVICES (CHHS)**

**INDIANA STATE UNIVERSITY**

**GUIDELINES FOR PROMOTION, TENURE, AND RETENTION  
COLLEGE OF HEALTH AND HUMAN SERVICES**

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## **GUIDELINES FOR PROMOTION, TENURE, AND RETENTION COLLEGE OF HEALTH AND HUMAN SERVICES**

### **1. INTRODUCTION**

Achieving tenure and promotion are hallmarks of one's academic career. Obtaining promotion and tenure are not the result of merely being employed for a certain number of years, but a result of demonstrated excellence in teaching, scholarship and service. The focus of this College document is on the values associated with teaching, scholarship and service. General standards are elucidated, as are general documentation guidelines. Departmental guidelines should outline the specific standards and documentation required by candidates for retention, tenure and/or promotion. Programs within the College of Health and Human Services have a long tradition of community engagement and experiential learning. Each of the categories of teaching, scholarship, and service may include examples of community engagement and experiential learning as noted below.

### **2. BASIS FOR RANK AND TENURE**

Upon appointment to a faculty position, the faculty member should receive an appointment letter that outlines the term of the pre-tenure, probationary period and the expectations for the appointed position at the University level. Annual pre-tenure evaluations should give a specific indication of the faculty member's progression towards tenure and promotion. With tenure, the faculty member becomes eligible for reappointment unless the University can demonstrate a financial exigency or a just cause. In return, faculty members agree to commit to excellence in their faculty role and to enhance the departmental, College and University missions.

### **3. EVALUATION**

The evaluation of an individual faculty member's performance and decisions about continuing employment and advancement involve multiple independent, although related decisions. Annual reappointment decisions at the college level are the shared responsibility of the department faculty, the department chair, the Executive Director (where appropriate), and the Dean. Mid-term comprehensive reappointment decisions (year 3) and promotion and tenure decisions at the college level are the shared responsibility of the department faculty, the department chair, the CHHS Faculty Affairs Committee (CFAC), the Executive Director (where appropriate), and the Dean.

Faculty must be evaluated objectively based on the documentation submitted by the faculty member to demonstrate the standards for excellence in teaching, scholarship, and service as outlined in the Departmental standards for excellence. Departmental standards for excellence in teaching, scholarship and service must be in line with the College and University criteria.

Specific performance goals shall be identified through collaboration between the department chairperson and individual faculty member during the annual reviews of probationary (pre-tenure) faculty in accordance with the established criteria and performance standards appropriate to their positions. The goals identified during the annual review process form the foundation for evaluations for tenure in terms of the established criteria and performance standards of the faculty member's academic unit.

The annual evaluation and re-appointment letters specified in the pre-tenure process must follow the University guidelines, which are rooted in the American Association of University Professors (AAUP) guidelines. In all cases, the College guidelines adhere to the *University Handbook*. In all cases, the department guidelines adhere to the College guidelines, the department guidelines provide more specific and detailed requirements.

### **3.1 Annual Evaluation of Tenure Track Faculty**

New tenure track faculty members serve a probationary period during which time they are appointed for a specified term, normally one year. The length of the probationary period is dependent upon the new faculty member's previous experience and is specified in the initial appointment letter. Early in the probationary period (years 1 and 2), reviews of faculty members who are new to the teaching profession usually emphasize teaching performance and departmental service; however, attention to scholarship should not be delayed. The awarding of promotion and tenure requires excellence in teaching, scholarship, and service.

At the time of the annual probationary evaluations, probationary faculty members submit, to their department, materials documenting achievement in teaching, scholarship, and service during the specified period of service. Copies of the initial letter of appointment with any change or renegotiation, and previous annual evaluation reports must be included in the documentation. The department's chairperson and Department Faculty Affairs Committee (DFAC) review the materials independently and each makes a separate recommendation on the candidate's evaluation form. The candidate is notified of these recommendations and their rationales through separate meetings, first with the chair of the DFAC and secondly with the department chairperson. The candidate signs the review form in the appropriate place to acknowledge the meetings and discussions have been held. The probationary faculty member has five (5) working days to submit a rebuttal at the department level (if desired). The faculty member's materials and recommendations from the chair and DFAC are forwarded to the Executive Director (where appropriate) and Dean, who reviews them and makes an independent recommendation. The Executive Director (where appropriate) and the Dean then meet separately with the candidate to discuss the outcomes of the reviews and the recommendations and to provide the faculty member with copies of the departmental, school (where appropriate), and Dean's comments and recommendations. The candidate signs the review form in the appropriate place to acknowledge the meeting(s) and discussion(s) have been held. The probationary faculty member has five (5) working days to submit a rebuttal to both the

Executive Director (where appropriate) and Dean (if desired). The Dean then forwards the recommendation and any faculty rebuttal(s) to the Provost and Vice President for Academic Affairs.

