

**Governance Document**  
**Human Development & Family Studies**  
**College of Human Sciences**  
**Iowa State University**

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**Mission Statement**

The mission of the Department of Human Development and Family Studies is to have a positive impact on the quality of life for individuals and families across the lifespan, as well as for schools and communities through research, teaching, Extension/outreach, and service.

**Vision Statement**

We strive to achieve excellence in research, teaching, Extension/outreach, and service, recognized statewide, nationally, and internationally, that addresses the multifaceted strengths and needs of individuals and families as well as their environments within the context of a larger society.

## List of Abbreviations

AAUP	American Association of University Professors	FDC	Faculty Development Committee
Chair	Chair of the Department of Human Development and Family Studies ( <i>references to committee chairs are not capitalized</i> )	FTE	Full-Time Equivalent
CHS	The College of Human Sciences	GEC	Graduate Education Committee
CV	Curriculum Vita	HDFS	The Department of Human Development and Family Studies
DAC	Department Advisory Council	ISU	Iowa State University
Dean	Dean of the College of Human Sciences	PRS	Position Responsibility Statement
DOGE	Director of Graduate Education	P&S	Professional and Scientific
DUGE	Director of Undergraduate Education	PTRC	Promotion, Tenure, and Review Committee
Faculty Handbook	The Iowa State University Faculty Handbook	TFRC	Term Faculty Review Committee

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**Chapter 1. Department Structure**

**1.1 Administrative Philosophy**

The success with which a department performs its teaching, research, and outreach functions depends primarily upon the quality of the faculty and the opportunities afforded for faculty to use their skills in free and creative ways. Administration is concerned with obtaining and allocating resources to improve the quality, and enhance the creativity, of all faculty. Some administrative activity arises out of the need to coordinate programs. Much administrative activity arises out of the need to allocate limited resources and account for funds. In strong academic departments, administrators are guided by the advice and opinions of the faculty and by considerations of faculty welfare. Effective administration involves continuous communication and interaction between administrators and faculty, and among different levels within the university administration.

**1.2 The Department Chair and Administrative Organization**

The Department Chair (hereafter Chair) is responsible for the overall administration of the Department of Human Development and Family Studies (HDFS). In addition, the Chair takes primary administrative responsibility for teaching, research, and outreach programs in the department. Matters involving resource allocation, new positions, funding and cooperative agreements, and other policy questions are ultimate responsibilities of the Chair. The Chair has responsibility for all faculty evaluations. The Chair appoints the administrative positions of Director of Graduate Education, Director of Undergraduate Education, and Associate Chair—after soliciting and receiving notice from all interested faculty members. Faculty, staff, graduate students, and administrators are asked to evaluate and rank their preferences among candidates appointed by the Chair. Compensation and position responsibilities are negotiated for each position. Faculty, staff, graduate students, and administrators are asked to evaluate the Director of Graduate Education, Director of Undergraduate Education, and Associate Chair every three years.

**1.2.1 Director of Graduate Education (DOGE)**

The DOGE takes primary responsibility as graduate coordinator, serves as the chair of the Graduation Education Committee, and assists in other areas designated by the Chair. Graduate faculty meet twice each semester, with one of the Spring semester meetings used for the purpose of graduate student evaluations. The DOGE chairs these meetings. Other responsibilities include:

- a) Coordinating graduate recruitment and admission;

- b) Coordinating the assignment of graduate assistantships with the Associate Chair and the Administrative Specialist;
- c) Seeking input from the Graduate Education Committee about assistantship policies and implementation;
- d) Developing graduate program promotional and recruitment materials;
- e) Coordinating graduate curriculum between the Graduate Education Committee and the Curriculum Committee;
- f) Coordinating graduate admissions policies and activities, and interviewing prospective students; and
- g) Provides overall support to graduate students through orientation coursework, individual meetings and connections with the Graduate Student Network.

### **1.2.2 Director of Undergraduate Education (DUGE)**

The DUGE takes primary responsibility as the undergraduate coordinator, serves as the chair of the Curriculum Committee, and assists in other areas designated by the Chair. Other responsibilities include:

- a) Coordinating recruitment and retention, advising, internship, and student teaching activities for the undergraduate program;
- b) Seeking input for undergraduate education and programs from faculty and staff; and
- c) Supervising departmental advisors and internship coordinator positions.

### **1.2.3 Associate Chair**

The Associate Chair facilitates the duties of the Chair, DOGE, and DUGE. The Associate Chair does not have responsibility for supervising or evaluating faculty, however, the Associate Chair may manage routine aspects of HDFS in the Chair's absence. Other responsibilities include:

- a) Fostering the academic mission of the department and its students;
- b) Improving coordination among the various components of the department;
- c) Facilitating long-term class scheduling (workloads remain the purview of the Chair) and program and curriculum development;
- d) Coordinating the assignment of graduate assistantships with the Chair, DOGE, and the Administrative Specialist;
- e) Fostering recruitment and retention of students; and
- f) Other areas of administrative need designated by the Chair.

## **1.3 Departmental Committees**

For appointed committees, faculty members are appointed by the Chair, based on input from the Department Advisory Council and indications of faculty interest. Assignment to committees is most often for a three-year term. Committee member terms may change, however, due to Faculty Professional Development Assignments, the need for specialized representation on committees, or to accommodate unexpected needs of individual faculty members. Graduate and undergraduate students are offered opportunities to participate on departmental committees by committee chairs.

The department chair consults with faculty regarding service and committee assignments during spring annual evaluations, and keeps track of the distribution of service work and with the DOGE regarding graduate student committee interests. Based on that information, the HDFS Graduate Student Network officers are contacted by committee chairs for assistance in assigning graduate students to departmental committees. The recruitment of undergraduate student participation on department committees is the responsibility of the committee chair.

The complete process for each elected committee is specified within the committee membership description.

### **1.3.1 Department Advisory Council (DAC)**

Membership on this committee comes from a combination of appointed and elected members. The DAC is composed of the Chair, DOGE, DUGE, Associate Chair, Administrative Specialist, and at least two department members (At-Large Elected Representatives) elected so that whenever possible there is at least one person from each faculty and staff rank to fully represent the teaching, research, and extension and outreach mission of the department. Elected DAC members serve rotating terms of three years, renewable up to six years. There is a nomination ballot for all DAC elections, followed by a vote among nominees willing to serve if elected. DAC elections occur in February for the next academic year. Promotion and Tenure Review Committee elections follow the DAC elections and the DOGE, DUGE, and elected DAC members are excluded from the Promotion and Tenure Review Committee ballot.

Responsibilities of this committee include coordination with and among committees and other departmental activities, as fits the ongoing needs of the department. The DAC is asked to make recommendations on how committee structures can be made more effective and efficient. Faculty members may bring concerns to the attention of the council and the council may ask other faculty to provide information to promote departmental communication, coordination, and administrative effectiveness. DAC members will review and rank faculty development assignments and foreign travel grant applications to forward to the Chair, disseminate information related to faculty development opportunities. The DAC meets on a regular basis to coordinate the administrative activities of teaching, research, and outreach. Faculty are notified of meeting agendas and suggestions for agenda items are solicited regularly. Notes from all meetings are distributed promptly. The council implements strategic planning goals and initiates long-range planning processes for the department. The DAC serves in an advisory role on departmental budgets and allocation of funds. The Administrative Specialist serves on the committee for the purpose of providing information and input in all areas related to departmental operations and resources. The Administrative Specialist takes meeting minutes.

### **1.3.2 Promotion and Tenure Review Committee (PTRC)**

Membership of the PTRC is obtained by election. This committee is composed of four tenured faculty members serving staggered two-year terms. At least three members are tenured professors, unless there are fewer than three tenured professors eligible for committee

membership. The other member(s) may be tenured associate professor(s) or professor(s). If there are fewer than three tenured professors on the elected PTRC and/or fewer than three other tenured professors to receive the PTRC report, discuss, and vote, all tenured professors who are eligible to participate at the department level serve as the PTRC to review promotions to professor, adjunct professor, and reappointments of adjunct professor. All other promotion and tenure reviews are conducted by the elected committee.

### **Length of Office**

Elected committee members normally serve a two-year term. If a committee member is reviewed for promotion in the second year of the term, an alternate member replaces this committee member for the last-half of the term. A committee member does not serve back-to-back consecutive terms, however, a committee member who does not complete a full two-year term, and their alternate on the committee, are both eligible for re-election.

### **Election of the Committee**

The DAC conducts the PTRC election. The election ballot is constructed from the names of all tenured HDFS professors and associate professors with the exception of:

- a) Faculty being reviewed for promotion;
- b) Faculty who will serve as members or alternate members of the CHS Promotion and Tenure Committee the following academic year;
- c) Faculty who serve on DAC the following academic year;
- d) Faculty who hold administrative positions of dean, associate dean or department chair within ISU; and
- e) Spouses/partners or others who may have a conflict of interest in conducting an impartial review.

