

Idaho State

UNIVERSITY

College of Education

Guidelines for Promotion and Tenure

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I. Introduction

Consistent with the institutional mission of Idaho State University, the College of Education is committed to the teaching of students, discovery and advancement of knowledge, bringing of education to residents of Idaho through outreach programs, and utilization of its resources in public and professional service. Academic accomplishments by the faculty are considered to be the basis on which excellence in all areas of activity is achieved. This emphasis and effort are based on the assumption that the scholarly activities and professional practice engaged in by faculty enable the College of Education to reach its mission of the study and enhancement of learning and teaching.

The work of the College of Education, therefore, is shaped by its commitment to learning, teaching, research, and service. A shared responsibility for such commitments among faculty, students, staff, and other interested parties promotes an environment of collaboration that allows all to perform their roles in ways that enhance the mission and goals of the College.

The promotion and tenure of highly qualified faculty are critical to the success of the College of Education in meeting its mission and goals. A well-designed and well-executed process for promotion and tenure is needed to:

- Attract and retain faculty members of high professional achievement who will make a strong contribution to the intellectual life of the College.
- Assist in the professional development and career advancement of faculty members through maintenance of appropriate standards and constructive assistance.
- Advance the College's mission in the areas of teaching, scholarship, and service.

These Guidelines for Promotion and Tenure are intended to support individual faculty members and the goals of the College of Education. The purpose of this document is to communicate essential information related to promotion and tenure activities and to clarify the process for individuals seeking promotion and/or tenure.

The following sections of the document outline a framework for promotion and tenure activities including:

- A summary of the promotion and review process;
- General considerations for promotion and tenure activities including standards and sources of documentation;
- Step-by-step procedures to be followed in the promotion and tenure review process including responsibilities of the candidate, committees, and administrators; and
- Directions for submitting documentation for promotion and/or tenure consideration.

II. Summary of the Promotion and Tenure Review Process.

Promotion and tenure decisions in the College of Education are reached through a systematic, standardized review process that emphasizes faculty development and collegiality and assures fairness and equity. The College utilizes a four-level promotion and tenure process that includes review and subsequent recommendations by faculty in the candidate's department, the department chair, the college-level Promotion and Tenure Review Committee, and the Dean prior to being forwarded to the Provost, President, and State Board of Education for final action. Essential conditions for promotion and tenure review include:

- Approved role statement(s) and annual plans;
- Annual performance evaluations, student evaluations, and peer observations (if available); and
- The portfolio that documents accomplishments in the areas of teaching, research/scholarship, and service.

The figure in Appendix A summarizes the major steps in the College of Education Promotion and Tenure review process.

III. General Considerations for Promotion and Tenure Activities

A. Role Statement(s) and Annual Plans

At the time of appointment, the department chair will provide each new faculty member with a set of current Guidelines for Promotion and Tenure and discuss the University and College standards for promotion and tenure and the review process. In consultation with the department chair, the faculty member will prepare a role statement that clearly defines the faculty member's responsibilities in the areas of teaching, scholarship, and service. Role statements are revised as needed. As part of each annual evaluation, the faculty member will prepare a plan that outlines specific goals and assignments for the upcoming calendar year. The role statement(s) and annual plans provide frameworks for how the faculty member contributes to the mission of the department and the College. The role statement(s) and annual plans can thus be used for assisting promotion and tenure decisions and recommendations for faculty development.

B. Annual Evaluation

Each academic year the chair of a department (or unit head) must submit to the Dean of the chair's college (or appropriate superior) an evaluation of each faculty member in that department (or unit). Any evaluation must include at least administrative access to all primary or raw evaluation data. This evaluation, together with the opinion of higher administrators, will be used as one (1) basis for the final recommendation relative to reappointment, non-reappointment, acquisition of tenure, or other personnel action, whichever is appropriate. The chair must communicate in writing an assessment of strengths and weaknesses to each faculty member evaluated.

Evaluation of faculty regarding promotion and tenure decisions should be made in terms of the individual's potential effectiveness as a permanent member of the local academic community. The indices considered in the faculty role statement(s), annual plans, and annual evaluations may vary by unit, from year to year, and by the faculty member's responsibilities and stage of career.

Faculty members generate their annual evaluation forms via Activity Insight and edit as necessary. Consistent with guidelines set forth in ISU Policies and Procedures, Promotion and Tenure. III. A. 2. (<http://www.isu.edu/policy/4000/tenure.shtml>), within five (5) working days of receiving the evaluation/recommendation and its rationale, the affected faculty member may respond, in writing, to the next higher level of evaluation. This policy will be followed at each level of the College's review.

C. Peer Review of Teaching

The candidate for promotion and/or tenure is strongly encouraged to include peer observations and reviews regarding classroom teaching. If the candidate chooses to include this information, it should be documented in his/her promotion and tenure review materials.

D. Professional Activities and Sources of Evidence

Consistent with ISU Policies and Procedures, Part 4. Personnel Policies. Section II.H.1.c. (Retrieved from http://www.isu.edu/policy/fs-handbook/part4/4_2/4_2h.html or <http://www.isu.edu/acadaff/fac-policies.shtml>), professional activities of the College of Education faculty are generally viewed to be in three categories—teaching, scholarship, and service. Sources of evidence to be used as guidelines for individual faculty members as they plan their professional development and progression toward promotion and tenure can be found in the Promotion and Tenure Application Form, which is available on the Forms and Documents page of the Office of the Provost website (<http://www.isu.edu/acadaff/forms.shtml>).

1. Teaching

High quality teaching is expected as a professional activity in the College of Education. It is not only the vehicle by which we carry forward the University's teaching mission, but it also serves as the means through which the College fulfills its mission as the center for the study and enhancement of teaching and learning. Teaching is the direct educational involvement with students inside and outside the classroom. It includes such activities as classroom instruction, student advising, supervision of independent study and field work, graduate case studies, projects, theses, and dissertations, the development of instructional materials, publication of student handbooks or study guides, course design, and other related activities. High-quality teaching may be indicated by, but is not limited to, the categories listed in the Promotion and Tenure Application Form, which is available on the Forms and Documents page of the Office of the Provost website.

Specific to the College of Education promotion and tenure expectations, a candidate shall provide, as a part of the portfolio, a self-evaluation of teaching strengths and professional development.

2. Scholarship and Research

A significant responsibility of faculty in the College of Education is scholarship and research. Scholarship/research in education involves systematic and creative study of the problems and processes of teaching and learning and encompasses both understanding and technique, both theory and practice, both “why” and “how” questions. Scholarship and research, consequently, contribute to the basic and enhanced understanding of teaching and learning, to the improved practice of the profession of education, or to both. High quality scholarly activity provides evidence of the faculty member’s currency in the field, contributions to knowledge, dissemination of that knowledge, and application.

A necessary aspect of scholarship/research is the sharing of the results with the profession and peers. Publication is normally the most important vehicle for reporting scholarly activity and takes many forms. Expected productivity in the area of scholarship includes, but is not limited to, the categories listed in the Promotion and Tenure Application Form, which is available on the Forms and Documents page of the Office of the Provost website.

Specific to the College of Education promotion and tenure expectations, a candidate shall provide, as a part of the portfolio, a self-evaluation of scholarly activities and professional development.

3. Service

Service is expected as a professional activity in the College of Education. Service provides the means through which the College fulfills its mission of collaboration with the public schools and with other educational agencies. Through service activities, faculty contribute to the welfare of the profession of education, provide intellectual and academic leadership, and support the mission of the College and University.

Given the mission of colleges of education, service at the state and local levels is of great importance. An essential aspect of service is the sharing of commitment and expertise with other individuals in the profession. Cooperative work in schools at the local, state, and national levels, involvement in professional associations and learning organizations, participation in program accreditation, department committees, College development and evaluation activities, and membership on University committees are all areas of service. High quality in the area of service may be indicated by, but is not limited to, the categories listed in the Promotion and Tenure Application Form which is available on the Forms and Documents page of the Office of the Provost website (<http://www.isu.edu/acadaff/forms.shtml>).

Specific to the College of Education promotion and tenure expectations, a candidate shall provide, as a part of the portfolio, a self-evaluation of service activities and professional development.

IV. Procedures and Responsibilities

The promotion and tenure review process is designed to allow faculty members to assess their own professional development, provide a basis for making promotion and tenure decisions, and create a situation where clear communication can occur relative to faculty development needs. The procedures and responsibilities within the College promotion and tenure review process are consistent with all requirements set forth in the ISU Policies and Procedures: Promotion and Tenure (<http://www.isu.edu/policy/4000/tenure.shtml>). All levels of review must give proper credence and weight to the faculty member's collective student evaluations and other documentation relating to teaching, research, and service.