Annual reviews will result in a recommendation for reappointment, conditional reappointment, or non-reappointment. Faculty members are notified of their reappointment or non-reappointment status by written statement from the President or the Provost and Vice President for Academic Affairs, no later than the dates specified in the *University Handbook*.

Each year of probationary evaluation, faculty members shall initial review letters and sign their evaluation forms to indicate awareness of the comments on the forms. Faculty members will have five (5) working days to make written comments (rebuttal) concerning the comments and recommendations. The signed forms and written comments are returned to the chairperson, Executive Director (where appropriate), and the Dean to be forwarded. No rebuttals from committees, chairs, Executive Director (where appropriate), or the Dean will be allowed to be included in documentation that moves forward.

Lack of congruent review recommendations from the DFAC, Chair or the Executive Director (where appropriate) will be sent forward to the College Faculty Affairs Committee (CFAC) for review.

In the instance of a conditional reappointment, the faculty member and the department chair will have a meeting to develop a plan for remediation. The faculty member has the right to a meeting (if desired) with the Executive Director (where necessary) and the Dean to discuss the remediation plan.

Recommendations of non-reappointment during the probationary period may be appealed to the University Promotion and Tenure Oversight Committee as set for in the *University Handbook*.

### **3.2 Comprehensive Evaluation of Tenure Track Faculty**

All probationary faculty members will undergo a comprehensive probationary evaluation, no later than the third year of service. At the time of comprehensive probationary evaluation, probationary faculty members submit, to their department, materials documenting achievement in teaching, scholarship, and service during the specified three-year period of service. Copies of the initial letter of appointment with any change or renegotiation, and previous annual evaluation reports must be included in the documentation. The department's chairperson and DFAC review the materials independently and each makes a separate recommendation on the candidate's evaluation form. The candidate is notified of these recommendations and their rationales through separate meetings, first with the chair of the DFAC and secondly with the department chairperson. The candidate initials the review letters and signs the review form in the

appropriate place to acknowledge the meetings and discussions have been held. If one or more of the Department-level recommendations at the Department level is for non-appointment, the faculty member may choose to terminate or to continue the process. In choosing to terminate the process, except in cases for early consideration, a candidate for tenure also withdraws from consideration for further regular faculty appointment at Indiana State University beyond one (1) academic year following the year of the process. A tenured candidate for promotion who terminates the promotion evaluation process may later apply for promotion without prejudice. The probationary faculty member has five (5) working days to submit a rebuttal at the department level (if desired). The faculty member's materials and recommendations from the chair and DFAC are forwarded to the CFAC for an independent review. The faculty member's materials and recommendations from the chair, and DFAC are forwarded to the Executive Director (where appropriate). The Executive Director performs a review of the faculty member's material and provides a recommendation. The Executive Director (where appropriate) then meets with the candidate to discuss the outcomes of the reviews and the recommendations and to provide the faculty member with copies of the departmental and school level comments and recommendations. A tenured candidate for promotion who terminates the promotion evaluation process may later apply for promotion without prejudice. The probationary faculty member has five (5) working days to submit a rebuttal at the department level (if desired). The faculty member's materials and recommendations from the chair, DFAC, and Executive Director (where appropriate) are forwarded to CFAC. CFAC performs a review and provides their recommendation. The faculty member's materials and recommendations from the chair, DFAC, Executive Director (where appropriate), and CFAC are then forwarded to the Dean for separate review and recommendation. The Dean then meets with the candidate to discuss the outcomes of the reviews and the recommendations and to provide the faculty member with copies of the departmental, school level, college level, and Dean's comments and recommendations. The candidate signs the review form in the appropriate place to acknowledge the meetings and discussions have been held. If one or more of the College-level (or School-level, where necessary) recommendations at the School/College-level is for non-appointment, the faculty member may choose to terminate or to continue the process. In choosing to terminate the process, except in cases for early consideration, a candidate for tenure also withdraws from consideration for further regular faculty appointment at Indiana State University beyond one (1) academic year following the year of the process. A tenured candidate for promotion who terminates the promotion evaluation process may later apply for promotion without prejudice. The probationary faculty member has five (5) working days to submit a rebuttal to both the Executive Director (where appropriate) and Dean (if desired). The Dean then forwards the departmental, CFAC, school (where appropriate), and Dean recommendations and any faculty rebuttal(s) to the Provost and Vice President for Academic Affairs.

