

Idaho State University
College of Science and Engineering
Guidelines for Tenure and Promotion
Approved by majority faculty vote on October 13, 2011

I. INTRODUCTION

This document provides College-level policies and procedures for faculty regarding Tenure, Promotion, and Periodic Performance Reviews.

Each School or Department will develop its own policy that supplements this document with discipline-specific guidelines and procedures for departmental review and evaluation associated with tenure, promotion, and periodic performance reviews. School and Departmental policies and procedures may not contradict College or University-level policies and procedures, and will be approved in consultation with the Dean of the College.

II. PROFESSIONAL ACTIVITIES

Faculty are judged in the areas of teaching, research, and service. The faculty member's letter of hire will state any specific job assignments or conditions that will be applicable during the tenure, promotion, or periodic performance review. Unless otherwise specified by the letter of hire, a tenure-track faculty member is expected to demonstrate a balance between teaching, research, and service. Research faculty are expected to maintain a workload that strongly emphasizes Research activities, while Lecturers are expected to devote most of their workload to 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, effective:

- classroom instruction
- supervision of graduate students and service on graduate students' committees
- student 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 effective teaching characterized by appropriate content and rigor 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
- honors and awards

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

RESEARCH

Research leads to the production of new knowledge or new pedagogy within the field of one's discipline. Primary evidence for evaluating research can be gathered from, but is not limited to, these sources:

- 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 refereed software
- awarding of grants and contracts
- patents
- honors and awards
- keynote or invited presentations

Primary or Secondary evidence for evaluating research (according to departmental policies) can include

- Peer-reviewed publication in proceedings of scholarly meetings

Secondary evidence for evaluating research can include:

- presentations at scholarly conferences
- publications in non-refereed venues
- submission of proposals

SERVICE

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

Departmental, college, and university service activities can include, but are not limited to:

- 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 non-research grants
- assigned administrative duties

Professional service activities can 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
- organizing and chairing sessions at scholarly conferences
- organizing symposia and professional meetings
- serving as a respondent at professional conferences
- editorships
- participation in professional development activities that focus on improving research productivity or quality
- published textbook and manuscript reviews

Professionally-related community service activities can 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

- working with groups that promote the understanding of one's discipline within the community

III. ELIGIBILITY AND EVALUATION CRITERIA

All faculty evaluations will assess the faculty member's accomplishments and potential for professional contribution in the areas of teaching, research, and service, unless otherwise stipulated in their contract or letter of hire. The faculty member's performance in each of the three areas shall be rated Superior, Satisfactory, or Unsatisfactory. Satisfactory and Superior in each of the areas are defined below. In addition to these definitions, the faculty member's letter of hire may specify certain performance expectations, which if met would constitute Satisfactory performance and if significantly exceeded would constitute Superior performance.

Teaching: To be rated Satisfactory in teaching, a faculty member must demonstrate effective instruction both inside and outside the classroom, characterized by appropriate content and rigor. To be rated Superior, a faculty member must be able to demonstrate a consistent and significant record of effective instruction characterized by appropriate content, rigor, and exceptionally high quality and/or innovation.

Research: To be rated Satisfactory in research, a faculty member must demonstrate success in the research process pertinent to their discipline, culminating with publications, awards, grants, and/or patents as listed under primary evidence of research success. To be rated Superior, a faculty member must be able to demonstrate a consistent and significant record of research activity characterized by exceptionally high quality, insight, and/or productivity. Evaluation of research performance should also be based upon the faculty member's workload and departmental research infrastructure.

Service: To be rated Satisfactory in service, a faculty member must demonstrate effective participation in the department/college/university service area plus participation in either professional or community service. To be rated Superior, a faculty member must be able to demonstrate a consistent and significant record of service activities characterized by initiative, leadership, and/or exceptional success of the group being served.

Distinction by academic rank: Satisfactory and Superior performance expectations increase with increasing academic rank. With these definitions as a guide, each unit shall decide the standard for each academic rank within their school or department.

PRE-TENURE EVALUATION

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.

TENURE EVALUATION

Eligibility

Tenure-track faculty members will usually be evaluated for tenure after at least four (4) full years of service and in no case later than during the faculty member's sixth (6th) full academic year of employment at the institution. 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 the 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 minimum years of service required prior to tenure application by part-time, tenure-track faculty will be determined on a case-by-case basis by the College Dean in consultation with other faculty and administrators.

Tenure track faculty members must hold the appropriate terminal degree in their disciplinary field, unless otherwise stated in the letter of hire.

Criteria

To be granted tenure, the tenure-track faculty member must achieve a Superior level of performance in at least one of the areas of teaching, research activities, and service and at least a Satisfactory level of performance in the remaining areas. They must also show potential for continuing to make professional contributions to their field and to the university in all three areas.

PROMOTION TO ASSOCIATE PROFESSOR

Eligibility

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.

Criteria

To be promoted to Associate Professor, the faculty member must, for the period under review (since achieving rank of Assistant Professor), achieve a Superior level of performance in at least one of the areas of teaching, research activities, and service and at least a Satisfactory level of performance in the remaining areas. They must also show potential for continuing to make professional contributions to their field and to the university in all three areas.

PROMOTION TO PROFESSOR

Eligibility

To be considered for promotion from Associate to full Professor, faculty members must have completed at least 3 years in rank as Associate Professor or have equivalent experience. Thus, the request for consideration can be made during the faculty member's 4th 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.

Criteria

To be promoted to Professor, the faculty member must, for the period under review (since achieving rank of Associate Professor), achieve a Superior level of performance in two of the three areas of teaching, research activities, and service. A rating of at least Satisfactory must be achieved in the third area. They must also show potential for continuing to make professional contributions to their field and to the university in all three areas.

PERIODIC PERFORMANCE REVIEW

Eligibility

Every faculty member who has served for 5 years since their last major review (e.g. tenure, promotion, or PPR) will participate in a Periodic Performance Review.

Criteria

The faculty member must achieve at least a Satisfactory level of performance in all three of the areas of teaching, research activities, and service. They must also show potential for continuing to make professional contributions in all areas of workload assignment.

IV. APPEALS

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

V. COLLEGE-LEVEL REVIEW OF TENURE AND PROMOTION APPLICATIONS

A College-level committee will review tenure and promotion applications prior to review by the College Dean. The committee will consist of one representative from the School of Engineering, one from the Mathematics Department, and one from each Science Department within the College. Half-time or greater faculty of each school/department will elect their unit representative.

Committee members will review all tenure and promotion applications, indicate by vote whether they support the application, and provide a written summary of their collective analysis. Members should abstain from voting if, for a specific applicant, they already voted while serving on a departmental level committee for that applicant.

The college-level committee may invite the chair of a departmental review committee to attend a committee meeting and discuss the departmental report.

VI. AMENDING THIS DOCUMENT

This entire document will be considered for changes every 5 years. The process will begin with a review of the document by the Executive Committee and the Dean, for approval by the College faculty at large.

Faculty may also request changes to this document. To do so, the faculty member will make the request for change first at the department/school level. If the department/school agrees to the change, the request will be forwarded to the department chair/school director, who writes a recommendation and then forwards the request to the Executive Committee. If the Executive Committee and Dean agree with the change, it will be submitted for approval by the College faculty at large.