

EXCERPTS FROM THE ISU FACULTY HANDBOOK, SELECTIONS ON PROMOTION AND TENURE

For full version see the Faculty Handbook (FH) online: <http://provost.iastate.edu/faculty-and-staff-resources/faculty-handbook>

The following selections provide a summary of the ISU P&T process as described in the Faculty Handbook, including the definition of scholarship, the four central areas of faculty responsibilities and activities, and the criteria for tenure and/or promotion.

5.2.2.1. Introduction.

Iowa State University is a public land-grant institution where liberal and professional education is merged with basic and applied research in pursuit of advancing society's potentials and assisting in solving its problems. The university serves the people of Iowa, the nation, and the world through its interrelated programs of teaching, research/creative activities, and extension/professional practice.

Evaluation of a faculty member for promotion and/or tenure is based primarily on evidence of scholarship in the faculty member's teaching, research/creative activities, and/or extension/professional practice. In all areas of professional activity, a faculty member is expected to follow the principles of faculty conduct as stated in FH Section 7.1.

A key tool in the promotion and tenure review process is the position responsibility statement, which describes the individual's current position responsibilities and activities in the following areas: (1) teaching, (2) research/creative activities, (3) extension/ professional practice, and (4) institutional service. This statement is used by all evaluators to interpret the extent, balance, and scope of the faculty member's scholarly achievements.

Scholarship

5.2.2.2.1. Meaning of Scholarship. All tenured and probationary faculty members are expected to engage in scholarship in their teaching, research/creative activities, and extension/professional practice. Scholarship is creative, systematic, rational inquiry into a topic and the honest, forthright application or exposition of conclusions drawn from that inquiry. It builds on existing knowledge and employs critical analysis and judgment to enhance understanding. Scholarship is the umbrella under which research falls, but research is just one form of scholarship. Scholarship also encompasses creative activities, teaching, and extension/professional practice.

Scholarship results in a product that is shared with others and is subject to the criticism of individuals qualified to judge the product. This product may take the form of a book, journal article, critical review, annotated bibliography, lecture, review of existing research on a topic, or speech synthesizing the thinking on a topic. Also falling under the umbrella of scholarship are original materials designed for use with the computer; inventions on which patents are obtained; codes and standards; art exhibits by teacher-artists; musical concerts with original scores; novels, essays, short stories, poems; and scholarly articles published in non-research based periodicals, newspapers, and other publications; etc. In short, scholarship includes materials that are generally called “intellectual property.”

Scholarship generally implies that one has a solid foundation in the professional field addressed and is current with developments in that field. However, it must be noted that significant advances sometimes accrue when a scholar extends her or his scope of topics beyond those traditional to a particular discipline.

The following Table I describes the broad continuum of scholarship. It is adapted from Conrad J. Weiser, “The Value of a University -Rethinking Scholarship,” draft version; and Ernest L. Boyer, *Scholarship Reconsidered -Priorities of the Professoriate* (Princeton, New

Table 1. The Nature of Scholarship

Character of scholarship	Audiences for scholarship	Means of communicating scholarship	Criteria for validating scholarship	Means of documenting scholarship
Develops and communicates new understanding and insights. Generates, synthesizes, interprets, critically analyzes, and communicates new knowledge, methods, understandings, technologies, materials, uses, insights, beauty and so forth.	Peers, undergraduate students, graduate students, post- doctoral associates, users, patrons, publics, etc.	Teaching materials and methods, classes, curricula; publications, presentations, exhibits, performances, patents, copyrights, distribution of materials or programs, etc.	Originality, significance, accuracy, replicability, scope, applicability, breadth, depth and duration of influence, persistence of influence or use, adoption by peers, impact or public benefits, etc.	Present evidence that creative intellectual work was validated by peers; communicated to peers and broader audiences; recognized, accepted, cited, adopted, or used by others. In other words, that it made a difference.

York, The Carnegie Foundation for the Advancement of Teaching, 1990). Table I describes the parameters to be used when judging the scholarly nature of a faculty member's achievements in all evaluation reviews. The nature of scholarly work at a diverse university necessarily varies. In the promotion and tenure review process, however, evidence that a significant portion of a faculty member's scholarship has been documented (i.e., communicated to and validated by peers beyond the university) is required of all.

In some fields, refereed journals and monographs are the traditional media for documenting scholarship; in others, exhibitions and performances are the appropriate form. In still other fields, emerging technologies are creating (and will continue to create) entirely new media. Finally, scholarship may be validated and communicated through conference presentations and invited lectures.

Faculty also may submit evidence of scholarship that has not been documented by peers in the discipline, even though this evidence alone would not be sufficient to justify promotion and tenure. Evidence regarding both documented and undocumented scholarship provides a holistic portrayal of the candidate's scholarly work. For example, course materials in and of themselves do not constitute scholarship. However, if an individual's course materials reveal that he/she "communicates new understandings and insights" (Table I) effectively to students or "synthesizes, interprets, and communicates new knowledge" (Table I) for students, this material may be submitted as supporting evidence of scholarship, even though it may not have been communicated to peers outside the university.