Comprehensive probationary evaluations will result in a recommendation for reappointment, conditional reappointment, or non-reappointment. Faculty members are notified of their reappointment, conditional reappointment, or non-reappointment status by written statement from the President or the Provost and Vice President of

Academic Affairs, no later than the dates specified in the *University Handbook*.

At the time of the comprehensive probationary evaluation, faculty members shall sign their evaluation forms to indicate awareness of the comments on the forms. Faculty members will have five (5) working days to make written comments (rebuttal) concerning the comments and recommendations. The signed forms and written comments are returned to the chairperson, Executive Director (where appropriate), and the Dean to be forwarded. No rebuttals from committees, chairs, Executive Director (where appropriate), or the Dean will be allowed to be included in documentation that moves forward.

In the instance of a conditional reappointment, the faculty member and the department chair will have a meeting to develop a plan for remediation. The faculty member has the right to a meeting (if desired) with the Executive Director (where appropriate) and the Dean to discuss the remediation plan.

Recommendations of non-renewal during the probationary period may be appealed to the University Promotion and Tenure Oversight Committee as set forth in the *University Handbook*.

### **3.3 Tenure and Promotion**

Assistant professors are considered for promotion to associate professor and tenure at the same time. Individuals beginning their probationary period as assistant professors become eligible to apply for tenure during the sixth year of continuing regular faculty appointments at accredited institutions, at least four years of which must be served under a regular faculty appointment at ISU. Assistant professors must be considered for promotion and tenure by the year specified in their letter of appointment. Such individuals are awarded tenure only upon meeting Indiana State University's evaluative criteria and performance standards for promotion to the rank of associate professor.

Individuals beginning their probationary period at the rank of associate professor may be given credit for up to three years of faculty achievements at other accredited institutions. Individuals beginning their probationary period at the rank of professor may be given credit for up to four years of faculty achievement at other accredited institutions. If such credit is granted, individuals may apply for tenure during the year in which the years credited and the years of service at ISU total six. Such individuals are awarded tenure only upon meeting Indiana State University's evaluative criteria and performance standards for promotion to the rank of professor.

Associate professors are considered eligible to apply for promotion to full professor in the fourth year of service in their current rank.

While a faculty member's entire career record is relevant for tenure and promotion decisions, evidence produced since attainment of current rank are particularly

important and should be submitted for review.

Procedures for promotion and tenure reviews, exceptions to the six-year rule, and for appeals are outlined in the *University Handbook*.

### **3.4 Faculty Affairs Committees**

Each Department and the College shall elect Faculty Affairs Committees of tenured faculty members to evaluate the achievements of candidates for retention, promotion, and/or tenure. Department Chairpersons, Executive Director (where necessary), and College Dean shall not serve on these committees, and faculty members shall participate in no more than one (1) recommendation on a given case.

### **3.5 Departmental Faculty Affairs Committee**

The DFAC and Department Chair have an important role in evaluating a faculty member's progress towards retention, tenure, and promotion. Evaluation of the documentation submitted must be objective and made within the context of a faculty member's formal assignment within the Department. If the faculty member has been given special responsibilities which may have prevented meeting standards in any of the three areas (teaching, scholarship or service) the evaluation must take into consideration how those responsibilities have affected the faculty member's ability to meet standard performance expectations. In addition, if the appointment letter has waived the terminal degree as a condition of appointment, the Department and College committees must adhere to the conditions of appointment given to the faculty member. In sum, the appointment letter that outlines the years to be served in a probationary status, the expectations for the faculty role, and any other conditions, as well as specific Departmental standards and guidelines, must serve as a foundation for the annual, comprehensive, and tenure and/or promotion evaluations. If a probationary (pre-tenure) faculty member is given conditional reappointment, the responsibility rests with the faculty member to demonstrate that conditions have been met when the next evaluation occurs. Furthermore, the Department and College committees must also evaluate progress towards tenure using the conditions as a basis for further evaluation.