This results in two slates of candidates, i.e., tenured professors and associate professors. A faculty member's name appears at his or her rank at the time the election is conducted.

The three persons receiving the highest number of votes on the professor slate are elected to the committee. The individual receiving more votes when comparing the fourth highest professor and the highest associate professor is also elected to the committee. Alternates are selected from the professor slate according to votes received. All alternates serve for a term of one year.

All tenured faculty, with the exception of persons holding administrative positions (as defined in Section 1.2), are eligible to vote.

### **Committee Purposes**

The purposes of the PTRC are to:

- a) Review and provide information concerning promotion and tenure to faculty and to assist faculty in preparation of materials relative to promotion and tenure;



- b) Assess performance of faculty seeking promotion and/or tenure and to conduct reviews of probationary tenure track faculty;
- c) Assist in assessment of adjunct faculty on term appointments;
- d) Serve in an advisory capacity to the faculty in the development of departmental policies and procedures regarding promotion and tenure;
- e) Provide the Chair with promotion and tenure recommendations;
- f) Provide the Chair with recommendations regarding adjunct and affiliate status appointment; and
- g) Early in the Fall semester of every year, the PTRC presents information at a regularly scheduled department meeting about the current standards for promotion and tenure including recent updates from the Provost's office.

An additional role of the PTRC chair is to serve as the "third" person in a mediation role in disputes about a Position Responsibility Statement (PRS) between a faculty member and the Chair.

### **Initial Committee Responsibilities**

Responsibilities of the PTRC prior to review of candidates are described in this section and responsibilities specific to the review process are described in Sections 4.4 and 4.5. The outgoing PTRC holds an informational meeting late in the Spring semester that is open to all faculty. The purpose of this meeting is to summarize the review process and suggest ways to organize materials for review. For more information, faculty are encouraged to attend similar provost and college informational meetings. As soon as is feasible, but before the end of April, the outgoing PTRC members meet with the newly elected PTRC members and the Chair to discuss procedures for the coming academic year. Immediately following the meeting, the new PTRC permanent members meet to elect a committee chair, review charges, and set a calendar for the committee's work.

When the new PTRC is first convened, the Chair also meets with the committee to ascertain if any member of the committee has any reason to believe that they might not be able to function in an objective and unbiased manner with respect to any candidate under review. It is important to note, in this respect, that even the appearance of potential bias is damaging to the review procedure, and constitutes the basis for excusing the committee member from serving on the committee, irrespective of how they feel about their own capacity to function objectively. It is important that the PTRC be clearly unbiased in dealing with candidates for promotion, tenure, and contract renewal.

### **1.3.3 Term Faculty Review Committee (TFRC)**

Membership of the TFRC is obtained by election. The committee is composed of four elected tenured and/or term faculty members. At least two members are tenured faculty and two members represent term faculty of associate or professor rank. If there are fewer than two tenured associate professors or professors and/or fewer than two term faculty of associate or

professor rank, the Chair, in consultation with the DAC, makes a recommendation to present to general faculty for a vote on committee structure. If a member of the committee is reviewed for advancement in the second year of their term, a replacement is appointed for completion of the term.

Early in each academic year, the Chair meets with the committee to ascertain if any member of the committee has any reason to believe they might not be able to function in an objective and unbiased manner with respect to any candidate under review. It is important to note, in this respect, that even the appearance of potential bias is damaging to the review procedure, and constitutes the basis for excusing the committee member from serving on the committee, irrespective of how they feel about their own capacity to function objectively. It is important that the TFRC be clearly unbiased in dealing with candidates for advancement and contract renewal.

Service on the committee is for staggered two-year terms with one tenured and one term faculty member remaining on the committee as an incoming tenured and term faculty replace the outgoing members. A committee member may serve consecutive terms in situations when there are fewer than the required faculty to represent a given rank. This is at the discretion of the Chair in consultation with the DAC and general faculty discussion.

The purposes of the TFRC are to:

- a) Serve in an advisory capacity to the faculty in the development of department policies and procedures regarding term faculty appointments and advancements;
- b) Review and provide information concerning renewal and advancement to term faculty and to assist term faculty in preparation of materials relative to renewal and advancement;
- c) Assess performance of faculty seeking advancement;
- d) Provide the Chair with term faculty advancement recommendations;
- e) Early in the Fall semester of every year the TFRC presents information at a regularly scheduled department meeting about the current standards for advancement including recent updates from the Provost's office; and
- f) Hold informational meetings, as needed, open to all term faculty to summarize the review process and suggest ways to organize materials for review.

### **1.3.4 Faculty Development Committee (FDC)**

When a faculty member is need of peer review of instruction or a post tenure review, that person will consult with the Chair and select 2-4 individuals who are content experts or otherwise have the expertise desired by the candidate. The chair will notify DAC who will vote to confirm and serve as arbitrators if there is disagreement. A committee of at least 3 will implement the post-tenure review policy and of at least 2 the peer review of instruction.

### **1.3.5 Graduate Education Committee (GEC)**

Membership of the GEC is appointed by the Chair. The DOGE serves as committee chair and

representative on the DAC, and three additional faculty members serve on this committee. Responsibilities of this committee are to review and evaluate new student applications for admission to graduate study in HDFS, review credentials of graduate student applicants for scholarships and make recommendations to the CHS Research and Graduate Education Advisory Committee (this involves ranking the recommendations that are forwarded), provide support as needed to the DOGE and Associate Chair in making assistantship assignments, review policies of the graduate program, as needed, that guide committee duties (e.g., graduate assistantship policy, admission criteria as indicated on evaluation forms), evaluate nominations of graduate students for research and teaching excellence awards, develop recruitment strategies for attracting outstanding students to the HDFS graduate program, provide feedback on the development of informational materials sent to prospective students, make recommendations to faculty for new policies or policy changes regarding graduate students progress through the program, and present recommendations on graduate program policies to the faculty for voting.

### **1.3.6 Curriculum Committee**

Membership on this committee is appointed by the Chair. The DUGE serves as committee chair and also serves as a representative of this committee to the DAC and the CHS Curriculum Committee. The committee includes three or four faculty or staff members representing each of the department's undergraduate majors, the advising coordinator, and one undergraduate student. Responsibilities of this committee include reviewing and making recommendations to HDFS faculty and appropriate college and university committees on matters relating to department curricula and courses, preparing course catalog materials, reviewing and making recommendations regarding proposed course offerings in graduate and undergraduate programs, proposing relevant changes to faculty, reviewing and making recommendations regarding sequencing of scheduled courses, and reviewing student requests to transfer courses and make modifications to their degree programs.

### **1.3.7 Computer Advisory Committee**

Membership of the Computer Advisory Committee is appointed by the Chair. This committee includes one faculty member who serves as the committee chair and is a voting member also serving as the HDFS representative to the CHS Computation Advisory Committee, one student who is a voting member, and the Administrative Specialist who serves ex-officio. Responsibilities of this committee are to makes recommendations to the CHS Computation Advisory Committee on expenditure of student computing funds, and respond to the Chair and DAC requests for input about the purchase and use of computers, software, and computer support related to teaching.

### **1.3.8 Honors and Awards Committee**

Membership of the Honors and Awards Committee is appointed by the Chair. This committee includes the committee chair who serves as the HDFS representative to the CHS Faculty and

Staff Honors and Awards Committee, and two faculty members, one of whom serves on the CHS Undergraduate Student Scholarship and Awards Committee. Responsibilities of this committee are to review honor and award nominations and make recommendations to the Chair or other appropriate groups, coordinate and process student awards including scholarships, work with the Chair and other faculty to recognize honor and award recipients.

### **1.3.9 ISU Faculty Senate Representation**

The elections of an HDFS Faculty Senator, and another At-Large Faculty Senator, who also serves on the CHS Faculty Senate Caucus, is conducted by the DAC soon after notification is received from the ISU Faculty Senate about vacancies.

#### **Eligibility for Faculty Senate**

All persons holding regular or adjunct appointments in the academic ranks of professor, associate professor, assistant professor, or any of the term faculty titles listed in Section 5.2, except those with titles of president, provost, associate provost, vice-president, associate vice-president, assistant vice-president, dean, associate dean, assistant dean, director, associate director, and assistant director are eligible to serve as Faculty Senators.