Scholarship often requires teamwork and other collaborative relationships, particularly because of the growth of interdisciplinary and collaborative programs. When work that is a result of joint effort is presented as evidence of scholarship, clarification of the candidate's role in the joint effort must be provided.

In the promotion and tenure review process, the emphasis is on the critical evaluation of the scholarly nature of the candidate's achievements by professional peers, including peers external to the university. Evidence should be presented as to the impact of the scholarship in terms of its depth, duration, and/or persistence of influence or use (e.g., citations, adaptations or use by others), as well as its public and critical appreciation. Table 1 provides the framework for the evaluation.

Areas of Position Responsibilities and Activities

Selections from 5.2.2.3.1. Scholarly Teaching.

Most faculty have significant teaching responsibilities, and the quality of their teaching is a major factor in evaluating their accomplishments and performances. Teaching is a scholarly and dynamic endeavor and covers a broad range of activities.

When teaching is part of the faculty assignment, effectiveness is an essential criterion for advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments to promote student learning.

The effectiveness of the candidate's teaching activities is determined by evaluating the character of the scholarship of these activities using the criteria described in the scholarship section and in Table I. The scholarship resulting from teaching is documented through such means as peer reviewed publications, textbooks, videos, software, workbooks, lab manuals, invited lectures and conference papers.

Selections from 5.2.2.3.2. Scholarship of Teaching and Learning (SoTL).

The evolving body of research on learning has fostered new forms of inquiry into teaching. By better informing teaching, the scholarship of teaching and learning (SoTL) enhances student learning. Every faculty member with a teaching appointment should engage in scholarly teaching because of its centrality to the university's mission. [Only some faculty will engage in SoTL]

SoTL extends across all disciplines. However, the way that SoTL manifests itself is defined by each discipline. At Iowa State University, SoTL contributes to the discovery of knowledge about teaching and learning in higher education and must be held to the same standards of rigor, relevance, peer review, and dissemination as other forms of disciplinary research and creative activity. While SoTL may be an important part of the promotion and tenure process, it should not displace high quality scholarly teaching in annual performance reviews and in promotion and tenure decisions. Although all faculty should engage in scholarly teaching, not all faculty need to engage in SoTL. Scholarly teaching is part of a faculty member's teaching responsibilities; if a faculty member chooses to pursue SoTL, this work is part of their scholarship/creative activity/research responsibilities.

Selections from 5.2.2.4. Research /Creative Activities.

Faculty members who engage in research/creative activities are expected to make original contributions that are appropriate to their chosen area of specialization and that are respected by peers within and outside the university.

The effectiveness of the candidate's research/creative activities is determined by evaluating the character of the scholarship of these activities using the criteria described in the scholarship section and in Table I.

Scholarship resulting from research/creative activities is documented through means appropriate to the specialty, such as peer-reviewed publications, lectures, performances, exhibits, invited lectures, conference papers. Evaluation of scholarship considers its impact as judged by its influence, use, or adoption by peers; its originality, richness, breadth and/or depth of expression.

Selections from 5.2.2.5. Extension/Professional Practice.

Extension/professional practice distinguishes Iowa State as a land-grant university. Faculty members may engage in extension/professional practice activities by utilizing their professional expertise to disseminate information outside of the traditional classroom to help improve the knowledge and skills of their clientele (i.e., the publics they serve) or the environment in which they live and work. This work should be related to the faculty member's position responsibilities.

The effectiveness of the candidate's extension/professional practice activities is determined by evaluating the character of the scholarship of these activities using the criteria described in the scholarship section and in Table 1. The scholarship resulting from extension/professional practice activities is documented through means appropriate to the professional specialty, such as peer-reviewed publications, lectures, videos, software, hardware, workbooks, manuals, standards, bibliographies, book reviews, and casebooks. Evaluation of scholarship should consider breadth, depth, and duration of influence or use; public appreciation and benefit; and applicability or adoption by peers.

Selections from 5.2.2.6. Institutional Service.

Faculty members are expected to play a vital role in the functioning of the university at all levels by participating effectively in faculty governance and in the formulation of department, college, and/or university policies; or by carrying out administrative responsibilities. Therefore, to be promoted and/or tenured, faculty members are expected to have been involved in institutional service. The level and amount of service are expected to be higher for those seeking promotion to the rank of professor. However, institutional

service alone shall not serve as the central basis for promotion and/or tenure. As citizens of the university, faculty members may also make other direct and indirect contributions to their departments, colleges, and university communities.

Qualifications for Academic Rank and 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.

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 timeline 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.