

Evaluation, Tenure, and Promotion in the College of Arts and Sciences

[Approved by Faculty Vote, January 2008]

I. INTRODUCTION

These guidelines should serve to add greater specificity to university-level guidelines on evaluation. A main goal of this document is to give faculty a clear sense of what they can expect from annual evaluations and how these evaluations are linked to tenure and promotion considerations.

Note: Except for the section on periodic performance review, these guidelines apply to tenure-track and tenured members of the College's faculty. **See separate documents for research, clinical, and adjunct faculty.**

Departmental guidelines: Departments are encouraged to supplement these college-level guidelines with discipline-specific guidelines of their own. Note that in certain areas (e.g., selection of tenure committee) departments **must** develop separate guidelines. Departmental guidelines will be approved in consultation with the dean.

II. PROFESSIONAL ACTIVITIES

Faculty are judged in the areas of teaching, research/creative activities, and service. All three areas are to be taken into consideration in all evaluations. For purposes of evaluation, some activities can fall into more than one category. For example, a faculty member's advising of graduate students and directing their research may provide evidence of both quality of research and quality of teaching.

TEACHING

Teaching is the direct educational involvement with students inside and outside the classroom and the activities that enhance this process; it includes, but is not limited to, the following:

- classroom instruction
- supervision of graduate students and service on graduate students' committees
- advising
- supervision of independent study or internships
- course design, management, and organization
- professional development, which allows faculty to stay current within the field
- curriculum development
- development of new modes of instruction

Evidence of quality teaching can be gathered from, but is not limited to, the following sources:

- student evaluations
- teaching observation by peers
- high academic standards as evidenced by grading practices and examples of grading syllabi and other instructional material, such as paper assignments
- quality of students' work
- new course and curriculum development
- innovations in pedagogy
- participation in pedagogically related professional development activities
- number of graduate advisees directed to completion of degree
- service on graduate student committees

NOTE: Review of student evaluations alone does not constitute an adequate assessment of teaching.

RESEARCH / CREATIVE ACTIVITY

Research leads to the production of new knowledge within the field of one's discipline. Or it may lead to new knowledge about how the pedagogy within a discipline can be enhanced. Creative activity leads to the production of new art or the performance of art: musical, dance, literary, visual, or dramatic.

The College of Arts and Sciences values foundational and applied research and creative activity. It also values research that relates to pedagogy. Faculty, according to their conditions of hire, may choose to emphasize one form of research or creative activity over others.

NOTE: within this document, it is assumed that documentation in writing of acceptance for publication is equivalent to publication.

High quality in this area is evidenced by, but not limited to, the following:

- publication of articles/papers in refereed journals
- publication of articles/chapters within refereed or invited monographs or books
- publication of monographs or books by refereed presses
- publication of textbooks
- publication of review essays
- publication in proceedings of scholarly meetings
- publication of refereed software
- refereed or adjudicated exhibitions, performances, and readings
- professional concerts held outside Pocatello
- writing and funding of research grants

Secondary evidence of high quality in this area includes:

- presentations at scholarly conferences
- publications in non-refereed venues
- organizing and chairing sessions at scholarly conferences
- organizing symposia and professional meetings
- serving as a respondent at professional conferences
- editorships
- published reviews
- participation in professional development activities that focus on improving research productivity or quality
- supervising graduate student research and serving on graduate students' committees
- unrefereed or unajudicated exhibitions, performances, and readings
- professional concerts held at ISU or in Pocatello

SERVICE

Service is defined as those professional activities which aid the department, college, university, profession, or community.

Departmental, college, and university activities include, but are not limited to, the following:

- participation on departmental/college/university boards, committees, task forces, or councils (including hiring and evaluative committees)
- participation in faculty meetings
- serving as faculty advisor for student organizations
- assisting with recruiting activities
- assisting in student placement activities
- reviewing internal grants
- writing and funding of outreach grants

Professional service activities include, but are not limited to, the following:

- serving as an officer in a professional organization
- reviewing grants for funding agencies
- refereeing papers or books for a journal or publisher
- refereeing conference papers

Professionally related community service activities include, but are not limited to, the following:

- speaking on professional topics to civic, public, business, or professional organizations
- serving in a professional capacity on boards of organizations
- working with colleagues in the K - 12 system
- organizing and / or participating in public concerts, exhibitions, productions, readings

- serving as a consultant (paid or unpaid) to governmental or private groups in need of expert advising
- working with groups that promote the understanding of one's discipline within the community

Determining quality of service activities:

Faculty are encouraged to be active in all three areas of service. **All are expected to contribute to the service workload of the department, college, and university.** No amount of professional or public service should excuse a faculty member from taking on the tasks that are essential to the successful working of our common academic enterprise.

