

College of Arts and Letters
PROMOTION AND TENURE GUIDELINES
(approved February 2024)

I. INTRODUCTION

Promotion and tenure considerations at all levels (i.e., department, chair, college, etc.) must attend to and apply relevant university-level policy (ISUPP 4020). The guidelines below, which must be attended to and applied for all College of Arts and Letters promotion and tenure considerations, are intended to add greater specificity to university-level policy (ISUPP 4020) on promotion and tenure evaluations.

Guidelines developed by the department must be approved by the Office of the Dean to ensure alignment with college-level guidelines. Departmental guidelines should be limited to providing clarification of committee formation procedures and specification of review criteria reflecting disciplinary particulars. To avoid confusion and to maintain accuracy and alignment across institutional levels, departmental guidelines should not unnecessarily repeat, rephrase, offer information counter to, remove, or add to content in university policy or college guidelines.

Supporting the promotion and tenure of highly qualified faculty is essential to the success of the College of Arts and Letters in meeting its mission. Well-designed and executed processes for granting promotion and tenure are needed for many reasons, including the following.

- To attract and retain faculty members of high professional achievement who will make strong positive contributions to the intellectual life of the college and the university.
- To assist in the professional development and career advancement of faculty members through the maintenance of appropriate standards and constructive assistance.
- To promote academic freedom as articulated in ISUP 4040.
- To advance the college mission in the areas of teaching, intellectual contributions through scholarship, and service to the college, university, profession, and community.

II. PROFESSIONAL ACTIVITIES

Promotion and tenure reviews include assessment of teaching, scholarship, and service (as defined in ISUPP 4090). The sections below outline common faculty member activities that can be considered as evidence for productivity and quality of teaching, scholarship, and professional service. The activities listed here are not intended to be comprehensive. Those submitting materials for review may include activities not listed below and should also provide clear explanation of and justification for their inclusion. However, activities specifically listed below in a particular faculty performance category should not be presented as evidence for a different category. For example, refereeing articles for a journal or publisher is specifically listed as

evidence of professional service; therefore, it would not be appropriate instead to list it as evidence of research productivity.

Departmental guidelines may include clarifying information reflecting disciplinary uniquenesses related to the activities outlined below. However, as indicated above, departmental guidelines should not unnecessarily repeat, rephrase, offer information counter to, remove, or add to this content.

A. TEACHING

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

Instruction-Related Activity: This includes courses taught (e.g., lecture, lab, experiential, independent study, internship/thesis/dissertation supervision, online teaching, etc.).

Out-of-Classroom Activities Related to Instruction: This includes activities such as curriculum work or new course development (e.g., new teaching modalities, major course revision, development of digital or web-based modules, etc.).

Other Instruction Activity: This includes activities such as supervision of students in independent studies, internships, etc.

Student Advising: This includes work with formally assigned advisees, informal advising, etc.

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 rubrics and/or examples of grading
- Syllabi and other instructional material, such as paper assignments
- Quality of students' work
- New course and curriculum development, including participation in departmental assessment activities
- Innovations in pedagogy
- Participation in pedagogically related professional development activities
- Number of graduate advisees directed to completion of degree
- Supervising graduate student research and serving on graduate student committees (not as GFR)
- Teaching portfolio submitted by the faculty member

Note: Review of student evaluations alone does not constitute an adequate evaluation of teaching.

B. SCHOLARSHIP

The College of Arts and Letters values a broad range of scholarship, including foundational research, applied and pedagogical research, and creative activity. Faculty, according to their conditions of hire and departmental need, may emphasize one form of scholarly activity over others.

Scholarly activities are expected to lead to productive results of the type and frequency consistent with departmental needs and disciplinary norms.

Productive scholarly activities typically fall into the following categories:

Publications: These include articles in peer-reviewed publications (including online journals) and other professional media, books or chapters in books, recorded media, etc. Also included in this category are publication-related activities such as editing a journal, textbook, anthology, or other such publications. (Note: For the purposes of promotion and/or tenure consideration, it is assumed that documentation in writing of acceptance for publication, with an anticipated publication date, is equivalent to publication.)

Presentations: These include papers, posters, exhibitions, clinics, performances, and designs presented at professional regional, national, and international meetings.