A schedule of deadlines for each of the promotion and tenure review activities will be established at the beginning of each academic year by the Dean. The schedule will be consistent with all evaluation deadlines set each year by the Provost and the State Board of Education. The schedule may be distributed to all faculty members at the first faculty meeting held in August. The schedule can be found in the Share files (<https://share.ed.isu.edu/share/page/>). [Click: Shared Files, 6. Meeting Minutes, Faculty Meetings, Academic Year, Date of first August Meeting, Promotion and Tenure Review Process--Year]

Sequence: For each academic year, the dean's office prepares a "Promotion and Tenure Review Process" that specifies the dates by which steps are to be completed. Please see the CoE SHARE drive, "Faculty Meetings" folder. An example is:

- April 1, 2016 Submit Notice of Intent to Department Chair and copied to COE Dean
- April 15, 2016 Department Chair Notice of Eligibility sent to candidate
- April 22, 2016 Submit a list of seven potential External Reviewers to the Department Chair
- May 20, 2016 Invitation letter sent to External Reviewers
- June 10, 2016 Submit copies of current vitae and selected scholarship materials to send to external reviewers to the Department Chair
- July 1, 2016 Send materials to External Reviewers
- August 26, 2016 External reviewers will submit their letters to the Department Chair
- September 2, 2016 Appointment of Department Review Committee
- September 30, 2016 Submission of Documentation Portfolio
- October 21, 2016 Recommendations of Department Review Committee forwarded to Department Chair
- November 11, 2016 Recommendations of Department Chair forwarded to College Review Committee
- December 16, 2016 Recommendations of College Review Committee forwarded to Dean
- January 20, 2017 Recommendations of Dean forwarded to Provost/VP for Academic Affairs
- March, 2017 Recommendations of VPAA forwarded to President
- April, 2017 Submission of Institutional Recommendation to State Board

A. Responsibilities of Candidate, Department, Chair, College, and Dean

1. The Candidate (and External Review)

Each candidate should have a vision of his or her role and measures of comparative excellence to be achieved within it. The role statement(s) and annual plans provide a framework for how the candidate should contribute to the mission of the department, college, and university. The candidate should work closely with the department chair in development of professional goals consistent with the current role statement and annual plan.

Each candidate is responsible for developing, maintaining, and submitting a Professional Documentation Portfolio to the Department Chair, for usage by the Promotion and Tenure Review Committees and the Dean. This portfolio is the primary source of information for use by the promotion and tenure review committees and administrators when recommendations are made. The Documentation Portfolio must follow the format detailed in the University Procedure for Submitting Materials for Tenure and Promotion Consideration. A candidate will also complete the Idaho State University Tenure and Promotion Application including all applicable sections in addition to items that the candidate feels strengthens the application for promotion and/or tenure. (See Forms and Documents at <http://www.isu.edu/acadaff/forms.shtml>).

In the College of Education, it is the responsibility of candidates to inform the department chair of their intention to seek promotion to associate professor and/or tenure prior to the completion of the fourth year (or fifth year). This allows for the promotion & tenure review to be conducted in the fifth year (or sixth year). The candidate initiates the promotion and/or tenure review process by submitting a written notice of intent to the Department Chair, following the College's published timeline. Within the letter of intent, the faculty member must include statements indicating:

- Permission for release of personnel records for the purpose of promotion and tenure review;
- Assurance that all role statements, annual plans, annual evaluations, quantitative data from student course evaluations, peer evaluations, if existing, will be included in the candidate's promotion and tenure review materials; and
- Indication of intended category of eligibility selected from the following list:
 - The candidate has or will have completed the probationary time requirement for promotion and / or tenure (i.e., four years of employment at Idaho State University for tenure; four years of university teaching experience at the rank of assistant professor for promotion to associate professor; and seven years of university teaching at the rank of assistant professor or higher for promotion to professor) and holds a terminal degree.
 - The candidate has been granted waiver of the probationary time requirement for promotion and/or tenure through documented professional experience agreed upon in writing at the time of hire.
 - The candidate is seeking promotion and/or tenure prior to completion of the probationary time period because of exceptional performance.

After the department chair determines that the faculty member is eligible for promotion and/or tenure, the external review process will begin. External review of a candidate for promotion or tenure provides an additional expert voice to the review process.

- The promotion and tenure application will include one letter each from a minimum of three but no more than six external reviewers who are experts in the individual's discipline. Selected external reviewers should be well regarded and recognized scholars in the candidate's discipline and able to evaluate the quality, productivity, and significance of the candidate's research/scholarly/creative activity.
- When applying for tenure and/or promotion, the candidate must submit a list of at least seven recommended external reviewers, including rationale, to the department chair no later than May 1 preceding the academic year in which the candidate is applying for promotion and/or tenure. The candidate should certify that there is no significant personal relationship with the recommended reviewers. The candidate will refrain from contacting potential external reviewers.
 - Examples of a significant personal or professional relationship where there may be a conflict of interest or an invested interest include familial relationship, major dissertation advisor, dissertation advisees, faculty mentor, employees of Idaho State University, or an individual who has paid the candidate for a consulting service. It is likely, however, that the candidate may know the external reviewer from attending national conferences or serving on a national board.
- The department chair may also consider other professionals in the candidate's specific area of expertise as external reviewers. The department chair shall also review the candidate's list to ensure that there are no conflicts of interest. The department chair and the candidate will agree on the final three to six external reviewers to be considered; at least two reviewers from the candidate's list will be among those selected.
- The department chair shall contact the potential reviewers to ascertain their willingness to serve, explain the timelines of the process, and assure the reviewer of confidentiality unless otherwise required by court order, valid subpoena, discovery order, or by an administrative agency with proper jurisdiction.
- The department chair will forward to the external reviewers by July 1 the following documents: candidate's current vita (see Appendix B), three selected publications submitted by candidate, the candidate's role statement(s), and the scholarship section of the COE Promotion and Tenure document. The external reviewers are invited to submit their letters to the department chair by September 1st. To assure candid and objective responses, the letters will remain confidential, with access limited to the chair, authorized members of the promotion and tenure review committee, Dean, Provost, or other officers of the College or University with a need for access as part of the review process.

- The department chair will collect the external review letters submitted and forward them to the chair of the Department Promotion and Tenure Review Committee. This committee will summarize the letters and will include their findings in the Committee's Summary Report.
- The original letters will be retained in the Dean's office.

After receiving the candidate's letter of intent and any letters received from external reviewers, the Department chair then forwards a statement of the candidate's eligibility and, if appropriate, written documentation of waiver of the probationary time requirement for promotion and/or tenure to:

- The candidate
- The College Promotion and Tenure Review Committee
- The Dean

Following notification by the Department Chair of the candidate's eligibility to seek promotion and /or tenure, the candidate must provide documentation materials, along with a list of suggested names for membership on the Department Promotion and Tenure Review Committee, to the Department Chair. The Department Chair, in consultation with the candidate, will then appoint the Department Promotion and Tenure Review Committee. Review by the Department Promotion and Tenure Review Committee constitutes the first level of the College's four-level promotion and tenure review process that includes review and subsequent recommendations by:

- Department Chair
- College-level Promotion and Tenure Committee, and
- The Dean

2. Level 1: Department Promotion and Tenure Review Committee

The Department Promotion and Tenure Review Committee serves as the first level of review for promotion and/or tenure decisions. As such, the Committee has obligations to both the candidate and the College. The College is entitled to the best faculty it can obtain, and the candidate is entitled to an objective and complete evaluation of individual accomplishments relative to the standards for promotion and tenure. The committee membership will be determined by the department chair in consultation with the candidate.

The Department Promotion and Tenure Review committee is an ad hoc committee appointed by the Department Chair. Consistent with guidelines provided in ISU Promotion and Tenure. III.B.1.d., it has the responsibility to fairly and objectively review and summarize the candidate's accomplishments in accordance with the individual's role statement(s) and annual plans, when making promotion and tenure recommendations.

The committee is comprised of five members apportioned as follows:

- Current student;
- At least one tenured faculty member from the candidate's discipline, if available;
- At least one tenured faculty member from the Department at large, if available;
- At least one non-tenured faculty member from the Department at large, if available; and
- If necessary, the fifth member can be from the College at large.