III. FORMS OF EVALUATION

ANNUAL EVALUATIONS

All faculty will submit an annual report on professional accomplishments, including teaching, research/creative activities, and service. Faculty members may also submit a narrative statement on their accomplishments to supplement this list. Chairs will review the year's accomplishments and write a report that addresses each of the three areas of responsibility and that makes a judgement of whether or not the year's work is satisfactory. Departmental guidelines may stipulate that more than the chair is involved in this process. Chairs are encouraged, when possible, to meet with each person being evaluated. Chairs will have an annual evaluative meeting with tenure-track faculty members who are not tenured. The annual review process should give those being evaluated the following information:

- For non-tenured faculty: The review should clearly indicate whether the person under review is making good progress toward tenure in all three areas of evaluation. If the review indicates that the person is not making progress, corrective measures should be delineated.
- For tenured faculty at the AP or AOP level: The review should clearly indicate whether the person under review is making good progress toward promotion. If the review indicates that the person is not making progress, corrective measures should be delineated.
- For tenured full professors: The review should clearly indicate whether the person has performed at a level expected of a senior member of the department's faculty. If not, the review should indicate what corrective measures need to be taken.

TENURE REVIEWS

Tenure-track faculty members may go up for tenure during their fifth or sixth full academic year at ISU. The faculty member will decide whether to go up in the fifth or sixth year and inform the chair of the department of this decision, at latest, by the fall of the fifth year. Time toward tenure may be granted, in extraordinary instances, to faculty with college-level teaching experience, or other significant professional experience, previous to employment at ISU. Such credit will be granted by the dean at time of hire and indicated in the letter of hire.

The tenure process begins when the faculty member submits a request for tenure consideration, along with documents showing evidence of professional progress, to her or his departmental office by the deadline announced each year. These documents go to a departmental committee for review.

Committee membership: At minimum, the committee has a tenured member, a non-tenured member, a member from another department (or from another ISU college), and a student. **Note: Each department must have a policy statement explaining how committees are formed (e.g., the process of selection, the composition of the committee).** The departmental document must be approved by the dean.

Documents to be reviewed: All materials submitted by the candidate. This must include the annual evaluations of the candidate for each of his or her pre-tenure years at ISU. The letter of hire also will be reviewed, as well as any subsequent document affecting conditions of hire.

External review and evaluation: Some element of external review must be part of the tenure process for each candidate. That is, some evidence must be presented demonstrating that the candidate's work has been evaluated by peers outside ISU. Given the diversity of disciplines within the college and the diversity of methods of evaluation within these disciplines, the college will not adopt a uniform process of external review. Each department will develop a process by which candidates undergo external review and evaluation. This policy will be applied consistently to all faculty being considered within the department. The policy must be approved by the dean.

The committee will submit a report of no more than 10 pages in length to the chair, along with a recommendation either to grant tenure or to deny tenure. Any written opinions, including dissenting opinions, will be included within the body of the report. Dissenting votes will be reflected in the vote to recommend granting or denying tenure. The chair will write an independent report on the candidate and submit this, along with a recommendation to grant or deny tenure, to the dean. The dean's advisory tenure and promotion committee will review the reports submitted by the chair and the departmental committee. The committee may ask for any additional material needed for its deliberation. The committee chair writes a report to the dean and makes a recommendation to grant or deny tenure; in extraordinary cases, the committee may recommend a deferral of tenure.

The dean will review materials generated by the candidate, the departmental committee, the chair, and the advisory tenure and promotion committee. The dean will submit a report to the Vice President for Academic Affairs and a recommendation to grant or deny tenure; in extraordinary cases, the dean may recommend a deferral of tenure.

Candidate's response rights: The candidate will have 5 working days to respond to any of the reports and recommendations made within this process (by departmental committee, by chair, by college committee, by dean) before the recommendation is passed to the next level. The candidate may respond only once at each level.

PROMOTION REVIEWS

The promotion review process is the same as the tenure review process outlined above. Denial of promotion in one year will not limit the faculty member's right to request consideration for promotion in any subsequent year.

To be considered for promotion from assistant to associate professor, faculty members must have completed at least 4 years in rank as assistant professor or have equivalent experience. Thus, the request for consideration can be made during the faculty member's 5th year in rank. Credit toward time in rank gained at other institutions will be negotiated with the dean at the time of hire and noted in the letter of hire.

To be considered for promotion from associate to full professor, the faculty member must have completed at least 4 years in rank as an associate professor. Thus, the request for consideration can be made during the faculty member's 5th year in rank.