Research and Creative Activity Grants: These include external and internal grant submissions and awards.

Creative Activities: These include the creation of art, engagement in or direction of creative performances, creative composition, and exhibition.

Primary evidence of quality scholarly activities can be gathered from, but is not limited to, the following sources:

- Publication of articles/papers in peer-reviewed journals
- Publication of articles/chapters within peer-reviewed or invited monographs or books
- Publication of monographs or books by peer-reviewed presses
- Publication of textbooks
- Publication of refereed creative composition, such as poetry, plays, or music
- Publication of review essays
- Publication of peer-reviewed software
- Refereed or adjudicated exhibitions, performances, and readings
- Professional performances and exhibitions

- Performance or exhibition of new creative works
- Funding of external research grants or other competitive awards

Secondary evidence of high quality in this area includes:

- Scholarly presentations at academic conferences
- Publication in proceedings of scholarly meetings
- Publications in non-refereed venues
- Editorship of a professional journal or book
- 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 (not as GFR)
- Non-refereed or non-adjudicated exhibitions, performances, and readings
- Other performances and exhibitions
- Submission and funding of internal research grants
- Submission of external research grants that were not funded

C. SERVICE

Service is defined as those professional activities which aid the department, college, university, profession, or community based on academic expertise. Shared contribution to departmental service is necessary for effective functioning; therefore, willingly accepting and fulfilling departmental service assignments is a basic performance expectation of all tenured and tenure-track faculty. Faculty are also expected to contribute to some combination of college/university/professional service. No amount of service external to the university should excuse a faculty member from taking on the tasks that are essential to the successful working of the department/college/university.

Departmental, college, and university service 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 proposals and receiving awards for outreach grants
- Serving as Graduate Faculty Representative

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, books, or articles for a journal or publisher
- Refereeing conference submissions
- Organizing and chairing sessions at scholarly conferences
- Organizing symposia and professional meetings
- Editorship of a professional journal
- Serving as an external reviewer for faculty reviews
- Discipline-related work with colleagues in the K-12 system
- Organizing 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

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 groups that promote the understanding of one's discipline
- Analyzing secondary data for government or private groups.

III. TENURE REVIEWS

See university-level policy (ISUPP 4020) for information related to when faculty may apply for tenure, required timelines for notifying intent to be considered for tenure, requirements related to external review letters, and the possibility of the granting of time toward tenure. Materials required for tenure consideration must be submitted to the faculty member's department by the deadline announced each year. These materials go to a departmental committee for review.

Committee membership: Each department must have guidelines explaining how committees are formed (e.g., the process of committee member selection, relevant specifics related to the composition of the committee, etc.). Departmental guidelines must be approved by the Dean. Minimum requirements for departmental committees include the following:

- The committee must contain five members.
- At least two of the committee members must be tenured.
- The committee must include a non-tenured tenure-track member.

- The committee must include a tenured member from another department (or from another ISU college). This individual can count as one of the two required tenured members.
- The committee must include an ISU student.

Any deviations from committee formation process or composition requirements must be discussed with and approved by the Dean.

Materials to be reviewed: All materials submitted by the candidate must be reviewed along with the annual evaluations of the candidate's pre-tenure years at ISU, external review letters (see below), and letter of hire as well as any subsequent materials 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 within the discipline 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. However, departments must follow the general procedures in university policy (ISUPP 4020) related to external reviewer letters. Any specific departmental guidelines related to external review for tenure considerations must be approved by the Dean.

The departmental committee will submit a report of no more than ten pages in length to the department chair, along with a recommendation either to grant tenure or to deny tenure. Dissenting votes will be reflected in the vote to recommend granting or denying tenure. Where a split recommendation exists, members of the committee may provide a minority report. A minority report is a written statement submitted by committee members indicating reasons for dissenting from the recommendation of the majority of the committee.

Informed by the departmental committee report, the department chair will write an independent report on the candidate and submit this, along with a chair recommendation to grant or deny tenure, to the college office.