If the described committee is not possible, the department chair will submit a letter of variance to the Dean for approval. This letter will be retained in the Dean's Office. Should the chair and Dean be unable to resolve the matter of committee membership, the issue will be resolved by the College Executive Council.

As stipulated in ISU Promotion and Tenure III.B.1.d., each member of the committee has an equal vote on all matters. The chair of the Committee shall normally be a member of the candidate's department, selected from the committee membership in consultation with the Department Chair.

The Department Promotion and Tenure Review Committee completes an in-depth analysis of the candidate's Documentation portfolio and gathers additional information through written faculty recommendations (Appendix C). Specific guidelines for procuring faculty recommendations are included in Appendix C. The Committee then prepares a written summary report of its findings and makes recommendations for promotion and/or tenure action that are forwarded to the Department Chair. The format to be used in preparation of the Department Promotion and Tenure Review Committee report appears in Appendix D.

The Committee chair informs the candidate in writing of the Committee's summary report by providing a copy of the letter and cover letter. The Committee chair also informs the candidate in writing of his or her due process rights relative to promotion and tenure decisions as stipulated in ISU Promotion and Tenure. III.A.2.: Within five (5) working days of receiving the recommendation and its rationale, the affected faculty member may respond to it, in writing, to the next higher level of evaluation.

3. Level II: Department Chair Review

The Department Chair provides each new faculty member with a set of the current Guidelines for Promotion and Tenure and discusses the university, college, and Department philosophy and standards to be considered in promotion and tenure activities and the review process.

In consultation with the Department Chair, the faculty member develops a role statement and an annual plan within the context of the faculty member's academic preparation and expertise, interests, past experience, and the position for which she/he was hired. Role statements are reviewed annually by the Department Chair and faculty member and revised as necessary.

The Department Chair also oversees promotion and tenure activities in the Department and ensures that all procedures are followed and deadlines are met. The Chair is responsible for reviewing the candidate's notice of intent to seek promotion and/or tenure and for forwarding the candidate's intention and notification of eligibility to the College Promotion and Tenure Review Committee and the Dean. The Chair is responsible for appointing the candidate's Department Promotion and Tenure Review Committee.

Upon receipt of the summary report and recommendations from the Department Promotion and Tenure Review Committee, the Department Chair reviews the candidate's Documentation Portfolio and the summary report and recommendations from the Department Promotion and Tenure Review Committee. The Chair then evaluates the candidate's accomplishments and recommends a promotion and/or tenure action that is forwarded to the College Promotion and Tenure Review Committee. When a Department Chair is under review for promotion, this level of review will be completed by an appropriate person appointed by the dean.

The Department Chair informs the candidate in writing of his or her recommendations for promotion and/or tenure action and the justification for these recommendations by providing a copy of the Chair's report and cover letter.

The Department Chair also informs the candidate in writing of the due process rights relative to promotion and tenure decisions: Within five (5) working days of receiving the recommendation and its rationale, the affected faculty member may respond to it, in writing, to the next higher level of evaluation.

4. Level III: College Review

The College Promotion and Tenure Review Committee has obligations to both the candidate and the institution. The university is entitled to the best faculty it can obtain, and the candidate is entitled to fair and objective consideration, as well as clear information regarding his or her progress toward promotion and tenure.

The College Promotion and Tenure Review Committee has the responsibility to fairly and objectively review and summarize the candidate's accomplishments, along with the individual's role statement(s) and annual plans, when making promotion and tenure decisions. However, both the Committee and the candidate must recognize a decision to deny promotion and/or tenure is to be expected when faculty do not demonstrate excellence in meeting college and university expectations of accomplishments and quality.

The College of Education Promotion and Tenure Committee is a standing committee of the College. Upon receipt of the candidate's portfolio, the summary reports and recommendations from the Department Promotion and Tenure Review Committee, the Department Chair, and any candidate responses, the College of Education Promotion and Tenure Committee then thoroughly reviews the materials. Based up on

the review, the committee generates a summary and recommendations pertaining to promotion and tenure and forwards them to the Dean.

The six-member committee shall be comprised as follows:

- One committee member from each of the Departments within the College of Education
- One committee member from outside the College of Education, selected by the Dean
- One committee chair, who is a tenured College of Education faculty member, appointed by the Dean, with the advice and consent of the Executive Council

All committee members must be full-time, tenured faculty; however, in the event that a department does not have any eligible faculty members able to serve, the department members, in consultation with the department chair and the dean may make special provision. Committee members shall serve two-year, staggered terms such that at least two members of the Committee are replaced each academic year. The chair may serve no more than two consecutive two-year terms. As stipulated in ISU Promotion and Tenure III.B.1.d., *each member of the Committee has an equal vote on all matters*. College of Education faculty interpret the preceding statement to mean that a person has an equal, but not greater vote and therefore is limited to one vote in the following manner:

When a member of the College of Education Promotion and Tenure Review Committee also serves on a departmental Level 1 committee for a candidate, that member chooses the level at which s/he will vote—the member may participate in deliberations at both levels, but shall abstain from voting at one level.

Should a Department Chair serve on the College of Education Promotion and Tenure Review Committee, when a faculty member of said department applies for promotion or tenure, that Chair shall not participate in deliberations or voting at the College committee level for that candidate. The Department shall select a substitute representative to the College committee for the purpose of that candidate's promotion and tenure review.

The College of Education Promotion and Tenure Review Committee shall also comply with all College and University policy on nepotism and conflict of interest.

Consistent with guidelines set forth in ISU Promotion and Tenure. III.A.2., the chair of the College Promotion and Tenure Review Committee informs the candidate in writing of the Committee's recommendations for promotion and/or tenure review action by providing a copy of its written report and cover letter. *Within five (5) working days of receiving the recommendation and its rationale, the affected faculty member may respond to it, in writing, to the next higher level of evaluation.*

5. Level IV: Review by the Dean

The Dean is responsible for all promotion and tenure activities in the College. This ensures that all due process and review procedures are followed and deadlines are met.

As the fourth level of review in promotion and tenure decisions, the Dean reviews the summary reports and recommendations from the Department Review Committee, the Department Chair, the College Promotion and Tenure Review Committee, and any candidate responses. Based on the recommendations and accompanying documentation, the Dean then makes a recommendation for promotion and/or tenure action that is forwarded along with a rationale for the recommendation, the candidate's Documentation Portfolio, Department and College review committee recommendations and reports, Department Chair recommendations, and any responses submitted by the candidate to an earlier level of review to the Provost.

The Dean must inform the candidate in writing of his or her recommendation for promotion and/or tenure action by providing a copy of the Dean's report. At that time, the Dean also informs the candidate in writing of due process rights and procedures relative to promotion and tenure decisions: *Within five (5) working days of receiving the recommendation and its rationale, the affected faculty member may respond to it, in writing, to the next higher level of evaluation.*

In accordance with ISU Promotion and Tenure. III.B.1.d., the President is responsible for making the final decision. An individual eligible for tenure must be informed, by proffered written contract, of appointment or non-appointment to tenure not later than June 30 after the academic year during which the decision is made. The awarding of tenure to an eligible faculty member is made only by a positive action of the President. The President must give notice in writing to the faculty member of the approval or denial of tenure status. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given or received by the times prescribed in any sections of these policies. No candidate may construe lack of notice of denial of tenure as the awarding of tenure. If the President has not given notice to the candidate as provided for in these policies, it is the duty of the candidate to make an inquiry to ascertain the decision of the President.

B. Confidentiality of Committee Deliberations and Candidate Documentation

The proceedings of the Department Promotion and Tenure Review Committee and the College Promotion and Tenure Review Committee are confidential. The results and content of promotion and/or tenure deliberations will not be disclosed by anyone, except in the manner proscribed for forwarding recommendations to the next highest level of review and for informing the candidate of the recommendation made by the Committee, or as necessary to comply with the requirements of a formal grievance.

V. Evaluation Standards for the Award of Tenure

Evaluation of faculty for tenure should be made in terms of the individual's potential effectiveness as a permanent member of the academic community. Acquisition of tenure is not automatic but requires explicit judgment, decision, and approval.

A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.6.d.iv.1. In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution. In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances" (as provided in Board Policy II.G.6.d.iv.2).