#### **Nomination and Election of Faculty Senators**

A nomination ballot is distributed to every eligible faculty member for the purpose of ensuring an opportunity to nominate a candidate by petition. Faculty members receiving the highest and second highest number of nominations are contacted regarding the placement of their name on the election ballot (in case of tie votes all names in the tie positions are contacted). In the case where a faculty member declines their name being placed on the election ballot the faculty member with the next highest number of nominations is contacted, and so on until two faculty members consent to serving on the Faculty Senate if elected. Written approval of the nominee and the support of one faculty member eligible to vote in Senate elections (a form provided by Faculty Senate) must be obtained prior to preparing the election ballot. The elections are handled by anonymous electronic vote, and the election is decided by the plurality of the votes cast; in the case of a tie vote of the most votes received, a coin-toss determines the faculty member that is elected.

### **1.3.10 Diversity, Equity & Inclusion Committee (DEIC):**

Membership of this committee is appointed by the Chair. The Chair will appoint a committee chair and/or co-chair in consultation with the current DEIC. The committee chair and/or co-chair also serve as representatives of this committee to the Departmental Advisory Committee (DAC). Membership includes 6-8 faculty, staff, and graduate student members. Appointed members will serve at least a one-year term. Continued membership will be evaluated through the annual review process or in consultation with a supervisor or major professor.

Responsibilities of the committee include: (1) review departmental activities, policies, curriculum, and practices to promote DEI culture in the department; (2) make recommendations regarding DEI within the department and to the DAC; (3) promote and document departmental DEI efforts; (4) establish accountability procedures to adhere to the

department's DEI mission; and (5) serve as a resource to promote continued learning opportunities to embed DEI efforts into the department.

## **Chapter 2. Department Voting Policies and Rules of Order**

### **2.1 General Voting Eligibility**

Voting is limited to faculty members on appointments of at least one academic year in length with a minimum 0.5 Full-Time Equivalent (FTE) appointment in the college and with a status or rank of tenured, tenure-track, or term faculty. Adjunct faculty employed by the university (0.5 FTE or above) who have teaching, extension, or graduate education roles in HDFS are also eligible to cast a vote. Faculty holding emeritus rank are welcome to participate in all faculty activities, but are not accorded voting rights. Visiting professors and affiliates are also excluded from voting.

At the same time, however, any faculty member, including the Chair, may move to include non-voting eligible individuals in the deliberation and vote on a particular issue. When properly seconded, a vote by all eligible faculty members present follows to determine who may also be accorded voting privileges. The Chair votes only in the case of a tie, regardless of how a vote is taken.

#### **2.1.1 Exceptions to General Voting Eligibility**

Only Graduate Faculty vote on issues related to graduate education.

Tenure and tenure-track faculty members, with the exception of persons holding administrative positions at ISU, are the basic consultative and advisory body to the Chair with respect to the selection and promotion of faculty members and are eligible to vote in the election of the PTRC. All tenured faculty members at or above rank of decision, with the exception of the candidate being reviewed and persons holding administrative positions in the university (deans, associate deans, and department chair) participate in promotion and tenure decisions at the department level and cast an electronic secret ballot for each candidate. Term, tenure, and tenure-track faculty members are eligible to vote in the election of the TFRC. All term and tenured faculty members at or above rank of decision, with the exception of the candidate being reviewed and persons holding administrative positions in the university (deans, associate deans, and department chair) participate in term faculty promotion decisions at the department level and cast an electronic secret ballot for each candidate.

### **2.2 General Voting Procedures**

Any eligible voter, or the Chair, may call for a ballot. Voting options are as follows:

- A voice vote is appropriate unless an anonymous vote is called. The outcome is announced and recorded in the minutes of the meeting.

- In the case of a hand vote, two members of the faculty present count the vote and the tally is announced and recorded in the minutes of the meeting.
- In the case of an anonymous ballot, the ballot is prepared by a designated administrative support person and the chair of the presenting committee or the person making the motion. Ballot availability is sent via email to eligible voters. Voters have at least five full working days to complete the ballot.
- In the case of an electronic ballot, the designated administrative support person and/or contact person for the ballot receives the results and provides them to the Chair who announces the results to the faculty. In the case of an electronic ballot, two persons (the department designated administrative support person and a tenured faculty member appointed by the Chair) review and verify the votes. All results are announced as soon as possible and recorded in the minutes of the faculty meeting.

Ballots are kept on file by the Chair for at least one year after voting.

The decision on an issue is based on a simple majority of those voting. Any faculty member, however, may move that a 2/3 majority vote is required in order to take action on a particular motion. In that case, action on the majority question precedes action on the original motion. To pass a motion with a 2/3 majority vote requires that at least 2/3 of those who vote support the motion. A call for quorum requires that a specified number of eligible votes, typically 51% unless otherwise specified, cast a vote.

### **2.3 Faculty Meeting Rules of Order**

Faculty meetings are conducted in general, though casual, conformance with Robert's Rules of Order in matters that require faculty approval. Due process rights are specifically reserved and are not waived. Two major divisions of topics may be presented for faculty consideration—matters of faculty responsibility strictly and matters that are advisory to the Chair.

Matters that are of faculty responsibility strictly include, but are not limited to, matters of governance and matters of curriculum, including course offerings and requirements, rules, and procedures for degrees in the department. The following procedures are intended primarily for matters that fall within this category:

- 1) Proposals are presented to or initiated by the appropriate standing or ad hoc committee of the department for that group's consideration. The faculty does not consider such items unless and until they have received a majority vote by the appropriate committee; and
- 2) Any significant proposals that have been approved by a committee are distributed, in writing, to the faculty at least five full working days before the faculty meeting when discussion and voting take place.

In the written materials that are distributed, the chair of the presenting committee may state an intention to enter a motion to limit amendments. If amendments are not to be permitted, the faculty pass, table, or reject the proposal in total on its merits. Any item, once passed or

rejected, may only be brought before the faculty again by the committee, who can bring up items again following the same rules of adequate notice.

Matters that are advisory to the Chair include a variety of matters such as space allocations, recruitment, faculty loads, results of faculty review, and allocation of department resources. These matters tend to follow the same general procedures as stated above, except, because they are advisory to the Chair, they may not always emanate from a committee and the results of discussion and close disagreements need not be decided solely by precise vote but may necessarily be resolved by compromise by the Chair, cognizant of the variations in faculty opinion.

### **Chapter 3. Recruitment and Hiring of Tenure-Track Faculty and Chair**

Guidelines for all hiring procedures are set forth by ISU and can be found in the current ISU Policy Library as well as this document. The Faculty Handbook includes a description of the titles faculty may be given at any rank (regular, adjunct, visiting appointments, lecturer and clinician appointments, and affiliate). The following processes are designed to guide the department as it is involved in searches for faculty or a Chair.

#### **3.1. Search Committee**

If a hiring opportunity for a tenure-track position arises, the Chair, in consultation with the DAC, appoints a search committee. Each search committee consists of a committee chair appointed by the Chair, faculty members, and at least one graduate student member. The committee drafts a position description based on departmental needs and goals. The position description is presented to the faculty for approval.

#### **3.2 Search Committee Responsibilities**

The search committee advertises the tenure-track position in appropriate media announcements directed to other academic departments and through other potential outlets to assure wide dissemination. In all phases of the recruitment and hiring process, university, state, and federal policies and procedures are followed.

Following the initial screening of all complete applicants, the search committee normally selects at least three candidates to invite for interviews. The committee compiles an information file on each candidate that typically includes a CV, letters of recommendation, academic transcripts, and other evidence of professional accomplishments. The campus interview typically includes a seminar (e.g., research, outreach, or other scholarly presentation) and teaching presentation and the opportunity to visit with faculty, administrators, and students. After the search has ended there is an open meeting to discuss the candidates. Faculty, staff, graduate students, and administrators are asked to evaluate and rank their preferences among candidates. An option to search further may be considered.

The search committee considers all information and submits recommendations to the Chair. The PTRC reviews any candidate recommended by the search committee for hire at a rank other than assistant professor and/or the granting of tenure. A secret mail ballot for tenured faculty on the rank/tenure issue is held after the PTRC recommendations are made. Such recommendations are advisory to the Chair.

### **3.3 Special Hiring**

Occasionally, the Chair receives requests from other departments or campus administrators to consider hiring a tenure-track faculty member with the understanding that a waiver of the regular search process may be granted by the ISU President and ISU Human Resources.

The Chair seeks the recommendation of the DAC about potential advantages or problems for pursuing candidates in special hiring situations. The Chair may invite candidates in special hiring situations for an interview, which consists of a seminar or teaching presentation, and visits with appropriate faculty and administrators. The candidate's CV and reference letters are made available to all tenure-track faculty, who receive a form asking them to assess the candidate's potential for the department. The Chair presents the assessment results and other relevant information to the tenure-track faculty, and seek faculty advice via the procedures required for candidates in regular searches, and PTRC recommendations.