The Tenure and Review Committee will review the reports submitted by the chair and the departmental committee. The committee may request any additional material needed for its deliberation. The Tenure and Review Committee chair writes a report for the Dean, reports the committee vote, and makes a recommendation to grant or deny tenure. The Dean will review materials generated by the candidate, the departmental committee, the department chair, and the Tenure and Review Committee. The Dean will submit a report to the

Provost and Vice President for Academic Affairs along with a recommendation to grant or deny tenure.

Candidate's response rights: As part of the tenure review process, the candidate may respond to the departmental committee and/or chair report as well as to the college committee and/or dean report. The candidate will be allowed five working days to submit each of these responses as part of the evaluation process.

IV. TENURE-TRACK PROMOTION REVIEWS

The promotion review process for tenure-track faculty is the same as the tenure review process outlined above.

Consistent with university policy (ISUPP 4020), an assistant professor applying for tenure will apply and be considered for promotion at the same time. See university policy for information related to when faculty may apply for promotion, required timelines for notifying intent to be considered for promotion, requirements related to external review letters, and the possibility of the granting of time toward promotion.

V. EVALUATION CRITERIA

All faculty evaluations will assess the faculty member's accomplishments and potential for professional contribution in the areas of teaching, scholarship, and service. For promotion and tenure 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.

A. TENURE

To be granted tenure, the faculty member must:

1. Hold the appropriate terminal degree in the field.
2. Have achieved at least a "satisfactory" level of performance in the areas of teaching, scholarship, and service. A "superior" level of performance must be reached in either teaching or scholarship.

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.

Scholarship: To be rated satisfactory in scholarship, a faculty member must demonstrate progress toward becoming a 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/profession.

3. Show potential for continuing to make professional contributions to the faculty member's field, department, and to the university in all three areas.

B. PROMOTION TO ASSOCIATE PROFESSOR

To be promoted to associate professor, the faculty member must meet the same standards listed above for tenure (V.A.).

C. 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, scholarship, and service. The faculty member, since receiving the rank of associate professor, must:

1. Achieve a performance rating of "superior" in two of three areas: teaching, scholarship, and service, and a rating of at least "satisfactory" in the third area.
2. Have achieved a consistently strong record indicating that professional contributions in terms of quality and quantity will continue.
3. Have established a strong national and/or international presence in scholarship and continued productivity.

VI. NON-TENURE-TRACK PROMOTION REVIEWS

The promotion process for non-tenure-track faculty (as defined in ISUPP 4050) follows the same process for tenure-track faculty, with the following exceptions.

Time in rank: Consistent with ISUPP 4020, review for promotion requires a minimum of three full years of service at the current rank. Review for promotion may occur no earlier than during the candidate's fourth academic year in the current rank.

Application: The same application form is used for both tenure-track and non-tenure-track faculty. However, external letters of review will not be needed for non-tenure-track promotion reviews since scholarship is not typically a workload expectation or requirement.

Committee membership: For promotion of non-tenure-track faculty, the committee must contain two faculty members from the department, and at least one of the committee members must be tenured.

Though lecturers are evaluated primarily on teaching, other activities in their workload, such as departmental service, should be considered in their evaluation.

For the promotion from assistant lecturer to associate lecturer, or for the promotion from associate lecturer to senior lecturer, the faculty member should consistently demonstrate effective instruction both inside and outside the classroom. The workload for most lecturers also contains a requirement for departmental service, which should be considered in the evaluation. Therefore, extraordinary department service, other professional service, or scholarship will also be considered in the recommendation for promotion. Additionally, the faculty member should show potential for continuing to make professional contributions to the faculty member's department and to the university in all relevant performance areas.

VII. APPEALS

Faculty should refer to relevant university grievance policy (ISUPP 4041) for information related to appeals of promotion and tenure recommendations.

VIII. ASSESSING AND AMENDING THIS DOCUMENT

The Dean may ask the College Executive Committee or the Chairs Council to review the procedures contained in this document, and assess the need for changes.

Faculty may request changes be made to the document. A faculty member will make the request for change first at the department level. If the department votes to make the change, the suggestion will be made to the Chairs Council.

Changes in evaluation procedures will take effect upon approval of the Chairs Council. Usually, minor changes are made only for clarification or correction. Changes in evaluative criteria will be submitted for a vote by the college tenure-track faculty.