The College of Education, in clarifying the probationary requirements for tenure, requires that at the beginning of the tenure review process, the candidate specify one of the following eligibility categories:

- The candidate has fulfilled the probationary time requirement for tenure (i.e., is completing the fourth or fifth full year of employment at Idaho State University; the review follows during the next academic year).
- The candidate has been granted waiver of the probationary time requirement through documented professional experience agreed upon in writing at the time of hire. A copy of that document must accompany the tenure application.
- If the candidate is seeking tenure prior to completion of the probationary time period because of exceptional performance, the burden of proof rests with the individual.
- Should a faculty member not initiate an application by May 1 of the candidate's fifth year for a tenure review during the sixth year, the College will initiate the tenure review process by May 1 of the sixth year.
- ISU's "Stop the Tenure Clock" policy recognizes: "exceptional cases" such as unforeseen research-related difficulties, family emergencies, illness, childbirth, heavy teaching loads as assigned by the department or program chair, or other such extenuating circumstances" may warrant stopping the tenure clock for a period of time. Please refer to the policy for instructions on the process [policy number when available].

A candidate for appointment to tenure is evaluated primarily on the quantity and quality of accomplishments completed in fulfillment of the agreed upon role as delineated in the role statement(s) and annual plans. The professional judgment of quality should take into consideration the depth and richness of contributions, not merely the number of activities. Tenure decisions may be based not only on the years directly preceding the tenure review, but also on the candidate's entire academic career and may include professional work completed prior to appointment at Idaho State University.

For award of tenure, the candidate must provide evidence through the tenure review process that he or she has achieved the following standards of performance:

- Fulfillment of the obligations of his or her academic role as outlined in the candidate's role statement(s) and annual plans, and evidenced in annual evaluations.
- Potential for effectiveness as a permanent member of the academic community as indicated by adherence to University rules and regulations and to the ethics of the profession, and potential for effectiveness as a permanent member of the College community as judged by his or her peers in the program area(s), department, and College.
- Effective teaching as indicated by annual supervisor evaluations, student course evaluations, and reports of classroom observation by peers (if available).
- A continuing record of scholarship that may include authorship of journal articles, books, and/or monographs; presentation of scholarly papers at professional conferences or annual meetings; development of grant proposals for funding from external agencies and/or university sources; and other scholarly activity.
- A record of service to the community, Department, College, and University, consistent with the candidate's rank, role statement(s), and annual plans. Evidence of service should reflect such activities as:

- Commitment to the mission and goals of the College as evidenced by active participation on collaborative teams, task forces, and committees at the program, department/division, and College levels.
- Contribution to the development of College programs as demonstrated by involvement in the creation and revision of courses, preparation of advising materials, recruitment and retention of students, and development of policy and procedures.
- Interest in the welfare of the institution as evidenced by membership in university councils and committees.
- Participation in professional service activities that further the mission and goals of the College. Such activities may include delivery of workshops and in-service, professional consulting, and active involvement in professional associations.

VI. Evaluation Standards for Promotion

The mission of the College of Education is based upon its commitment to learning, teaching, research, and service. A shared responsibility for such values among faculty promotes an environment of learning and cooperation that enhances the mission of the College. As such, consistent with Part 4, Section IV B of the Faculty-Staff Handbook, teaching, research, and service form the foundations of the standards by which faculty are evaluated for promotion decisions.

Also consistent with Section III of ISU Policies and Procedures (<http://www2.isu.edu/policy/4000/tenure.shtml>), academic ranks are specified as assistant

professor, associate professor, and professor. As the rank of assistant professor is assumed by the faculty member upon appointment in the College of Education, the evaluation standards for promotion address only the ranks of associate professor and professor. The standards reflect the guidelines for amount of time in rank and college teaching experience, as well as a terminal degree in the teaching field.

The candidate for promotion in rank is evaluated in terms of the quantity and quality of accomplishments completed relative to their role statement(s) and annual plans, and the mission and goals of the College. Evidence of performance in teaching, scholarship, and service emanates from a variety of sources including annual performance evaluations, peer evaluations, and information gained from the promotion and tenure review process itself.

The professional judgment of accomplishments in teaching, scholarship, and service should consider the quality of contributions and their continuity over time. Judgment of quality should take into consideration the depth and richness of contributions, not merely the number of activities.

Promotion decisions should be based not only on the years directly preceding the promotion review, but on the candidate's entire academic career and may include professional work completed prior to appointment at Idaho State University.

Promotion in academic rank is predicated on the assumption that a candidate has demonstrated significant professional commitment and accomplishment. While the ultimate decisions to recommend a candidate for promotion consists essentially of subjective judgments by the participants in the review process, these judgments must be guided by clear standards for performance that reflect the mission and goals of the College.

A. Standards for Promotion to Associate Professor

While a candidate for promotion to associate professor is judged professionally on the quantity and quality of accomplishments completed in fulfillment of the agreed upon role as delineated in their role statement(s) and annual plans, a candidate is expected to meet performance expectations as they develop a continuing record of scholarship, maintain a standard of teaching effectiveness, and assume service positions. For promotion to associate professor, the candidate must provide evidence through the promotion review process that she/he has achieved the following standards of performance:

- Terminal degree and at least five years of college teaching experience (or other appropriate experience in the field).
- Adherence to University rules and regulations and to the ethics of the profession.
- Contribution to the welfare of the College through completion of all responsibilities associated with his or her role statement(s) and annual plans.
- Effective teaching as indicated by annual supervisor evaluations, student course evaluations, and peer evaluations (as available).

- A continuing record of research and scholarly activity that includes such contributions as primary authorship of journal articles, books, and/or monographs; presentation of scholarly papers at professional conferences or annual meetings; and development of grant proposals for funding from external agencies and/or university sources, and other scholarly activity as outlined in Section II.B of this document.
- Commitment to the mission and goals of the College as evidenced by such activities as participation on collaborative teams, task forces, and/or committees at the program, department, and college levels.
- Contribution to the development of College programs as demonstrated by such contributions as the creation and revision of courses, preparation of advising materials, recruitment and retention of students, and provision of input on policy and procedures.
- Interest in the welfare of the institution as evidenced by engagement with university committees and councils, service as a GFR, or other service outside the college.
- Participation in professional service activities that further the mission and goals of the College. Such activities may include contributions such as delivery of workshops and in-service activities to schools and other educational agencies at the local and regional levels, professional consulting to schools, and leadership in professional associations.

B. Standards for Promotion to Professor

While a candidate for promotion to professor is judged professionally on the quantity and quality of accomplishments completed in fulfillment of their agreed role statement(s) and annual plans, the candidate is expected to meet performance expectations as they maintain a record of high quality teaching, an established record of scholarship, and evidence of service leadership. For promotion to professor, a candidate must provide evidence through the promotion review process that they have achieved the following standards of performance.

- Terminal degree and at least seven years of university teaching experience at or above the rank of assistant professor.
- Contribution to the welfare of the College through completion of all responsibilities associated with his or her role statement(s) and annual plans.
- Adherence to University rules and regulations and to the ethics of the profession.
- Effective teaching as indicated by annual supervisor evaluations, student course evaluations, and peer evaluations (as available).
- Commitment to the mission and goals of the College as evidenced by leadership of collaborative teams, task forces, and/or committees at the program, department, and college levels, and/or service as a program leader.
- An established record of research that includes such contributions as primary authorship of journal articles, books, and/or monographs; presentation of scholarly papers at professional conferences or annual meetings; and procurement of grant monies from external agencies and/or university sources.

- Leadership of College programs as demonstrated by the development and revision of programs, writing of policy and procedures, and/or service as a Department Chair.
- Interest in the welfare of the institution as evidenced by leadership of university councils and committees.
- Leadership in professional service activities that further the mission and goals of the College. Such activities may include contributions such as delivery of workshops and in-service activities to schools and other educational agencies at the local regional, state levels, professional consulting to schools, contributions to the university, leadership in professional organizations, and in service to the discipline.

VII. The Promotion and Tenure Portfolio

The Portfolio is the primary source of information for use by the promotion and tenure committees and administrators when evaluating the candidate's accomplishments and making recommendations regarding promotion and tenure action. A candidate is responsible for developing and keeping current a portfolio that clearly reflects and documents accomplishments relative to the standards for promotion and/or tenure. Documentation for Promotion and Tenure should follow the University Procedure for Submitting Material for Tenure and Promotion Consideration.

A candidate then submits the Portfolio to the Department Chair. The Portfolio consists of original documents, summary documents, and supporting information, including but not limited to the categories listed in the Promotion and Tenure Application Form which is available on the Forms and Documents page of the Office of the Provost website.