### **3.4 Chair Nomination and Review Process**

In consultation with the Dean, the following process is initiated to select a Chair. Upon announcement of an upcoming vacancy in the Chair position, the DAC polls the faculty to determine preferences on whether a search should include candidates from outside the faculty. Results of the poll are submitted to the Dean and accompanied with a request to proceed in a manner consistent with the majority of votes. Procedures for both internal and external searches are described below.

The Chair Recruitment Committee is composed of four faculty members from the department, one graduate student, one undergraduate student, and an administrator from within the College who serves as committee chair. The DAC distributes a nomination ballot within the department and selects four faculty members who represent undergraduate and graduate programs, research, and extension. The DAC nominates a graduate student and an undergraduate student. These nominations are forwarded to the Dean.

If an external search has been approved, the Chair Recruitment Committee implements procedures as required by ISU. For an internal search, the Committee requests written applications from faculty as well as nominations. A deadline for applications and nominations is determined by the committee. The committee proceeds to screen applications and recommend candidates to be interviewed.



Following the interview with each candidate, a poll is conducted among the faculty, staff and students. The form asks "Would [person] be an acceptable Chair?" Responses may be "yes," "no," or "abstain" on each candidate. Results are reported to the faculty.

Once all candidates have been interviewed, a poll of the tenured, tenure-track, and term faculty is conducted with the instruction to "Rank the candidates in order of their overall qualifications for the position of Chair. Indicate any candidate that you feel is not acceptable." Per the CHS Governance Document (Evaluation of Department Chairs/School Directors), "The faculty [make] a recommendation to the Dean, in the manner designated by the departmental/school governance document. The Dean [takes] the faculty recommendation into account in making the reappointment decision."

## **Chapter 4. Evaluation, Renewal, and Advancement of Tenured/Tenure-Track Faculty**

### **4.1 Annual Performance Evaluations**

Each tenured or tenure-track faculty member has an annual performance evaluation based on their work over the past calendar year. Faculty performance evaluations may serve several purposes and take a variety of forms, both formal and informal. Faculty performance evaluation procedures are expected to serve at least two major purposes; first, the assessment of current performance in regard to salary for the coming year, and second, the planning of goals and strategies for continuing individual professional development. The general procedures are as follows:

- 1) The Chair or Administrative Specialist circulates a memo to each faculty member to schedule an annual review appointment. The person being reviewed provides their current CV, PRS, HDFS Performance Evaluation Form, and additional information requested by the Chair relevant to the performance evaluation;
- 2) Performance evaluation conferences are held during the Spring semester; and
- 3) Each faculty member reviewed receives a written summary of the review signed by the Chair and the person reviewed.

### **4.2 Peer Review of Instruction for Renewal, Promotion, and Tenure**

This is a mandatory procedure for tenure-track faculty with teaching responsibilities who are being considered for contract renewal, promotion, or tenure. The purpose is to provide documentation of teaching performance. The process of peer evaluation of teaching is to be initiated by the candidate.

The review team for peer review of instruction is composed of at least two members, one chosen by the course instructor and the other by the FDC, with the candidate's approval. The candidate must notify the FDC chair prior to or during the semester they desire the review team to make the classroom observation. At least one member of review team must be a

member of HDFS. The other member may be from any ISU department, and the candidate may also choose to request a third team member. The procedures for review of instruction for the purposes of contract renewal, promotion, and/or tenure are described in Appendix A.

### **4.3 Peer Review of Instruction for Faculty Development**

The intent of this peer review of instruction is to provide feedback from peers on classroom teaching and/or teaching materials for the faculty member's professional development or to be used as documentation of teaching for awards or other professional purposes. The process is not intended to be a required part of annual performance evaluation reviews and is to be initiated by the faculty member. Appendix A contains information about mandatory peer reviews of instruction, which nonetheless may also be useful for the purposes of faculty development. The faculty member may choose one or more peers from inside or outside of HDFS to provide reviews.

### **4.4 Probationary Faculty Performance and Development Evaluation**

The Chair is expected to review faculty members' development as reflected in the materials submitted for the annual performance evaluation. At a conference especially set for performance and development evaluation, the Chair and faculty member discuss the scope of the faculty member's contributions during the past year and since the time of employment at ISU, identifying positive and negative features of performance and development. The conference should be an exchange of ideas of benefit to the individual and to the department. The Chair presents a written summary of the conference, signed by both the Chair and a probationary faculty member to the faculty member. A copy of the statement is kept on file in the Chair's office and a copy is given to the faculty member.

The PTRC serves in an educational and advisory capacity for all tenure-track probationary faculty in the penultimate year of an initial term appointment. The PTRC reviews the current CV and accompanying materials submitted by the faculty member and offers reactions and suggestions about contributions of the faculty member to the department and their continuing professional development. These suggestions are conveyed to the faculty member orally through an informal meeting of the faculty member with the PTRC and the Chair. The PTRC submits a written recommendation about reappointment to the Chair, with a copy given to the probationary faculty member.

Each probationary faculty member under review submits a current CV and accompanying materials to the PTRC by February 1 of the penultimate year of an initial appointment. The Chair notifies the probationary faculty member of his/her eligibility for review.

#### **4.4.1 Preliminary Review of Probationary Faculty**

Probationary faculty members are typically reviewed by the PTRC in the third year of their appointments. The purposes and process of this review are described in the University Promotion and Tenure Policy. Probationary faculty members submit a vita and a portfolio of

supporting materials that represent accomplishments during the probationary period. The portfolio includes the peer review of instruction as outlined in Section 4.3. External letters are not a part of this process. The PTRC submits a written report to the candidate and to the Chair. The review should provide constructive feedback to the candidate regarding progress in meeting criteria for promotion and/or tenure and inform the decision to reappoint during the probationary period.

## **4.5 Promotion and Tenure**

Tenure accompanies appointment to the rank of associate professor and professor unless a probationary period for new appointees is clearly specified in advance or it is indicated that the appointment does not carry tenure. Therefore, the criteria for the award of tenure is identical to the criteria for associate professor.

Criteria for Promotion and Tenure are made in accordance with university and college guidelines. These guidelines appear in the current versions of the Faculty Handbook and the College of Human Sciences Criteria and Procedures for Assessing Performance, Promotion, and Tenure.

### **4.5.1 Nomination for Promotion and Tenure Review**

In addition to mandatory cases of promotion and tenure, which have a tenure clock set by their initial appointment, nominations for promotion and/or tenure may be submitted by an individual on their own behalf, by peers, or by the Chair. Peer nominations are made directly to the Chair, who informs candidates of such a nomination. All candidates nominated for promotion and/or tenure either by peers or by the Chair, who wish to be reviewed, must formally accept the nomination by filing a letter of intent. A letter of intent is submitted by each candidate to the Chair by the last working day prior to March 1.

### **4.5.2 Preparation of Materials by the Candidate**

Documentation and format of materials by the candidate must follow current university and college guidelines as found in the Faculty Handbook, Section 5.3 and the CHS Governance Document in Documentation Guidelines for Promotion and Tenure. The process is as follows:

- 1) The candidate prepares a set of materials representative of the candidate's work since the start of their current position or their last promotion. In consultation with the Chair, the candidate completes any required forms that summarize information about the candidate's appointment and responsibilities; and
- 2) The Chair informs the PTRC chair when the materials are available for committee review.

### **4.5.3 Solicitation of External Letters**

Following receipt of materials from the candidate, the PTRC and the Chair work together to invite external reviewers, following these guidelines:

- a) Documentation includes a maximum of six (6) letters of evaluation from individuals appropriate to the candidate's field, outside of ISU (commonly referred to as external letters). A list of individuals from whom to solicit letters is developed by PTRC members in consultation with the candidate, the Chair, and other individuals knowledgeable about the candidate's discipline or functional responsibilities. The Chair requests from the candidate a list of potential evaluators and, at the same time, a list of any individuals with potential conflicts of interests (i.e., dissertation advisors and committee members, post-doc advisors, co-authors, major collaborators, and so forth) so that these individuals are not contacted as evaluators. Candidates should never have direct contact with external evaluators about the process. A log of the external evaluators, including which evaluators were suggested by the candidate and which by the Chair and PTRC, is submitted by the Chair to the Dean's office with each promotion and tenure assessment;
- b) Letters from department, college, and university colleagues may be important. These letters should detail interdisciplinary research and teaching programs, joint projects, and services provided;
- c) Letters soliciting outside review of a candidate's work must make clear what is to be covered by the reviewer; and
- d) With regard to the candidate's scholarship, the solicitation letter requests, for example, comments concerning its originality, impact, breadth, depth, and clarity. If the reviewer is asked to comment upon other areas of the candidate's professional work, parallel and appropriate language is spelled out for those areas (e.g., teaching, professional practice, extension activities, performances, service).