### **3.6 College Faculty Affairs Committee**

The CFAC's job is to review the candidate's portfolio against established Departmental guidelines and standards. In addition, the CFAC's responsibility is to approve the Departmental guidelines for promotion and tenure in line with the College guidelines. Further the CFAC's responsibility is to assure that the DFAC, Executive Director (where appropriate), and the Department Chair have adhered to the Departmental and College guidelines when evaluating a faculty member's performance. If the CFAC has any question about whether standards have been achieved, the CFAC should defer to the Department's guidelines and standards. CFAC will review faculty portfolio's when there is incongruent review recommendations by DFAC, Chair, or Executive Director (where



appropriate) during any review period including annual reviews except year one. In addition, the CFAC has an important role in ensuring that AAUP guidelines have been adhered to.

### **3.7 Executive Director Review**

The Executive Director will review the faculty member's materials when applicable. The faculty member is provided written feedback of the Executive Director's recommendation and rationale. The Executive Director will meet with the faculty member and discuss the results in accordance with the calendar of due dates published annually by Academic Affairs and the College.

### **3.8 Dean Review**

The Dean will review the faculty member's materials. The faculty member is provided written feedback of the Dean's recommendation and rationale. The Dean will meet with the faculty member and discuss the results in accordance with the calendar of due dates published annually by Academic Affairs and the College.

### **3.9 Provost and Vice President for Academic Affairs Review**

The Provost and Vice President for Academic Affairs review recommendations from the department, Executive Director (where appropriate), and the Dean, as well as the candidate's responses, and makes a recommendation for reappointment, non-reappointment, and tenure and/or promotion. The Provost and Vice President for Academic Affairs notifies faculty members of his/her recommendation in accordance with the published dates from Academic Affairs. The candidate's Dean, Executive Director (where appropriate), Department Chairperson, and DFAC are also informed of this recommendation. Results of annual evaluations will be taken into consideration in any decision to re-appoint the faculty member. Reappointment may also be contingent upon the mission and need of the department, college, or university at the time of the review decision.

## **4. LEVELS OF REVIEW AND TIMELINE FOR REVIEW**

### **4.1 Accountability and Responsibility**

The timeline for the annual reviews is set by the Office of the Provost and Vice-President for Academic Affairs. The Department Chair receives the timeline from the Dean of the College. The Department Chair is responsible for notifying all pre-tenured faculty and faculty eligible for promotion and the DFAC of the timeline for submission of materials. The Department Chair and the DFAC have the joint responsibility for coaching faculty members on how and when to submit the appropriate documentation for review. A mentoring system is strongly encouraged. In the event that a faculty member's documentation needs clarification or more detail is required, the DFAC should consult the faculty member and provide formative feedback and an opportunity to provide additional documentation prior to the committee's final decision. All pre-tenured faculty must receive an annual review at the Department level by the DFAC and Department Chair. At the department-level evaluation, both the DFAC and the Department Chair must provide all evaluated faculty written feedback. Additionally, the DFAC and the Department Chair must meet with each evaluated faculty member in person to go over the results of his/her evaluation. Each year of probationary review, faculty members shall initial their review letters and sign their evaluation forms after department reviews to indicate awareness of the comments on the forms. The signed forms are returned to the Chairperson, and copies are sent to the faculty member.

### **4.2 Decisions in the Probationary Period: Reappointment, Conditional Reappointment, Non-reappointment**

Annual reviews during the probationary period result in a decision by the University to retain or to dismiss a faculty member. At each level of review up to the Board of Trustees, evaluations provide recommendations to retain or dismiss a candidate, and retention may be achieved by a conditional reappointment or an unconditional reappointment.

An unconditional reappointment should be recommended when performance by the candidate has been evaluated as satisfactory in all domains. If candidates maintain this level of performance across the probationary period, they can expect to be granted tenure and promotion to Associate Professor.

A conditional reappointment is appropriate when a candidate's performance is unsatisfactory in one or more of the domains, but there is potential for improvement during the probationary period and result in a recommendation for reappointment in the sixth year, which is also a recommendation to grant tenure and promotion. Faculty members who have received conditional reappointments are obligated to document their success in addressing the shortcomings by the time of their next evaluation.