PERIODIC PERFORMANCE REVIEWS

Each year the dean's office will contact chairs informing them of any faculty in their department who will have served for 5 years since their last major review (e.g., for tenure or promotion).

Note: the materials generated at each stage of this process will become part of the PPR report that is submitted to the dean's office and finally to the Office of Academic Affairs.

Tenured faculty:

1) The person under review will provide a curriculum vitae. He or she will also provide a 5-year overview of professional activities in the areas of teaching, research, and service; this overview will give a narrative statement of about one page each to the categories of teaching, research, and service. This document will sum up what the person has done in each of these areas during the past five years. Documents such as course syllabi, comments from students, and representative articles may be included.

- 2) The PPR process will include informed input by peers. This input must go beyond a simple vote by colleagues. Minimum in this area: a committee of at least two colleagues from the department will review the record of the person undergoing PPR and write a brief report on teaching, research, and service. This report is forwarded to the chair.
- 3) The PPR process will include student input. An overview of representative student evaluations is appropriate.
- 4) Annual evaluations from the 4 years prior to the PPR year will be considered as a part of this process; these evaluations will be attached to the PPR report that is turned in to the Dean's Office.
- 5) External letters of support: This process should not be regarded as a "re-tenuring" or "re-promoting" experience. External letters of support will not normally be a part of this process. Individual departments, however, may establish a policy for external letters; a faculty member undergoing PPR may ask for external letters of support to be included in the process.
- 6) The department chair, taking into consideration the materials presented by the candidate and the departmental committee, will write an evaluation of teaching, research, and service. This evaluation will be presented to the dean in the standard form required by Academic Affairs.
- 7) The dean will review the reports of the committee and the chair and make a recommendation to the vice president for academic affairs in the standard form required by Academic Affairs.
- 8) The faculty member under review will have 5 working days to respond to any of the reports made within this process before the recommendation is passed along to the next level. The candidate may respond only once at each level.
- 9) A department may write its own PPR policy for tenured faculty, modifying the one outlined above. The policy must be approved by the dean.

Full-Time Non-Tenure-Track Faculty

- 1) The person under review will provide a curriculum vitae and a 5-year overview of professional activities focusing on the primary responsibilities undertaken by that person. In most instances, non-tenure-track faculty have the primary duty of teaching; in such cases their five-year overview will focus on teaching, although they may report on other kinds of activities. For research faculty, see guidelines developed by Office of Research; Clinical Faculty have guidelines developed within their department.
- 2) The PPR process will include informed input by peers. A committee of two faculty from the department will review the record of the person undergoing PPR and write a brief report that will focus on teaching and secondarily on service to the department. This report is forwarded to the chair.

- 3) The PPR process will include student input. An overview of representative student evaluations is appropriate.
- 4) Annual evaluations from the 4 years prior to the PPR year will be considered as a part of this process; these evaluations will be attached to the PPR report that is turned in to the Dean's Office.
- 5) The department chair, taking into consideration the materials presented by the candidate and the departmental committee, will write an evaluation. This evaluation will be presented to the dean in the standard form requested by Academic Affairs.
- 6) The dean will review the reports of the committee and the chair and make a recommendation to the vice president for academic affairs in the standard form requested by Academic Affairs.
- 7) The faculty member under review will have 5 working days to respond to any of the reports made within this process before the recommendation is passed along to the next level. The candidate may respond only once at each level.
- 8) A department may write its own PPR policy for non-tenure-track faculty, modifying the one outlined above. The policy must be approved by the dean.

Part-time non-tenure-track faculty

- 1) Part-time faculty who teach for a department every semester must be reviewed during their fifth year of service to the department. This excludes part-time faculty who do not consistently teach at least one class per semester.
- 2) The person under review will provide a very brief statement on courses taught and teaching accomplishments during the period under review.
- 3) At least one member of the departmental faculty (apart from the chair) will write a commentary on the teaching of the person under review.
- 4) The PPR process will include student input. An overview of representative student evaluations is appropriate.
- 5) Annual evaluations from the 4 years prior to the PPR year will be considered as a part of this process; these evaluations will be attached to the PPR report that is turned in to the dean's office.
- 6) The department chair, taking into consideration the materials presented by the candidate and at least one reviewer from the department, will write a brief evaluation of teaching; additional comments may be made on other areas if appropriate. This evaluation will be presented in the standard form requested by Academic Affairs.

7) The dean will review the report of the chair and make a recommendation to the vice president for academic affairs in the standard form requested by Academic Affairs.