#### **4.5.4 Deliberation Process and Recommendation**

After the receipt of external letters, the PTRC follows these procedures:

- 1) The PTRC provides an opportunity for a meeting with the candidate to discuss materials and suggest revisions that are deemed appropriate in the candidate's file. The candidate may decline the meeting without prejudice;
- 2) The PTRC discusses, deliberates, and votes by written ballot on each candidate's application. If an associate professor is serving on the committee, this individual does not participate in the discussion, deliberation, or vote by the PTRC of candidates being reviewed for promotion to professor. A record of the vote is included in the written PTRC report;
- 3) A written report regarding each candidate is prepared by the PTRC in accordance with the current CHS college promotion and tenure guidelines;
- 4) The committee may recommend changes in the candidate's materials that more accurately reflect the candidate's record at subsequent levels of review. If the candidate makes any modifications or addition to the file, such changes are to be dated and noted as an addendum or change; and
- 5) One copy of the PTRC report is presented to the Chair and one copy to the candidate.

### **4.5.5 Department Faculty Actions**

Faculty actions at the department level begin after the PTRC has completed their report. The voting faculty for promotion and tenure decisions consist of tenured faculty members with the exception of:

- Faculty being reviewed.
- Faculty who hold administrative positions of dean, associate dean, or department chair.
- In the cases of possible promotion to associate professor or tenure at the rank of associate professor, eligible voting faculty consist of all tenured professors and associate professors excluding those listed above. In the cases of possible promotion to professor, eligible voting faculty consist of all tenured professors excluding those listed above.
- Faculty who serve as members of the CHS Promotion and Tenure Committee or faculty who serve as alternates to this committee who have been asked to serve at the college level at the time of the department vote will vote on cases at the department level, not the college level.

The eligible voting faculty follow these procedures:

- 1) Eligible voting faculty are advised in writing by the PTRC when their report is available for faculty review. The report is held in the department office for eligible voting faculty to review. The materials also include any written reply from the candidate. The confidential external letters solicited by the Chair and the PTRC are also available in the file for the eligible voting faculty to review;
- 2) At a meeting of the eligible voting faculty, the PTRC answers any questions that may arise about the reasoning and facts that went into the PTRC recommendation. The PTRC chair leads the discussion with a focus on the qualifications of the candidate for promotion, given the PRS. The Chair attends the meeting in an observer's role, and uses the discussion to assist in crafting the Chair's letter of recommendation. Following this meeting, the voting faculty cast a secret ballot for each candidate;
- 3) The votes of the eligible voting faculty are collected through an electronic voting system that documents eligible voters, preserves anonymity of each vote, and documents each ballot. The voting process is overseen by the PTRC;
- 4) Two tellers from the PTRC are assigned by the committee chair the responsibility of collecting and tallying the vote. The tellers provide a record of the vote to the Chair; and
- 5) Ballots are given to the Chair and kept for a period of three years, after which they may be destroyed. A record of the vote is kept.

### **4.5.6 Chair Actions**

The PTRC recommendation and the faculty vote are advisory to the Chair; following the faculty vote the Chair does the following:

- 1) After reviewing the recommendations of the PTRC and the faculty vote, the Chair evaluates the candidate's qualifications for promotion and/or tenure. The Chair then

provides the candidate a copy of the Chair evaluation report. The Chair also reports the general sense of the evaluation to the tenured faculty; and

- 2) The report is forwarded to the Dean. The Chair may also forward a nomination with respect to promotion and/or tenure to the Dean for any person, irrespective of the actions of the PTRC.

#### **4.5.7 Options for Candidate Action**

The candidate for promotion and tenure has the right to do the following:

- The candidate for promotion and/or tenure may withdraw from candidacy at any time during the process. If the candidate is dissatisfied with the process and/or report from the Chair, the candidate may submit a request for promotion and tenure directly to the Dean.
- Candidates for whom a recommendation is being forwarded to the college are given the opportunity to review the factual information to be submitted and to inform the Chair of ways in which they believe this information to be incomplete or inaccurate.
- Complete appeal procedures are stated in the Faculty Handbook, Chapter 9.
- A candidate who receives a promotion does not vote at the new rank until after the promotion is approved by the Board of Regents.

#### **4.6 Post-Tenure Review**

Post-tenure review is intended as a process to create a plan for positive, constructive faculty development. The review addresses the quality of the faculty member's performance in accordance with every PRS in effect during the period of the review in the areas of teaching, research/creative activities, extension/professional practice, and institutional service (Faculty Handbook, Section 5.3.4). The post-tenure review includes self-assessment, review by the FDC, and a Chair appraisal that specifies outcomes and actions to be followed for performance improvement in identified areas and an overall recommendation of the performance designated as "meeting expectations" or "below expectations." Acknowledgement of contributions and suggestions for future development of the faculty member are included in the report (Faculty Handbook, Section 5.3.4.2).

##### **4.6.1 Post-Tenure Review Procedures**

At least once every seven years, each tenured faculty member has a post-tenure review that includes a self-assessment, the FDC analysis, and the Chair's appraisal. The outcome, known as the Post-Tenure Review Action Plan, resulting from this review is documented as specified in Faculty Handbook, Section 5.3.4.2. The faculty member has 45 B-Base working days to reply/clarify/appeal the plan. Mediation regarding the action plan, when needed, follows the procedures outlined in Section 5.1.1.2.2 of the Faculty Handbook.

#### **4.6.2 Post-Tenure Review Portfolio**

At a minimum, the faculty member presents for review, a summary of teaching evaluations from the last three to five years as well as material for the post-tenure review year (i.e., the seventh year), the current PRS and CV, and a self-assessment statement (2-3 double spaced pages) to collectively represent the faculty member's personal ideas for career development. It includes personal goals, perceived strengths, areas to improve upon, and identified needs and resources to help reach their career development goals. The faculty member may wish to include review samples of scholarly work, teaching materials, and other evidences of performance. All materials are due one month prior to the scheduled review.

#### **4.6.3 Post-Tenure Review by the Faculty Development Committee (FDC)**

All tenured faculty holding a primary appointment in HDFS have a post-tenure review at least once in a seven-year cycle. If within a seven-year cycle a faculty member applies for promotion, the promotion and tenure process supersedes and is in lieu of the post-tenure review. If the faculty member is promoted, they begins the seven-year post-tenure review cycle starting from the date of promotion. If the faculty member is not promoted, they undergo post-tenure review the year following the negative promotion decision. Faculty may request reviews earlier than every seven years, but not before five years after the last review. Faculty with an overall unsatisfactory recommendation for two consecutive years are reviewed the following year (Faculty Handbook, Section 5.3.4.1).

Post-tenure reviews are conducted in Spring semester, covering the previous seven calendar years. The review begins with the faculty member submitting to the Chair the required post-tenure review materials along with any supplemental information they wish to add. These materials are made available to the FDC.

Faculty members are exempted from their scheduled post-tenure review if they are being reviewed for higher rank during the same year, they are within one year of announced retirement or are on phased retirement, or they are faculty members who serve as Chair or whose title contains the words president, provost, or dean.

#### **4.6.4 Post-Tenure Review Development Report**

The FDC submits a Post-Tenure Review Development Report to the Chair with an overall recommendation of the faculty member's performance as "meeting expectations" or "below expectations." The Chair meets with each reviewed faculty member to discuss the report, usually during the time of the annual review, as explained in Section 5.3.4.3 of the Faculty Handbook.

#### **4.6.5 Post-Tenure Review Outcomes and Developmental Plan**

Based on the FDC Post-Tenure Review Development Report and discussion at the annual review meeting, the Chair assigns a ranking of "meeting expectations" or "below expectations" and follows the protocols defined in Faculty Handbook, Sections 5.3.4.2 and 5.3.4.3, for each of

these rankings. The Chair forwards the post-tenure review materials to the Dean.

For a faculty member receiving a “below expectations” recommendation, the chair of the FDC working with the Chair and the reviewed faculty member (Faculty Handbook, Section 5.3.4.3) develops an action plan for improving performance which includes the justification for the plan, a specific timetable for evaluation of acceptable progress on the plan, and a description of possible consequences for not meeting expectations by the time of that evaluation (Faculty Handbook, Section 5.3.4.6). If agreement on the proposed plan cannot be reached the plan will be negotiated following procedures outlined in the Faculty Handbook, Section 5.1.1.22.

The Post-Tenure Review Development Report consisting of a developmental plan for each faculty member is reviewed annually for progress by the Chair and the faculty member at the annual performance review. A written summary of annual progress on plan is provided by the Chair. The faculty member has 45 B-Base faculty working days to respond to the Chair if there is disagreement about the summary.