Recommendations of non-reappointment aim for dismissal of the faculty member. They

are appropriate when the level of performance is unsatisfactory in one or more of the domains, and the evidence reviewed in the annual evaluation suggests there is little potential that performance can be improved sufficiently during the probationary period so that a recommendation of tenure would be likely in the sixth-year review.

## **5. POST REVIEW**

After evaluation at the Department level (and School level when applicable), faculty members' materials are reviewed and evaluated at the College level. Faculty members' submitted materials are evaluated independently by the CFAC (during only comprehensive and tenure and/or promotion reviews), the Executive Director (when appropriate) and the College Dean, whose separate recommendations are based on the department's established criteria and performance standards. The College reviewers shall not substitute their own assessment of academic discipline-specific faculty achievements for that of the department. Candidates are notified of the School (when appropriate) and College level recommendations and rationales. The CFAC (during comprehensive and tenure and/or promotion reviews), Executive Director (where appropriate), and College Dean must provide all evaluated faculty members with written feedback. Furthermore, the Executive Director (where appropriate) and College Dean must meet with each evaluated faculty member in person to go over the results of his/her evaluation. Each year of probationary review, faculty members shall sign their evaluation forms after College reviews to indicate awareness of the comments on the forms. The signed forms are returned to the College Dean, and copies are sent to the faculty member.

## **6. STANDARDS FOR TENURE AND PROMOTION**

The following standards are the basis from which individual Departments should develop their own standards for tenure and promotion. These standards outline the expected level of performance for appointment and promotion to each academic rank. It is assumed that at the time of tenure and promotion, those appointed at the assistant professor level will have achieved the standard for the associate professor level as tenure includes promotion to the associate professor level. All documentation should be accompanied by some self-reflective statement regarding, teaching, scholarship and service. Furthermore, all materials submitted by the faculty member, as well as the evaluation materials submitted by the DFAC, Department Chairperson, CFAC, Executive Director (where appropriate) and the College Dean are to be submitted in University and College sanctioned electronic format.

### **6.1 Two Performance Levels: Satisfactory and Unsatisfactory**

*Satisfactory* and *Unsatisfactory* are the two recognized performance levels used in evaluation. A rating of *Satisfactory* should not be understood as the standard that accepts mediocrity. Rather, a rating of *Satisfactory* signifies that the faculty member's performance has met a high standard, as understood in the faculty member's discipline and within the University community. Without a rating of *Satisfactory* in each of the

three basic areas of academic responsibility – teaching, scholarship, and service – the faculty cannot expect to receive an unconditional reappointment or positive recommendation for tenure and/or promotion. A rating of *Unsatisfactory* may result due to lack of adequate activity, inadequate documentation in a faculty member’s portfolio, misrepresentation of the faculty member’s credentials or supporting materials, or failure to submit supporting materials.

### **6.1.1 Exclusion of Criteria Outside of Professional Performance**

Criteria of evaluation should be restricted to professional performance in the three domains of faculty work referred to in the *University Handbook*. Consideration of characteristics, such as collegiality, congeniality, and other personal aspects of an individual has no place in faculty evaluations. If such individual behaviors negatively affect a person’s performance in any of the three domains of responsibility, then that will be evident in the appropriate criteria for review.

### **6.2 Ranking**

The committees rating the candidate’s document should rank the materials as specified in the *University Handbook*, Section III; “ Policy for Promotion and Tenure Reviews, which states “Evidence of unsatisfactory performance, insufficiency of evidence, and any other matter which might serve as a basis for conditional reappointment or subsequent non-renewal of the appointment shall be clearly specified in the notification. Means of remediation for conditionally reappointed faculty shall also be specified in writing”. It is assumed that in all areas, faculty have sustained performance that meets University, College and Departmental standards and guidelines; and, that the faculty member has attended to areas of needed improvement. This document assumes that the Assistant Professor level is the level of initial appointment, unless otherwise stated.

### **6.3 Eligibility and Recognition**

Individuals beginning their probationary periods at the rank of assistant professor become eligible to apply for an award of tenure during the sixth year of continuing faculty achievements under a tenure-track faculty appointment in accredited institutions, at least four (4) years of which must have been served under a tenure-track faculty appointment at Indiana State University. Such candidates are awarded tenure only upon meeting the established criteria and performance standards for promotion to the rank of associate professor. Under exceptional circumstances, a candidate in the fourth (4<sup>th</sup>) or fifth (5<sup>th</sup>) pre-tenure year may be considered for promotion and tenure prior to the end of his/her stated probationary period. For this to occur, the candidate's exceptionality must be formally recognized by his/her chairperson's nominating the candidate for early consideration, and the candidate must, in turn, earn the support of every reviewing entity in the process. Associate professors are eligible to apply for the academic rank of professor in their fourth (4<sup>th</sup>) year at ISU. A negative recommendation from any reviewing entity stops the review process. The candidate has the same right to

appeal the decision as any other candidate and must follow the same appeal process as faculty members assigned a negative review for their annual evaluations.