Once submitted to the Department Chair, the Portfolio is considered closed. With the exception of reports and candidate responses included at each level of review, no further material may be added or withdrawn by any party.

VIII. Third Year Review and Periodic (5-year) Performance Review Procedures

The Third Year and Periodic Performance Reviews are important parts of faculty development. Although these both occur outside of the Promotion and Tenure process, faculty should be aware of these processes and procedures.

A. Third Year Review

All tenure track faculty must undergo a mandatory third-year review. This is required to identify any deficiencies the candidate may have in obtaining a positive tenure and/or promotion decision while allowing sufficient time to correct those deficiencies through mentoring and faculty development. The third-year review will be conducted during the third year of full-time service with input from the unit/department faculty, unit/department chair, college/school review committee and Dean.

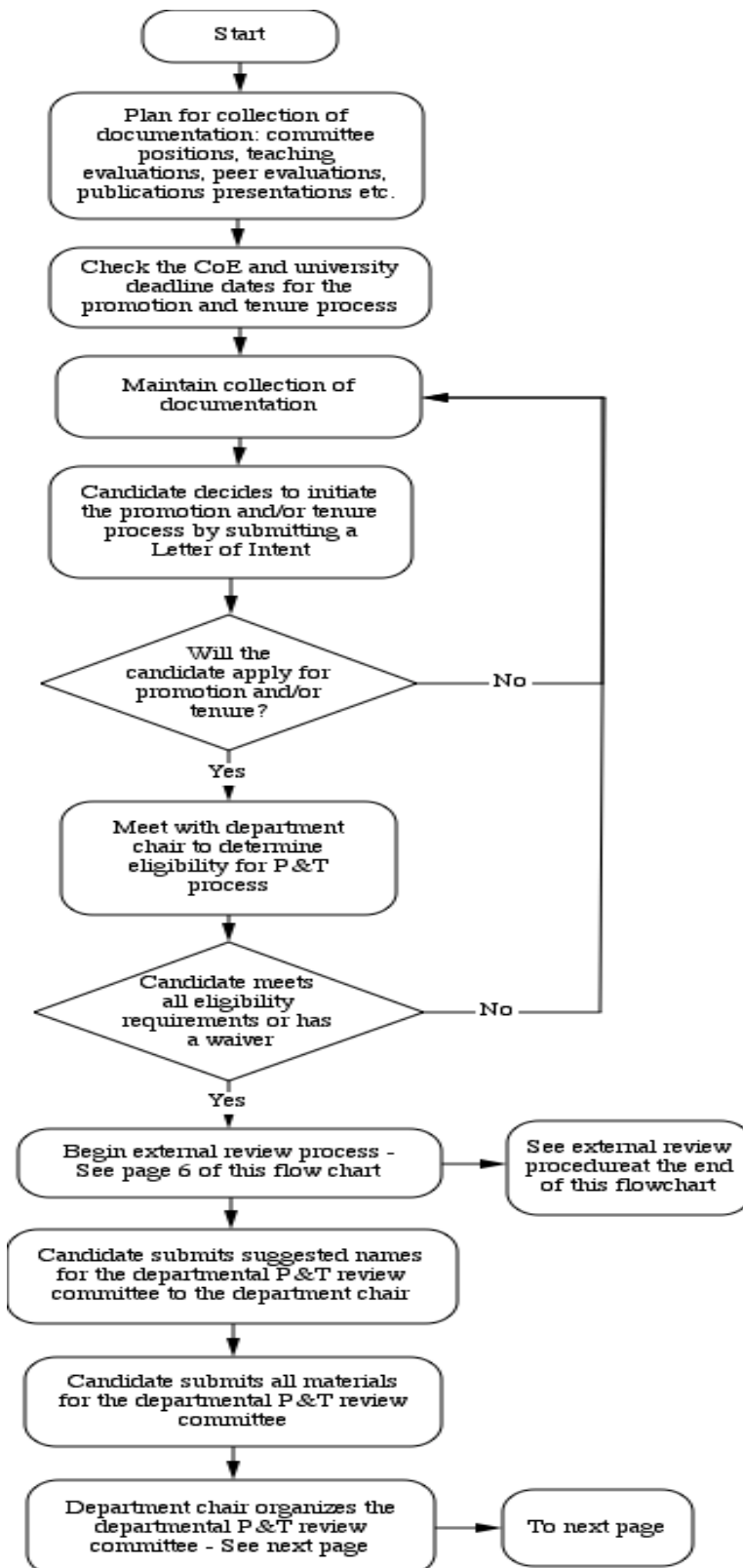
The Dean's letter will contain one of the employment recommendations tied to the third-year review: 1) candidate to be considered for an early promotion/tenure decision; 2) candidate to continue current progress toward promotion and tenure; 3) candidate to undergo a similar review again in one year; or 4) candidate to be issued a terminal contract.

B. Periodic Performance Review

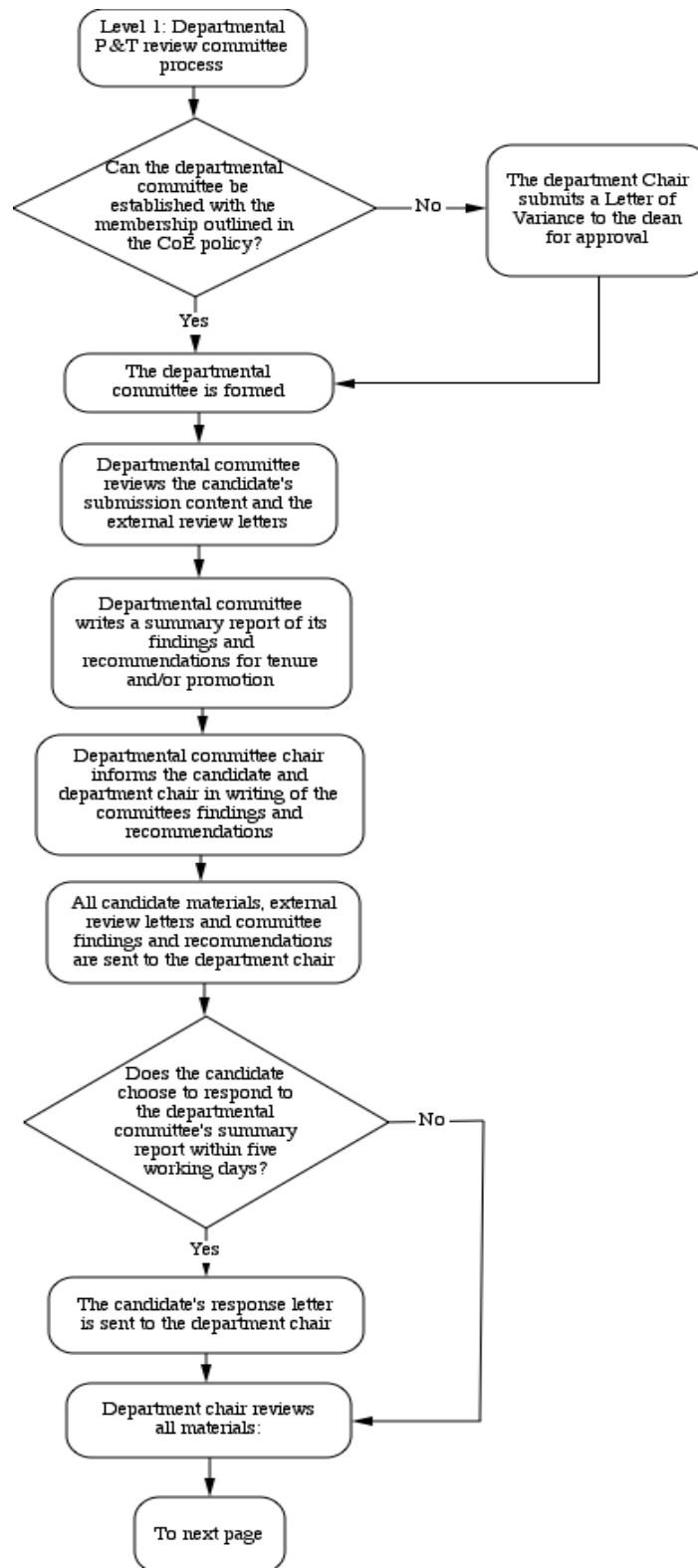
All faculty (0.5 FTE or more) must undergo a comprehensive performance review at intervals not to exceed five (5) years. For tenured faculty, this performance review must include evaluations from not only the unit/department head but also from the faculty members of the unit/department with their written majority approval or disapproval of the faculty member's performance.