The Post-Tenure Review Action Plan is known to those who are responsible signatories, comprising the chair of the FDC, the Chair, the faculty member, and in specified cases the Dean and/or Provost (Faculty Handbook, Sections 5.3.4.2, 5.3.4.3, 5.3.4.4, and 5.3.4.5). Other parties are not privy to the plan without advance written permission of the faculty member being reviewed.

#### **4.7 Chair Review and Position Renewal**

A department chair is appointed by the Dean for a stated term. Appointments are renewable under the conditions specified below.

By March 15, during the next-to-last year of the Chair's current term, the Chair notifies the Dean and the DAC in writing of their willingness to be considered for another term. If interest in re-appointment is expressed, an evaluation of the Chair is conducted by the end of the current Spring semester. An evaluation is not conducted if the Chair indicates no interest in re-appointment.

In consultation with the Dean, the DAC drafts an evaluation form to be sent to each faculty member. The form includes the following question: "Do you support the re-appointment of the current Chair to another term?" Reasons for support or opposition are requested on the form. Results of the written ballot are reviewed by the DAC with the Chair and the Dean, and reported to the faculty.

Per the CHS Governance Document (Evaluation of Department Chairs/School Directors), “The faculty [make] a recommendation to the Dean, in the manner designated by the departmental/school governance document. The Dean [takes] the faculty recommendation into account in making the reappointment decision.”



## **4.8 Appointment and Review of Affiliate Appointments**

Requests for appointment to affiliate status are submitted to the Chair and include a letter specifying the reasons and rationale for the request. The request and a CV are forwarded to the PTRC for review on recommendation from the DAC. The PTRC makes a recommendation regarding conditions of an appointment and submits that recommendation to the voting faculty. A written ballot is used.

## **Chapter 5. Appointment of Term Faculty**

HDFS hires term faculty to support its academic mission. Term faculty may engage in traditional classroom and laboratory teaching, supervision of students in student teaching, practica and internship programs, advising, development and delivery of web-based and other distance education courses, coordination and supervision of academic support services, and coordination of Learning Communities. Departmental guidelines are consistent with the policy for hiring and review of term faculty appointments in CHS and ISU.

Term faculty positions are limited-term appointments eligible for renewal based upon the quality of performance and the continuing need of the unit. They are subject to approval by the Dean and Provost. Individuals appointed to these positions are evaluated for compensation and advancement using established criteria appropriate to their positions. The following practices and procedures apply:

- a) An appointment as term faculty is made using established university search processes;
- b) An appointment may be advertised and filled as either full-time or part-time;
- c) A standard appointment is for nine months (B-Base);
- d) Ordinarily, a graduate or professional degree is required for appointment;
- e) Appointment to the Graduate Faculty for term faculty individuals is governed by Graduate College policy;
- f) A faculty member who has been denied tenure in a mandatory year review at ISU is not eligible for appointment as term faculty; and
- g) For Professional and Scientific (P&S) term faculty, notice of intent not to renew is governed by the P&S appointment. Termination of the P&S appointment also means termination of the term appointment.

### **5.1 Procedures for Hiring Term Faculty**

The decision to hire a term faculty individual rests with the Chair. Appropriate departmental faculty committees or the full department faculty may be consulted when appropriate. A search committee composed of department faculty and/or academic staff members conducts the search according to procedures defined by ISU Human Resources. The department follows the guidelines for lengths of term faculty appointments by rank as described in the Faculty Handbook, Section 3.3.2.3:

- a) Reliance on lecturers for teaching is limited to opportunities for utilizing outstanding master scholars and practitioners, or due to unanticipated pressures such as funding shortages or unforeseen enrollment increases; and
- b) ISU subscribes to the American Association of University Professors (AAUP) guidelines and standards for part-time and term faculty, including the AAUP recommendation that part-time and term faculty appointments be limited to no more than 15 percent of the total instruction within the university and no more than 25 percent of the total instruction within any given department.

## **5.2 Term-Faculty Minimum Qualifications, Titles, and Ranks**

This section lists the minimum qualifications upon appointment for term faculty and the available term faculty titles and ranks. These are consistent with the CHS Governance Document and as defined and described in the Faculty Handbook, Section 3.3.2. In addition to minimum requirements for hiring, an appointment at the rank of associate professor requires a record of excellence in professional responsibilities that establishes the individual as a significant contributor to the field or profession, with promise of continued contributions to their field. Likewise, an appointment at the rank of professor requires a record of substantial and sustained excellence in professional responsibilities that establishes the individual as a significant contributor to the field or profession:

- Adjunct Faculty positions require a doctoral/terminal degree in a related field. The available titles and ranks are Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor.
- Affiliate Faculty: HDFS defines affiliate faculty as described in Faculty Handbook, Section 3.3.3.1.
- Clinical Faculty positions require a master's degree. The available titles and ranks are Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.
- Practice Faculty positions require the following (as designated by title and rank):
  - Assistant Professor of Practice requires a master's degree plus five years of relevant industry experience.
  - Associate Professor of Practice requires a master's degree plus ten years of relevant industry experience or five years of academic experience beyond the requirements for assistant professor of practice.
  - Professor of Practice requires a master's degree plus fifteen years of relevant industry experience or five years of academic experience beyond the requirements for assistant professor of practice.
- Research Faculty positions require a doctoral/terminal degree in a related field. The available titles and ranks are Research Assistant Professor, Research Associate Professor, and Research Professor.
- Teaching Faculty positions require a master's degree. Term teaching faculty may, upon hire, have an initial appointment as an assistant teaching professor if they have appropriate experience and also receive a multi-year contract. The available titles and

ranks are Lecturer, Assistant Teaching Professor, Associate Teaching Professor and Teaching Professor.

### **5.2.1 Waiver of Minimum Qualifications**

In exceptional circumstances, the department may seek a waiver from the Dean in order to depart from the established minimum qualifications. A waiver of the standard minimum qualifications for a position must occur prior to advertisement of the position. A waiver of the stated minimum qualifications cannot be granted for a candidate who does not meet the minimum qualifications advertised.

### **5.3 Departmental Expectations for Term Faculty**

Term faculty are expected to participate in departmental and institutional structures of faculty governance. They are expected to attend faculty meetings and serve on appropriate departmental and college committees. In addition, term faculty may also serve in the Faculty Senate, with the exception of persons employed in a P&S position, as their institutional representation is in the P&S Council. Individuals who are degree candidates from ISU and teach as a part of their educational experience, however, are not given faculty rank nor counted as term faculty. For information about voting privileges of term faculty, refer to Section 2.1.

The department encourages term faculty to attend professional meetings and engage in other forms of professional development. Depending on the resources available, the department assists in the financial support of such activities (e.g., contributions to travel costs to attend a meeting).

As part of the academic staff in the department, term faculty with teaching responsibilities are expected to participate in curriculum review and development.

## **Chapter 6. Term Faculty Evaluation, Renewal, and Advancement**

In accordance with the Faculty Handbook (5.4), the department uses the following guidelines for review and advancement of term faculty:

- Annual performance evaluations (by the Chair or designee).
- Review for renewal of appointment (by peer review).
- Review for advancement (by peer review).

Peer reviews of teaching take place every three years or at appointment renewal time, whichever is greater.

### **6.1 Annual Performance Evaluations**

Annual performance evaluation serves several purposes and takes a variety of forms, both formal and informal. Faculty performance evaluation procedures specified in this document serve at least two major purposes; first, the assessment of current performance in regard to salary for the coming year, and second, the planning of goals and strategies for continuing

individual professional development based on the faculty member's PRS.

All term faculty have an annual performance evaluation based on their work over the past calendar year. Performance evaluation conferences are held during the Spring semester with the Chair or designee. If the term faculty member and the Chair determine it is appropriate and helpful, another faculty member who works with or directly supervises the term faculty member may also participate in the meeting.

The Chair or Administrative Specialist circulates a memo to each HDFS faculty member to set an annual review appointment during the Spring semester. Typically, the person being reviewed provides their current CV, PRS, HDFS Performance Evaluation Form and additional information requested by the Chair relevant to the performance evaluation. Other information that may be used in annual reviews includes instructor/course evaluations (obtained for all courses and automatically placed into each faculty member's file), written evaluations prepared by faculty who work with the term faculty member or who visited classes, and examples of materials (syllabi, lab manuals, assignment, exams, etc.) used in the course.

Each term faculty member reviewed receives a written summary of the review signed by the Chair and the person reviewed.

## **6.2 Peer Review of Instruction for Renewal and Promotion**

Following the minimum guidelines as listed in the Faculty Handbook (5.4.1), a peer review is required every three years or prior to the time of contract renewal, whichever is greater. This peer review should be from an individual with an understanding of the teaching style and general content of the course. It may be from someone within the department or outside of the department employed in a teaching role at ISU. The peer review for renewal purposes is expected to be a formative assessment providing the individual with a description of their strengths and areas for continued improvement.