8) The faculty member under review will have 5 working days to respond to any of the reports made within this process before the recommendation is passed along to the next level. The candidate may respond only once at each level.

9) A department may write its own PPR policy for part-time non-tenure-track faculty, modifying the one outlined above. The policy must be approved by the dean.

IV. EVALUATION CRITERIA (see III. FORMS OF EVALUATION for statement on time-in-rank qualifications)

All faculty evaluations will assess the faculty member's accomplishments and potential for professional contribution in the areas of teaching, research/creative activities, and service.

Evaluations during the pre-tenure years will include an assessment of the faculty member's potential for eventually being granted tenure. Such assessments are advisory and place no obligation on the university to grant tenure. A terminal contract or notification of non-reappointment may be issued to an untenured faculty member in accordance with the ISU Faculty/Staff Handbook should the faculty member demonstrate an unsatisfactory level of performance in any one of the three areas of professional activity or not be making adequate progress toward qualifying for tenure.

For tenure and promotion decisions, the faculty member's performance in each of the three areas shall be rated superior, satisfactory, or unsatisfactory. "Satisfactory" as a point of reference is defined in each of the areas below.

- **Teaching:** To be rated satisfactory in teaching, a faculty member must be able to demonstrate effective instruction, both inside and outside the classroom, in the appropriate field.
- **Research:** To be rated satisfactory in research/creative productivity, a faculty member must be able to demonstrate progress toward becoming a mature and productive scholar/creative artist comparable to faculty members in the same discipline at schools with a mission and teaching load comparable to those at ISU.
- **Service:** To be rated satisfactory in service, a faculty member must be able to demonstrate quality participation in the department/college/university service area plus participation in either the community service or the professional service area.

TENURE

To be granted tenure, the faculty member must:

1. Hold the appropriate terminal degree in the field.
2. Achieve at least a “satisfactory” level of performance in the areas of teaching, research/creative activities, and service. A “superior” level of performance must be reached in one of these areas.
3. Show potential for continuing to make professional contributions to his or her field and to the university in all three areas.
4. Demonstrate initiative in participating in the educational programs in which the person is most directly involved.
5. Contribute to and support the department’s educational mission in the areas of teaching, research, and service. This includes a demonstrated commitment to working with other members of the department to achieve the department’s goals in the areas of teaching, research, and service.

PROMOTION TO ASSOCIATE PROFESSOR

To be promoted to associate professor, the faculty member must:

1. Hold the appropriate terminal degree in the field.
2. For the period under review (since achieving rank of assistant professor), achieve a “satisfactory” level of performance in the areas of teaching, research/creative activities, and service for the period under review. A “superior” level of performance must be reached in one of these areas.
3. Show potential for continuing to make professional contributions to his or her field and to the university in all three areas.
4. Demonstrate initiative in participating in the educational programs in which the person is most directly involved.
5. Contribute to and support the department’s educational mission in the areas of teaching, research, and service. This includes a demonstrated commitment to working with other members of the department to achieve the department’s goals in the areas of teaching, research, and service.

PROMOTION TO PROFESSOR

For promotion to professor a faculty member must have demonstrated those requirements listed for associate professor and have a consistent and significant record of contributions in teaching, research, and service. The faculty member, since receiving the rank of associate professor, must:

1. Achieve a performance rating of “superior” in two of the three areas of professional activity and a rating of at least “satisfactory” in the third area.
2. Achieve a consistently strong record which indicates that professional contributions in terms of quality and quantity will continue.
3. Demonstrate initiative in participating in the educational programs in which the person is most directly involved.
4. Contribute to and support the department’s educational mission in the areas of teaching, research, and service. This includes a demonstrated commitment to working with other members of the department to achieve the department’s goals in the areas of teaching, research, and service.

V. APPEALS

Every faculty member has the right to appeal tenure and promotion recommendations made through the College of Arts and Sciences evaluation procedures. The items subject to appeal and the appeal procedures are described in the ISU Faculty/Staff Handbook.

VI. ASSESSING AND AMENDING THIS DOCUMENT

Annually, the dean will conduct an anonymous survey of everyone in the college who was reviewed for tenure and/or promotion during that year. The survey will seek information on the candidates’ views of the fairness and efficacy of the processes described in the present document. The results of this survey will be shared with department chairs annually as a part of a review for minor changes that might be needed within the document.

The entire document will be considered for changes every 5 years. The process will begin with a review of the document by department chairs and the dean.

Faculty may request changes be made to the document.

The processes for initiating change:

Faculty member will make the request for change first at the department level. If the department agrees to the change, the suggestion will be made to the department chairs. If the chairs agree with the change, it will be put to a faculty vote.