Faculty with administrative responsibilities in addition to teaching responsibilities are also required to have their teaching, scholarship, and service performance reviewed at five (5)-year intervals. Their performance is reviewed by the members of the unit/department and the Dean or division head.

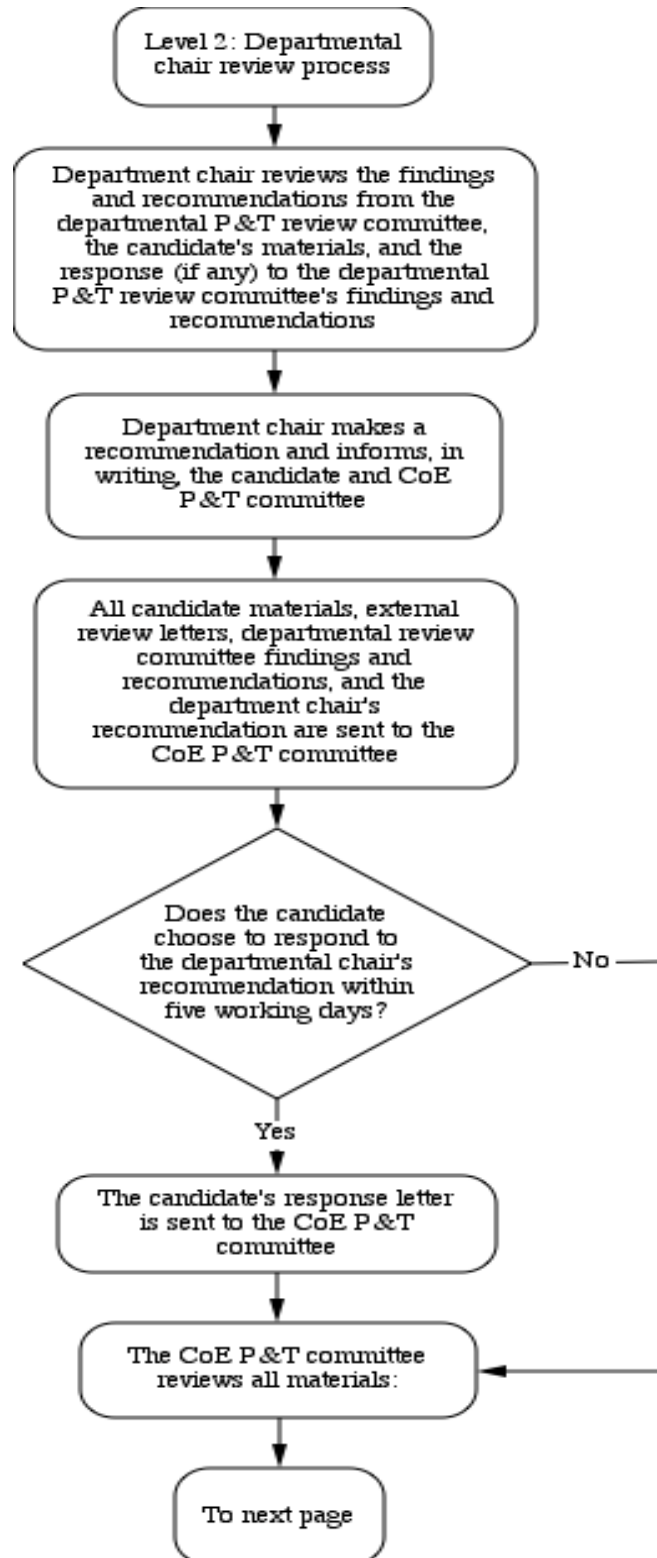
Appendix A: Summary of the Major Steps in the College of Education Promotion and Tenure Review Process



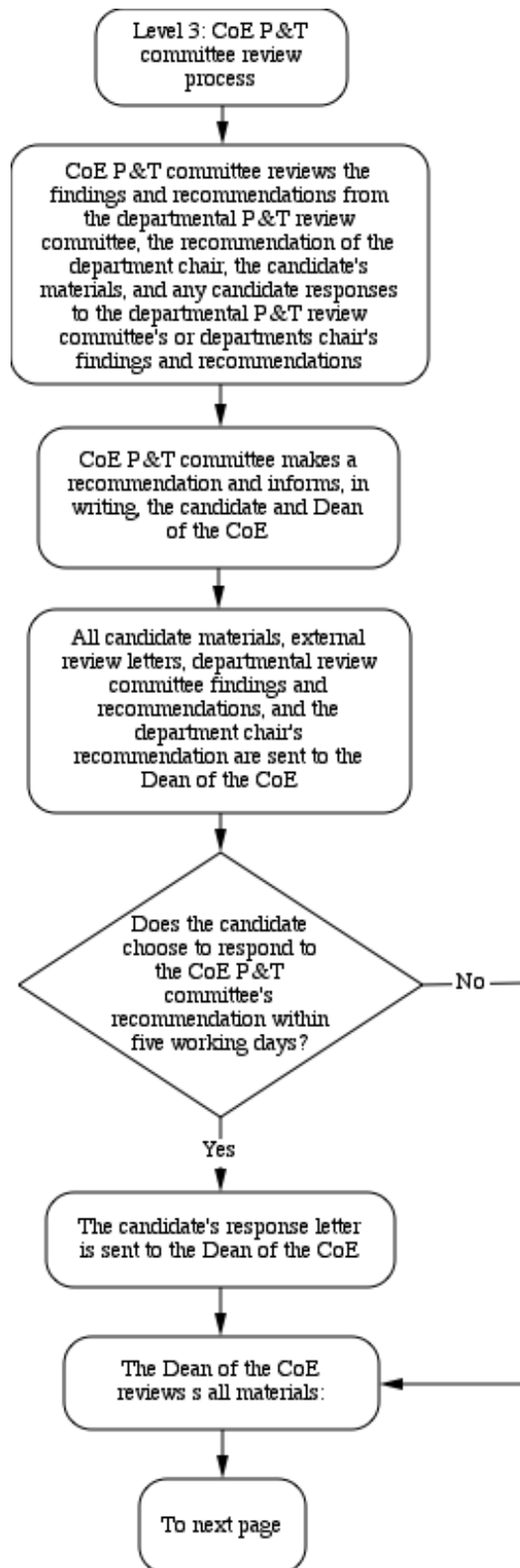
Departmental Promotion & Tenure Review Committee Review