The review team composed of at least two members, one chosen by the faculty and one by the TFRC, with the candidate's approval. The candidate must notify the TFRC prior to or during the semester they desire a classroom observation. At least 1 member of the team is from within the department. The candidate has the option to choose a third team member.

The expectation is for the peer review to follow procedures for peer review of teaching that reflect current best practices (see Appendix A).

## **6.3 Review Process for Renewal of Appointment**

Term faculty appointments are eligible for renewal based upon the quality of performance and the continuing need of the unit. Renewals for term faculty with initial appointments less than three years are made at the discretion of the Chair. Term faculty members, full-time and part-time, are reviewed by an appropriate faculty committee before the end of third year after the initial appointment date. All tenured faculty and term faculty at the associate professor or

professor ranks are eligible to serve on the committee. Subsequent peer reviews occur every three years or at appointment renewal time, whichever is greater. The outcomes of peer reviews inform appointment renewal decisions.

## **6.4 Standards for Advancement**

Faculty seeking standards for advancement should consult CHS documents for additional standards and procedures and the University Advancement policy as described in the Faculty Handbook, Section 5.4.

In order for research faculty to be eligible for advancement, they must demonstrate research and scholarly productivity commensurate with tenure-eligible faculty of the same rank, and must demonstrate independence as appropriate for their rank in their discipline. Because of the emphasis on scholarly productivity, for term research faculty, external letters are included in the review for advancement.

### **6.4.1 Advancement from Lecturer to Assistant Teaching Professor**

A lecturer may be appointed initially for up to a one-year term. The decision to extend the term for an additional year (with maximum renewal three times before there is an automatic title change to Assistant Teaching Professor) is made by the Chair in consultation with the DAC. It is based on the individual's annual reviews, position description, the needs of the department, and is made in consultation with any faculty members who directly supervise the person under review.

### **6.4.2 Advancement from Assistant to Associate Term Faculty**

At the time of consideration of advancement to Associate Professor as a term faculty member, the Chair appoints a four-member faculty committee from inside the department to conduct a review. Typically, this is the TFRC unless circumstances prevent them from conducting the review. The review committee functions in a manner similar to that of the PTRC and may include members of the PTRC. This committee makes a recommendation on advancement to the Chair.

## **6.5 Review Process for Advancement**

All term faculty may be proposed for advancement to the next rank according to the schedule and current time at rank as specified in Faculty Handbook, Section 3.3.2.3. The advancement process includes review by the TFRC described in Section 1.3.3 of this document. Term faculty appointments at the lecturer/assistant ranks are eligible for promotion to the associate level after five years of employment as a faculty member at ISU (full-time or part-time) or equivalent experience. There is no defined time-line for term faculty advancement from associate professor to professor rank.

### **6.5.1 Nomination for Review**

Nominations for advancement may be submitted by an individual on their own behalf, by a peer, or by the Chair. Peer nominations are made directly to the Chair, who informs candidates of such a nomination. All candidates nominated for advancement either by peers or by the Chair, who wish to be reviewed, must formally accept the nomination by filing a letter of intent. A letter of intent is submitted by each candidate to the Chair by the last working day prior to March 1.

### **6.5.2 Preparation of Materials by the Candidate**

Documentation and format of materials by the candidate must follow current university and college guidelines. Term faculty advancement dossiers include a cover sheet and three sections. The cover sheet must be completed by the candidate's Chair. The first and second sections are prepared by the candidate following guidelines listed below and the third section includes the recommendations of the TFRC; the third section is not available to the candidate.

- a) The candidate prepares a set of materials representative of the candidate's work since an initial appointment or the last promotion. In consultation with the Chair, the candidate completes any required forms that summarize information about the candidate's appointment and responsibilities; and
- b) The Chair informs the TFRC when the materials are available for committee review.

### **6.5.3 Materials Provided to the Committee by the Candidate**

Documentation for the first and second sections include the following:

- a) Every PRS during the time period under review.
- b) A CV.
- c) A narrative (not to exceed 15 pages), written by the individual, summarizing and analyzing their activities during the time period under review. For teaching faculty this includes a statement of teaching philosophy and contributions to the mission of the department, college and university, a teaching summary including course evaluation data, a summary of course and curriculum development, professional development related to teaching, advising responsibilities (if included in PRS), honors and awards, and additional contributions the candidate wishes to highlight. For research faculty this includes a statement of research philosophy, narrative description of research emphasis and direction, a statement on the significance of scholarship, indicators of the quality of published research, external funding efforts, and a summary of scholarship in progress, and future plans.
- d) Two peer-review letters, based on guidelines in Section 6.2.

### **6.5.4 Deliberation Process and Recommendation**

After the collection of materials, the TFRC follows these procedures:

- 1) The TFRC provides an opportunity for a meeting with the candidate to discuss materials and suggest revisions that are deemed appropriate in the candidate's file. The candidate may decline the meeting without prejudice;
- 2) The committee is charged with a thorough review of the dossier and authoring a recommendation. Review includes editorial oversight, identification of inconsistent or questionable information, and resolution of such issues;
- 3) The TFRC discusses, deliberates, and votes by written or electronic ballot on each candidate's application. A record of the vote is included in the written TFRC report;
- 4) A written recommendation regarding each candidate is prepared by the TFRC in accordance with the CHS Governance Document;
- 5) The committee may recommend changes in the candidate's materials that reflect more accurately the candidate's record at subsequent levels of review. If the candidate makes any modifications or addition to the file, such changes are to be dated and noted as an addendum or change; and
- 6) A copy of the TFRC recommendation is presented to the Chair.

### **6.5.5 Chair Actions**

The Chair makes an independent evaluation of the advancement case informed by the recommendation of the TFRC, following this process:

- 1) After reviewing the recommendations of the TFRC, the Chair evaluates the candidate's qualifications for advancement and writes a recommendation;
- 2) The Chair explains to the candidate, in writing, both the TFRC's recommendation and the Chair's recommendation before these are submitted to the college. The Chair may decide to support or not support the advancement;
- 3) If the Chair's decision is to not support the advancement, the candidate may withdraw their application for advancement, or request that the Chair submit the request for consideration by the Dean. There is no penalty for withdrawing an application for advancement, and the candidate may resubmit their request in subsequent years. It is expected that the Chair and TFC provide constructive assessment of performance to the candidate that includes guidance for improving performance with respect to the department's criteria for advancement. Candidates may request that a negative decision by the Chair be submitted to the Dean for college consideration; and
- 4) If the Chair's decision is to support the advancement, the Chair submits the TFRC recommendation and the Chair's letter of recommendation to the Dean.

### **6.5.6 Options for Candidate Action**

The candidate for advancement may withdraw from candidacy at any time during the process. If the candidate is dissatisfied with the process and/or report from the Chair, the candidate may submit a request for advancement directly to the Dean. Candidates for whom a recommendation is being forwarded to the college are given the opportunity to review the factual information to be submitted and to inform the Chair of ways in which they believe this

information may be incomplete or inaccurate. Complete appeal procedures are stated in Faculty Handbook, Chapter 9.

## **6.6 Review Schedule**

The information outlined below provides guidance for term faculty to consider the appropriate timelines for initiating the advancement process.

### **6.6.1 Timing of Renewal Reviews**

- Term faculty on contracts of one year or less must receive annual reviews from the Chair or designee and these may be used as the basis for renewal or appointments of one year or less.
- Term faculty on repeated contracts of one year or less must undergo a peer review before the end of their third year from their initial appointment.
- Term faculty on lecturer appointments require a notice of three months of intent not to renew their contract. For those on three year contracts, they must be notified by February 15, of the third year, of intent to not renew.
- Term faculty at assistant professor, associate professor, or professor rank require a notice of one year of intent not to renew their contract.
- The title of a faculty member continuously employed as a lecturer, when renewed after three academic years of continuous employment as a faculty member at ISU, has a title change to assistant teaching professor. The title change is not a new appointment nor is it an advancement, see Faculty Handbook, Section 3.3.2.3.

### **6.6.2 Term Faculty Advancement to Associate Professor Rank**

Term faculty are eligible for promotion to the associate level after five years of continuous full or part-time employment as a faculty member at ISU or equivalent experience elsewhere.

The associate rank denotes a record of successfully contributing to the mission of ISU as defined in the PRS or a record of contributions in the professional field and promise of further academic and professional development.

The associate professor rank is for faculty given a contract from three to five years in length. Shorter terms may only be issued under exceptional circumstances with approval of the Provost. Term faculty associate professor rank requires a notice of one year of intent not to renew a contract.

### **6.6.3 Term Faculty Advancement to Professor Rank**

There is no set timeline. At the point when the candidate assesses they have demonstrated the requirements below, they may notify the Chair of intent to request advancement. It is recommended to consult with the Chair and the TFRC as part of this decision.