## **6.4 Standards by Rank**

All faculty members are expected to contribute to the total spectrum of teaching, scholarship, and service. The CHHS is committed to the principle that each domain is integral to the identity of a faculty member. Successful faculty members must demonstrate satisfactory performance in all three domains. However, the particular balance of contributions is subject to the degree of discretion by the individual faculty member, and expectations can vary across departments, and at different stages in the career of a particular faculty member. For example, departments with graduate programs generally place a greater emphasis on scholarship, and more service is expected from tenured faculty than from pre-tenure faculty. Individual strengths in the domains should be acknowledged, and degree of specialization within a department is acceptable practice. Nonetheless, the CHHS aspires to have well-rounded faculty and requires contributions in all three domains for success in tenure and promotion at all levels.

### **6.4.1 Overall Standards by Rank**

#### **6.4.1.1 Assistant Professor**

Documented evidence of adequacy in teaching; of potential for achievement in scholarship; and of service appropriate to the mission of the College and the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching; research, scholarship, or creativity; and service.

#### **6.4.1.2 Associate Professor**

Documented evidence of effective teaching; a record of scholarship which has earned professional recognition at the national or regional level; and evidence of effective service to the University, the College, and to the community and/or the professional affiliation.

#### **6.4.1.3 Professor**

Documented evidence of sustained effective teaching; of a record of substantial accomplishment in scholarship, which has led to professional recognition at the national level; and of active, substantive service to some combination of the University, the College, the community, and the profession is required. For example, a faculty member might present:

Documented evidence of substantial and effective teaching; of a record of substantial accomplishment in scholarship which has led to professional recognition at the national level; and of active, substantive service to some combination of the University, the community and the profession; or

Documented evidence of excellence in one domain of faculty work, while also demonstrating substantial and/or sustained performance in the other domains.

## **6.4.2 Teaching**

Teaching is the facilitation of the learning process through the stimulation of intellectual curiosity and critical thinking in preparation for the interpersonal competency, technological skill and clinical/professional judgment necessary for sound practice.

Teaching is a collaborative, cooperative enterprise of inquiry, scholarly achievement and service pursued within a climate of mutual respect among faculty and students. Teaching involves the transmission and transformation of knowledge that promote student learning and skills and attitudes necessary for continuing self-development and lifelong learning. Teaching happens in a variety of settings and involves multiple activities, including but not limited to teaching in *traditional classroom and distance venues, supervision, and advising and mentoring*. When possible, faculty are encouraged to integrate community engagement and experiential learning into one or more of their courses.

### **6.4.2.1 Assistant Professor**

Demonstrate fulfillment of the usual University expectations for teaching and show a sustained pattern of effort and activity directed at pedagogical improvement. By the time, a candidate has achieved tenure, performance at the level expected at the Associate Professor level. When applicable, should participate in undergraduate and/or graduate student advisement.

### **6.4.2.2 Associate Professor**

Demonstrate effective teaching and, where deficiencies have been identified, show evidence of improvement. In addition, evidence of the integration of current research and trends in the various disciplinary course(s) taught and active participation in any necessary programmatic curriculum development/revision is required. When applicable, should participate in undergraduate and/or graduate student advisement.

### **6.4.2.3 Professor**

Demonstrate continuing effective teaching (as defined for Associate Professor) over the last three years. In addition, teaching activities must demonstrate clear improvement (if teaching evaluations have revealed any consistent pattern of deficiency). When applicable, should participate in undergraduate and/or graduate student advisement.

