

## Issues in the P&T review process

### Using the criteria for promotion and tenure

The university promotion and tenure document lists several major criteria for achieving promotion and tenure at Iowa State. Evaluation of faculty at the department and college levels needs to measure faculty accomplishments against all of these criteria. These criteria are as follows:

#### *For promotion to associate professor and/or tenure:*

**5.2.3.2. Associate Professor and/or Tenure.** An associate professor should have a solid academic reputation and show promise of further development and productivity in his /her academic career. The candidate must demonstrate the following:

- excellence in scholarship that establishes the individual as a significant contributor to the field or profession, with potential for national distinction
- effectiveness in areas of position responsibilities
- satisfactory institutional service

Furthermore, a recommendation for promotion to associate professor and granting of tenure must be based upon an assessment that the candidate has made contributions of appropriate magnitude and quality and has a high likelihood of sustained contributions to the field or profession and to the university.

#### *For promotion to professor:*

**5.2.3.3. Professor.** A professor should be recognized by his/her professional peers within the university, as well as nationally and/or internationally, for the quality of the contribution to his /her discipline. The candidate must demonstrate the following:

- national distinction in scholarship, as evident in candidate's wide recognition and outstanding contributions to the field or profession
- effectiveness in areas of position responsibilities
- significant institutional service

There is no set time-line for a faculty member to demonstrate the three criteria identified above. The faculty member's entire academic career must be considered in the evaluation of whether or not the candidate has met these criteria. A recommendation for promotion to professor also must be based upon an assessment of the record, since the last promotion, regardless of the institution that granted the promotion. The candidate is expected to have made contributions of appropriate magnitude and quality and demonstrated the ability to sustain contributions to the field or profession and to the university.

### **Definition of Scholarship.**

Every individual reviewing a candidate's promotion and tenure materials must be familiar with Iowa State's current definition of scholarship and the criteria for excellence/national distinction in scholarship. The definition of scholarship is flexible enough to accommodate different faculty profiles and responsibilities, but departmental, college, and university review is important in determining the quality and impact of the scholarship. All faculty members must meet the criterion for excellence in scholarship, regardless of their specific PRS.

### **Effectiveness in areas of responsibility**

Each faculty member is required to be effective in all areas of responsibility: research/creative activities, teaching, and/or extension/professional practice. The standard of performance is not competence, but effectiveness.

### **Institutional Service**

There are different standards for institutional service at the associate and the full professor levels. For promotion to full professor, a candidate must demonstrate significant institutional service.

### **Scholarly teaching and scholarship of teaching**

All reviewers should be familiar with the *Faculty Handbook* language on scholarly teaching and the scholarship of teaching (sec. 5.2.2.3.1 and 5.2.2.3.2):

*Scholarly teaching* focuses on student learning and is well grounded in the sources and resources appropriate to the field; we should expect this of all teaching faculty.

*Scholarship of teaching and learning* takes the work of the faculty member beyond the individual classroom at ISU as the teaching becomes public, peer-reviewed and critiqued, and exchanged with other members of professional and disciplinary communities. Not all faculty produce scholarship of teaching and learning.

### **Department standards**

As the university promotion and tenure document specifies, a department may “specify standards that exceed those of the university or college, provided that they do not conflict with the standards of either, and provided the procedures are consistent with those described in the *Faculty Handbook*.”

### **Untenured faculty with prior experience and accomplishments**

The last five years are the key for review of faculty up for promotion to associate professor and tenure. Although earlier accomplishments may help to establish a record, the review should focus on work produced in the most recent five years.

### **Aligning percentages in the PRS with expectations for scholarship and service.**

*Scholarship expectations.* Many departments assign percentages to the various faculty responsibilities listed (i.e., research 40%, teaching 40%, professional practice/service 20%). These percentages are not expected to correlate exactly to the production of scholarship.

Note that faculty with substantial teaching responsibilities are expected to be scholarly teachers; they are not required to produce scholarship of teaching and learning (SOTL) unless this is specifically stated in their PRS. The same holds true for faculty with a high percentage of appointment in extension/professional practice.

Every faculty member up for promotion and tenure must meet the criterion for scholarship, that is “excellence in scholarship that establishes the individual as a significant contributor to the field or profession, with potential for national distinction” (for promotion to associate professor), or “national distinction in scholarship, as evident in candidate’s wide recognition and outstanding contributions to the field or profession” (for promotion to full professor).

*Institutional Service expectations.* All faculty should have institutional service listed as a responsibility in the PRS. Service may or may not be collapsed with professional practice (manuscript review, leadership in a professional organization, board membership, editing a journal, etc.).

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