The professor rank is for faculty who are given a contract from three to seven years in length. Shorter terms may only be issued under exceptional circumstances with approval of the



Provost. Professor rank requires a notice of one year of intent not to renew a contract.

To be eligible for promotion to term faculty professor rank, the faculty member must have:

- a) Proven and sustained excellence in the primary responsibilities identified in their PRS;
- b) Shown effectiveness in any other areas of their PRS; and
- c) Demonstrated substantial contributions to the mission of ISU beyond teaching, research, or clinical work.

Examples of contributions supportive of advancement may include, but are not limited to:

- A record of significant curriculum improvement and development.
- Development of new and significant clinical and/or research experiences for students.
- Course or program coordination for multi-instructors.
- National recognition for scholarship.
- Substantial student service (e.g., advising individual students and student organizations, mentoring, service on graduate student committees, leading learning communities).
- A record of substantial and meaningful service to the department, university, or profession.
- A Leadership role in a department, the college, or university.
- A record of involvement in department life and responsiveness to department needs.

Term faculty career contributions to the professional field are not required, but may support advancement to the rank of professor when related to the PRS. Career contributions do not offset deficiencies in PRS performance.

## **6.7 Professional and Scientific (P&S) Term Faculty Evaluation, Renewal, and Advancement**

A person employed in a P&S position and assigned term faculty responsibilities is evaluated, renewed, and advanced for that portion of their responsibilities according to the schedule as specified in Faculty Handbook, Section 3.3.3.2. Advancement must follow the policy described in Faculty Handbook, Section 5.4.1.3.

## **6.8 Term Faculty Visiting Appointments**

Visiting Appointments are ordinarily intended to provide special input into the teaching or research program of the department. A visitor is usually a member of the faculty of another institution and is appointed at the rank held at that institution. A visitor may, however, also come from business, industry, or government, in which case the appointment is at a rank consistent with the individual's professional experience. A visiting appointment is usually for one academic year, but may be for a shorter period of time. It is not subject to renewal, so no special notification of intent not to renew is necessary.

The person is not considered to be tenured at ISU, nor is the visiting appointment considered to be service in a probationary period leading to tenure because renewal is not contemplated. If,

however, the individual is subsequently given a regular appointment following an open recruitment process, continuous time up to one year served in a visiting status may be credited toward completion of the probationary period. Because visiting appointments are not renewable, the university's affirmative action procedures do not apply and the position need not be advertised. Visitors appointed for at least nine months may, at their option, participate in the university's benefits program.

Because these appointments are for a one-year term and renewable only for a maximum of two years total, no peer review is required nor is advancement possible. At any time the appointment may be terminated without cause.

## **6.9 Term Faculty Affiliate Appointments**

An affiliate faculty member is not an employee of the university. Affiliate appointments are unpaid, usually part-time appointments granted to persons who are typically employed elsewhere and who provide academic service to the university in furtherance of the research or graduate education mission of the university. Affiliates are reviewed in accordance with policies described in Faculty Handbook, Section 5.4.1.3.

## **Chapter 7. Summer Session Appointments of B-Base Faculty**

Appointments to summer session teaching are guided by the goal of meeting student curriculum needs. When faculty are not available, graduate students are considered for summer session appointments. Summer session appointments are made by the Chair considering the following guidelines:

- a) The course is designated in the course catalog as a summer course offering;
- b) Additional summer course recommendations made by the Curriculum Committee;
- c) Review of programmatic needs and budget constraints by the DAC;
- d) Demonstrated instructor expertise and experience for the task;
- e) Prior instructor participation in summer session teaching; and
- f) College minimum class size requirements.

The HDFS Governance Document was accepted by faculty vote on January 28, 2020.

### **Appendix A: Peer Review of Instruction**

This section is designed to provide suggestions and possible criteria for reviewing classroom instruction. It is a guide for the review team and the criteria used will depend on the nature of the course and the individual instructor's style. The lists of criteria are suggestions only.

### **Peer Review of Instruction-Renewal, Advancement, and/or Tenure**

### Materials Review

Team meets with candidate to review course material and to discuss upcoming classroom observations (goals, intent, location, time, and behaviors). Team members each prepare a written draft summary of material review. This section provides suggestions and possible criteria for reviewing instructor materials. It is a guide for the review team and the criteria used will depend on the nature of the course.

- Materials addressing diversity, inclusion, and accessibility.
- *Syllabus*. May include the following: Clarity of expectations; current, relevant; appropriate level; well-organized; reasonable expectations; communication of evaluation procedure
- *Course Objectives*. May include the following: Clear; appropriate level; comprehensive
- *Assignments*. May include the following: Variety of meaningful activities; challenging; reasonable, consistent with objectives and content level; emphasis on application of learned knowledge; promote learning process; spaced at appropriate intervals; appropriate group activities or student presentations
- *Examinations*. May include the following: Examples of graded tests and assignments should be available for review. Clarity of questions; appropriate number and spacing of exams; reasonable range of item difficulty; effective and comprehensive integration of relevant content; reasonable length; requires appropriate level of thinking (knowledge, comprehension, application, analysis, synthesis, evaluation) *Learning Approaches* may include the following: Varied; appropriate; stimulating; innovative use of technology
- *Textbooks and Handouts*. Up-to-date; relevant; appropriate for level and course objectives
- *Reading and Reading Lists*. Up-to-date; relevant; appropriate for level
- *Audio and Visual Materials (slides, PowerPoint, computer, etc.)*. Clear, easily seen and read; contain appropriate and manageable amount of material
- *Course Content*. Up-to-date; current; challenging; appropriate for level
- *Procedure for Evaluation of Student*. Consistent with goals and objectives of course, appropriate for course content and level; logical weighting for student performance (exams, quizzes, projects, presentation, assignments); opportunities for student to receive feedback; adaptation to individual needs

### Classroom Observation

Team observes a minimum of the equivalent of two 50 minute periods. Candidate should suggest classes and dates to avoid. Team members may meet to discuss observations. Each team member prepares a written draft summary of classroom observation using Review of Classroom Observation. Strengths, areas of needed improvements and constructive suggestions should be included.

- *Overall attention to diversity, inclusion and accessibility*.
- *Instructor Knowledge and Command of Subject Matter*. May include observation of the following: Command of subject matter; depth; breadth; up-to-date; relevant to course; refers students to supplemental learning sources; multicultural awareness

- *Instructor Strategies.* May include observation of the following: Variety of styles; promotes learning process; appropriate; addresses different learning styles; clarity of presentation; use of inquiry; use of cooperative, active learning strategies; emphasizes main points; presents challenging concepts; presents thought provoking ideas; presents clear and relevant examples; gives appropriate response to distractions
- *Content Delivery.* May include observation of the following: Relates content to appropriate context; integrates text and supplemental material; uses relevant examples; explains clearly; uses clear organization; uses effective transitions; summarizes; reviews; uses variety of media and activities; uses logical sequence of topics
- *Instructor / Student Rapport.* May include observation of the following: Uses fair and equitable treatment of all; displays concern and respect for students; accepts diverse views; encourages student participation; manages classroom effectively; effectively handles inattentive or disruptive students, offers positive feedback; shows awareness of individual learning needs; is open to constructive criticism
- *Teaching Behavior.* May include observation of the following: Is well prepared and organized; shows ability to guide and inspire; can be easily heard; uses effective pacing; has clarity of language; uses good eye contact; begins and concludes class session effectively; uses anecdotes/humor as appropriate; shows enthusiasm and conviction; answers questions thoroughly; uses appropriate style to facilitate note taking; demonstrates confidence and appropriate authority
- *Use of Media and Technology (overheads, slides, Power Point, videos, etc.)* May include observation of the following: Effectiveness of implementation; clarity; easily seen; reasonable amount of total class time

#### Summary Review

Team meets with candidate soon after the final observation to discuss drafts of summary reviews and offer verbal feedback and share information. Candidate may make comments or suggestions on drafts. Team members finalize written summary reviews and forward to candidate soon after the meeting with the candidate.

### **Peer Review of Instruction-Faculty Development**

#### Materials Review

The faculty member may request that peers review course materials, either in conjunction with the classroom observation or separately. Feedback may be either informal verbal or written, either using the Review of Instructional Materials or not.

#### Classroom Observation

The faculty member may request that peer(s) observe one or more classes and provide either informal verbal feedback or a written review. The faculty member may choose to have the reviewer use the Review of Classroom Observation guidelines.

#### Summary Review

If a written summary is completed, the faculty member may choose whether or not to forward the

review of classroom observation and/or materials to the Chair to use for evaluation. A written review may also be used as a part of awards materials or other professional purposes.