### **6.4.2.4 Documentation of Teaching**

Documentation of what is to be included is largely determined at the Department level. Faculty bear the responsibility for submitting the appropriate material (in electronic format through FAD) required for evaluation. The required documentation will include:

- Course preparation materials
  - Syllabus
  - Web materials
  - Other class materials
- High quality, critical peer review
- Student evaluation(s) including quantitative and qualitative feedback
- Evidence of continuing education/professional development activities
- Participation in curriculum work such as revisions and accreditation reports
- Documentation of advising/mentoring efforts
- Examples of Experiential Learning
- Examples of Community Engagement

### 6.4.3 Scholarship

Scholarship, as outlined by Boyer (1990), can take on many forms and is largely determined by disciplinary norms and standards. Scholarly activities are inextricably linked to other aspects of the faculty role (Edgerton, O'Meara, & Rice, 2005). Scholarship can occur at multiple geographic locations; local, state, regional/national or international levels and may take many forms. The quantity and kinds of scholarship required for tenure and/or promotion are largely determined by the Department. Whether or not external review of scholarship is necessary is also determined by the Department. When possible, faculty are encouraged to integrate community engagement and experiential learning into the faculty members scholarship activities.

- **The scholarship of teaching** is the systematic investigation of classroom activities for the purpose of assessing efficacy of teaching practices and learning outcomes.
- **The scholarship of discovery** is the generation of disciplinary knowledge through systematic inquiry.
- **The scholarship of application**, sometimes called **the scholarship of engagement**, could generally be conceived as the application of theoretical knowledge which advances the discipline or solves practical/clinical problems. **This includes research with community partners.**
- **The scholarship of integration** is synthesizing disciplinary knowledge in new ways, which in turn advances the discipline.

#### **6.4.3.1 Assistant Professor**

Provides evidence of a clear research agenda. Demonstrates the potential for developing a program of scholarship when appointed to a faculty position. As a faculty member approaches tenure, continuous progress toward peer-reviewed scholarship is expected.

#### **6.4.3.2 Associate Professor**

Demonstrate a record of peer-reviewed scholarship, which has earned regional or national recognition. The body of scholarly works demonstrates a level of commitment to development of scholarship throughout a faculty member's career.

#### **6.4.3.3 Professor**

Demonstrate a record of substantial, exemplary peer-reviewed scholarly accomplishments that has led to professional recognition at the national level and/or international level.

#### **6.4.3.4 Documentation of Scholarship**

Documentation of what is to be included is largely determined at the Department level. Faculty bear the responsibility for submitting the appropriate material (in electronic format through FAD) required for evaluation. The documentation may include:

- Copies of articles, book chapters, book cover pages
- Grants (funded and unfunded)
- Conference proceedings
- Letters of acceptance for not yet published works
- Copies of CD, DVD, software, mobile phone applications, or links to webpages
- External reviews, if applicable
- Self-reflective statement regarding the current body of scholarship and creative works.
- Community Engagement Research Projects, if available
- Experiential Learning Research Projects which engage students in scholarly activity, if available

#### **6.4.4 Service**

Service encompasses both academic contributions and ongoing committed professional and practical service for the community at-large.

University service includes participation and leadership on Department, College and University standing and *ad hoc* committees. Professional service includes contribution to professional societies, organizations and/or agencies related to some degree to issues of higher education, pedagogy and/or a specific discipline of the faculty member's area of



expertise. Service may include consulting relationships (paid or unpaid) with discipline related facilities, educational institutions, professional organizations or publications, businesses/industries, or governmental organizations. Service to the community at large includes activities related to the faculty discipline for a community. Active service is expected and is characterized by activities such as serving as an officer, committee member, discussion leader, peer reviewer, session chairperson, or editor. When possible, faculty are encouraged to integrate community engagement and experiential learning into their service activities.

#### **6.4.4.1 Assistant Professor**

After a period of acclimation to the academic role and opportunity to begin a program of scholarship, membership on departmental committees is expected. As a faculty member approaches tenure, leadership on departmental committees and membership on College and University committees is expected.

#### **6.4.4.2 Associate Professor**

Sustained and active service and leadership at the Department, College and/or University levels, and evidence of service at the professional and/or community levels.

#### **6.4.4.3 Professor**

Sustained and active service and leadership at department, College and University, professional and/or community levels.