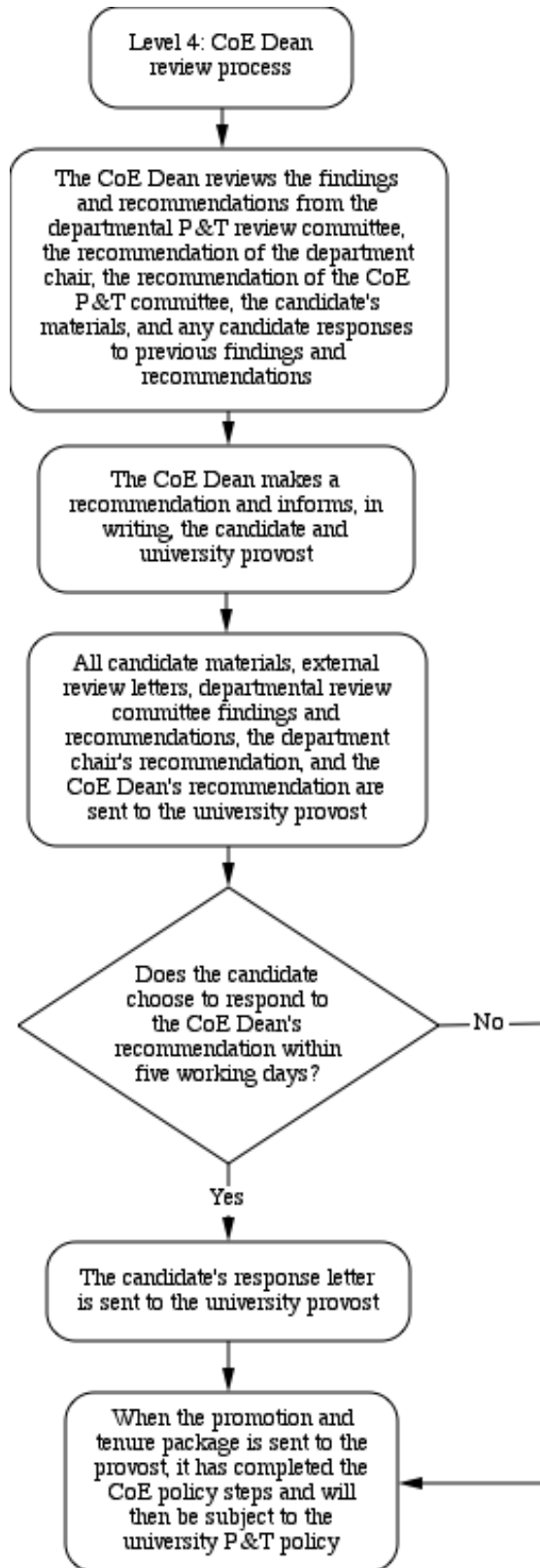
Department Chair Review



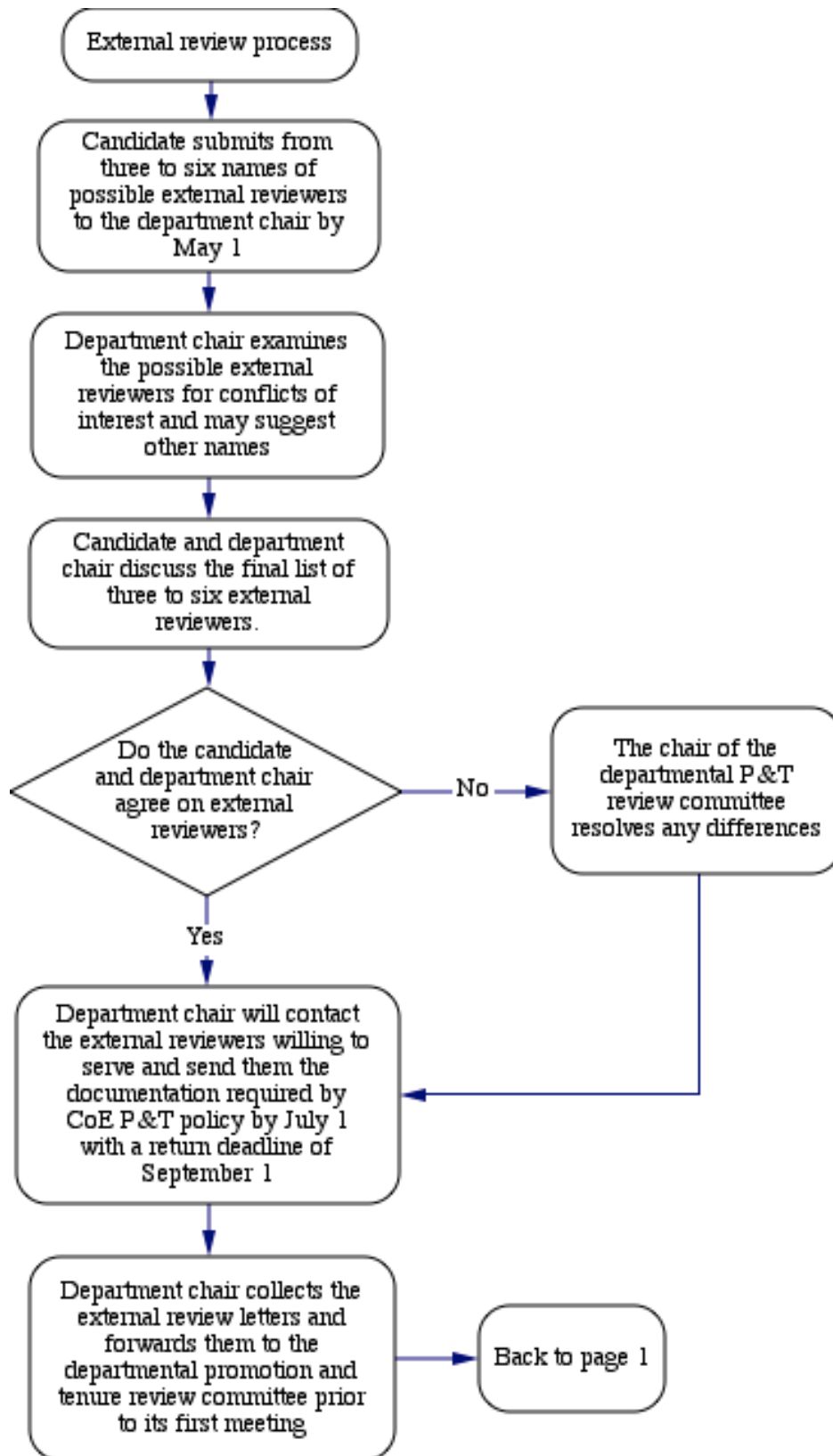
CoE Promotion & Tenure Committee Review



CoE Dean Review



CoE External Review Process



Appendix B: Required Curriculum Vitae Format

Directions: Major headings are required. Subheadings are recommended. Use these headings to section the vita if you are reporting accomplishments in those areas.

Please use the headings as listed here and in the same order they are listed so that all candidates' vitae will be formatted in the same way. If you have any questions about what items should be listed for any of the headings, consult your Department Chair. For all items listed under each heading, documentation must be provided in the Documentation Portfolio.

In all categories, please list all information in reverse chronological order.

I. INTRODUCTION

Name:	Date:
Idaho State University	
College:	Phone:
Department:	Email:
Address:	
Address:	

II. GENERAL DATA

A. Education

(May reorder table to align with possible variations in reverse chronology.)

Institution	Field of Study	Doctoral Degree	Date
Dissertation citation			
Institution	Field of Study	Master's Degree	Date
Thesis or paper citation			
Institution	Field of Study	Bachelor's Degree	Date

B. Employment

(List all changes in position or title at a given institution. Add or delete rows as needed.)

Place	Position/Title	Time Period

III. TEACHING

A. Courses Taught (indicate if distance education or delivered via technology.)

B. Teaching Awards, and Other Distinctions (List all awards, distinctions, etc. and year received in reverse chronological order.)

C. Instructional Materials

1. Textbooks Published (Commercially published K-12 Instructional Materials; should also be listed in section IV, A, 3)
2. New Courses Developed & Update of Curriculum
3. Curriculum Development Projects
4. New Programs Developed
5. New Course Materials
6. Collaborative Efforts with Colleagues to Improve Teaching
7. Scholarly Papers Published on Teaching in Your Field

D. Supervision Activities

E. Advising Activities

F. Doctoral Dissertation Committees (Include names of students; dates of service; indicate if dissertation chair or member.)

G. Master's Thesis Committees (Include names of students; dates of service; indicate if thesis chair or member.)

H. Master's Project or Case Study Committees (Include names of students; dates of service; indicate if project or case study chair or member.)

I. Other

IV. RESEARCH AND CREATIVE ACTIVITY

A. Publications (Citation format must follow APA style; place ERIC identifiers with item wherever it appears; do not duplicate.)

1. Books
 - a. Scholarly Books Published
 - b. Scholarly Books in Press
 - c. Scholarly Books submitted for review
2. Edited Volumes
 - a. Edited Volumes Published
 - b. Edited Volumes in Press
 - c. Edited Volumes Submitted for Review
3. Textbooks (Commercially Published K-12 Instructional Materials)
 - a. Textbooks Published (should also be listed in section III. D. 1.)
 - b. Textbooks in Press
 - c. Textbooks Submitted for Review
4. Chapters in Books
 - a. Chapters of Books Published
 - b. Chapters of Books in Press
 - c. Chapters of Books Submitted for Review
5. Refereed Journal Articles
 - a. Refereed Articles Published
 - b. Refereed Manuscripts in Press
 - c. Refereed Manuscripts Submitted for Review
6. Refereed Monographs or Proceedings of Scholarly Meetings
 - a. Refereed Monographs or Proceedings Published
 - b. Refereed Manuscripts or Proceedings in Press
 - c. Refereed Manuscripts or Proceedings in Press
7. Non-Refereed Articles or Proceedings and ERIC Documents
 - a. Non-Refereed Articles or Proceedings Published
 - b. Non-Refereed Manuscripts or Proceedings in Press
 - c. Non-Refereed Manuscripts or Proceedings Submitted for Review
8. Creative Activities and Products
9. Technical Report, Government or Final Reports of Funded Grants & Contracts
10. Audiovisual, Electronic & On-Line Media
11. Book or Media Reviews Published
12. Student Handbooks/Study Guides & Self-Published Materials
13. Articles in Magazines, Newspapers, & Newsletters
14. Scholarship in Progress & Unpublished Manuscripts