#### **6.4.4.4 Documentation of Service**

Documentation of what is to be included is largely determined at the Department level. Faculty bear the responsibility for submitting the appropriate material (in electronic format through FAD) required for evaluation. Documentation of service may include:

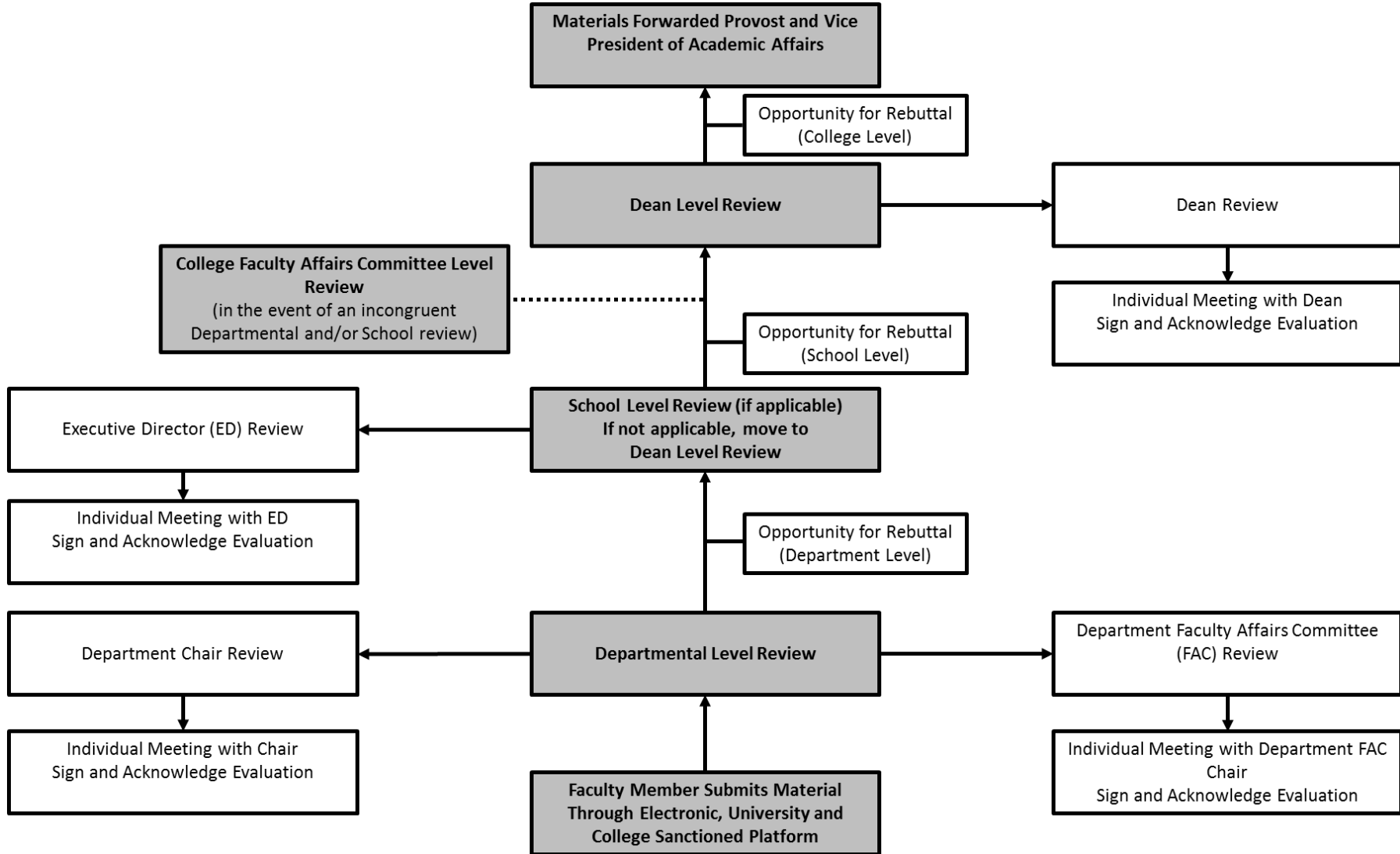
- Appointment letters
- Copies of minutes
- Letters acknowledging service
- Evidence of Community Projects
- Self-reflective statement that summarizes contributions and future directions
- Engagement with a community organization outside of the University
- Engagement of students in service activities at the local, state, regional, national, or international levels

## References

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie for the Advancement of Teaching.

Edgerton, R., O'Meara, K.A, Rice, R.E. (2005) *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco, CA: Jossey-Bass, Inc.

**Appendix 1: Basic Annual Review Flowchart**  
**Note: All levels of review are independent**



**Appendix 2: Comprehensive, Promotion and Tenure, and Promotion Review Flowchart**

**Note: All levels of review are independent**