B. Grants and Contracts

1. List grants and contracts that you have directed as principal investigator, director, and/or co-principal investigator. Note principal investigator, director, and all co-principal investigators on grants & contracts; title; agency; purpose of research; funded amount; dates; specify if grant was refereed.
 - a. External Grants
 - b. Internal Grants
2. List grants you have applied for and are either under review or were not funded. Note principal investigator, director, and all co-principal investigators on grants and contracts; title; agency; purpose of research; funded amount; dates; specify if grant was refereed. Specify if under review or unfunded.
 - a. External Grants
 - b. Internal Grants
3. Grant Review Team Member

C. Presentations of Papers/Major Speeches (Scholarly Presentations at Professional Meetings/Conferences not previously listed above)

1. Refereed Scholarly Papers at International Conferences
 - a. Refereed Papers Presented
 - b. Refereed Papers Presented at a Poster Session
 - c. Refereed Papers Submitted for Review
2. Refereed Scholarly Papers at National Conferences
 - a. Refereed Papers Presented
 - b. Refereed Papers Presented at a Poster Session
 - c. Refereed Papers Submitted for Review
3. Refereed Scholarly Papers at State or Regional Conferences
 - a. Refereed Papers Presented
 - b. Refereed Papers Presented at a Poster Session
 - c. Refereed Papers Submitted for Review
4. Major Speeches (Indicate keynote, plenary address, invited speech, etc.)

D. Honors and Awards Related to Research (Provide all relevant details.)

V. SERVICE

A. Service to the Discipline

1. List offices held in national, regional, local organizations associated with your professional field; indicate dates of service.
2. Current Professional & Academic Association Memberships
3. Publications Board Member or Reviewer
4. Editorial Reviewer
5. Professional Development Presentations at Professional Meetings/Conferences
6. Committee Work at National Levels

B. Service to State—Committee Work and Leadership at State Level

C. Service to the University

1. University Committee Work and Leadership
2. Graduate Faculty Representative

D. Service to the College, Department, and Program

1. College Committee Work and Leadership
2. Department Chair
3. Department/Program Committee Work and Leadership
4. Program Coordinator, Leader, or Director
5. Department/Faculty Mentor
6. Advisor for Student Organizations and Other Student Services
7. Graduate Faculty Representative

E. Service to the Community

1. Community Committees, Councils, boards, etc.
2. Professional Leadership
3. In-service Courses and Workshops to Schools
4. Professional-Related Consulting
5. Community and Continuing Education Courses
6. Professional Speaking to Civic or Business Groups
7. Other Professionally Related community Service

F. Honors and Awards Related to Research

VI. PROFESSIONAL DEVELOPMENT

1. Conferences, workshops, webinars, etc. that contributed to candidate's knowledge and skills in areas of professional responsibility
2. Completion of Job-Related Professional Development Courses

Appendix C: College of Education Promotion and Tenure Review Process Guidelines for Collecting Faculty Recommendations

As stated in Part III. Sections A and B of the College of Education Guidelines for Promotion and Tenure, the Department Promotion and Tenure Review Committee serves as the *first* level of review for promotion and/or tenure decisions. As such, the Committee has obligations to both the candidate and the College. The College is entitled to the best faculty it can obtain, and the candidate is entitled to an objective and complete evaluation of individual accomplishments relative to the standards for promotion and tenure.

The Committee's responsibilities include in-depth analysis of the candidate's Documentation Portfolio. In addition, the Committee is responsible for collecting recommendations from faculty in the candidate's department or division. In gathering recommendations from faculty regarding promotion and/or tenure decisions, the committee should employ a survey methodology using the guidelines summarized below.

- The Department Promotion and Tenure Review Committee is responsible for distributing to all full time faculty in the candidate's department the specified survey form along with the cover letter explaining the purpose of the survey and instructions for returning the survey to the committee.
 - Survey forms must be returned by the respondents directly to the Chair of the Department Promotion and Tenure Review Committee for transcription. A verbatim transcript of the information from the surveys is then forwarded to the members of the Committee. Neither names nor identifiers should at any time be linked to information from the surveys.
 - All information gathered via the faculty surveys shall be used solely by the Department Promotion and Tenure Review Committee as evidence during the promotion and/or tenure review process; it is confidential and shall not be disclosed to anyone, except in the manner proscribed for forwarding recommendations to the next highest level of review and for informing the candidate of the recommendation made by the Committee, or as necessary to comply with the requirements of a formal grievance process as proscribed in the Faculty-Staff Handbook. The raw data shall be stored in the Dean's suite storage area for the duration of the promotion and tenure review process.

**College of Education
Promotion and Tenure Review Process
Cover Letter to Accompany Survey Sent to Faculty**

TO: Faculty of Department/Division

FROM:

DATE:

RE: Promotion and/or Tenure of _

Dr. _____ has submitted his / her notice of intent to seek promotion/tenure to the rank of _____. As the chair of the Department Promotion and Tenure Review Committee, I am soliciting your opinions and recommendation regarding the awarding of tenure/promotion to rank of _____. If you know Dr. _____'s work sufficiently well to comment, the committee would appreciate your response to the items on the attached form. Please return your responses to me as soon as possible. The non-confidential portion of Dr. _____'s portfolio is available in the Department Chair's office for your review.

Your responses will be anonymous (i.e., you are not to put your name on the survey unless you choose to do so), and the results from all respondents will be aggregated for analysis and reporting. Please understand that completion of the survey is voluntary, and that failure to complete the survey will not incur any penalty or ill will.

For the sake of efficiency, you may receive this letter and the survey form via email. Please fill out the form, print it, and return it to me in a sealed envelope. If you do not desire to preserve confidentiality, you may return the form via email. The content of your reply would then be transferred to the aggregate file and your original email will be deleted (and trash emptied).

Your opinions are very important to the Committee as evidence to be used during the promotion and/or tenure review process. Thank you for your assistance.

**College of Education
Promotion and Tenure Process
Model Form for Collecting Faculty Recommendations**

Note to Committee: Please use those sections of the form that are appropriate to the candidate's notice of intent to seek promotion and/or tenure.

Based on consideration of his / her teaching, scholarship, and service record, do you support Dr. __'s request for tenure?

Yes

No

Comments:

Based on consideration of his / her teaching, scholarship, and service record, do you support Dr. __'s request for promotion to {insert rank} ?

Yes

No

Comments:

ALL INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL

Appendix D: Department Promotion and Tenure Review Committee Report Format

As stated in Part III. Sections A and B of the College of Education Guidelines for Promotion and Tenure, the Department Promotion and Tenure Review Committee is responsible for preparing a thorough report of its findings relative to the candidate's teaching, scholarship, and service records. In effect, this report summarizes the evidence on which the Committee bases its recommendations for the candidate's promotion and/or tenure. The report also serves as justification for those recommendations. The format to be used by the Committee in the preparation of its report is outlined below.

Introduction

In this section of the report, the name of the candidate and the intention to seek promotion and/or tenure is cited.

Findings Relative to Teaching

- Summary of the candidate's major accomplishments in the area of teaching.
- Sources of evidence.
- Committee evaluation of the level of quality of the candidate's teaching record, including strengths and weaknesses or needed improvement.

Findings Relative to Scholarship

- Summary of the candidate's major accomplishments in the area of scholarship.
- Summary of External Review
- Sources of evidence.
- Committee evaluation of the level of quality of the candidate's scholarship record, including strengths and weaknesses or need improvement.

Findings Relative to Service

- Summary of the candidate's major accomplishments in the area of service.
- Sources of evidence.
- Committee evaluation of the level of quality of the candidate's service record, including strengths and weaknesses or needed improvement.

Recommendations

- Summary of recommendations received from faculty, including number of "yes" and "no" recommendations regarding the award of promotion and/or tenure must be reported.
- Committee recommendations regarding the granting of promotion and/or tenure.
- The actual vote of the Committee must be cited (e.g., unanimous; 3-2, etc.).

Due Process Statement

This statement appears: *Consistent with Part 4, Section V D3a of the Faculty-Staff Handbook, within five (5) working days of receiving the evaluation/recommendation and its rationale, the affected faculty member may respond to it, in writing, to the next higher level of evaluation.*

Committee Signatures

All committee members must sign the report. The level of agreement with the report is reflected in the summary of the number of votes supporting or not supporting promotion and/or tenure.