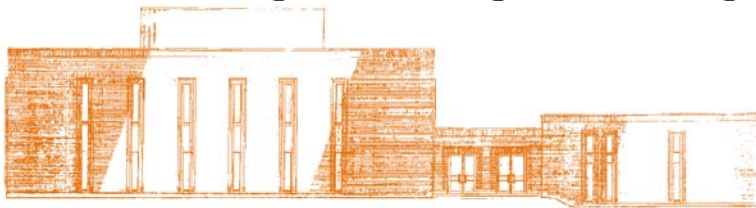


GUIDELINES
FOR
PROMOTION AND TENURE

ISU College of Engineering



**“Serving Idaho since 1967,
with designs on the future.”**

**IDAHO STATE UNIVERSITY
COLLEGE OF ENGINEERING**

APRIL 27, 2006

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GUIDELINES FOR PROMOTION AND TENURE

IDAHO STATE UNIVERSITY COLLEGE OF ENGINEERING

April 27, 2006

INTRODUCTION

This document provides guidelines governing the promotion and tenure process in the College of Engineering at Idaho State University (ISU). These guidelines are more specific than, but do not replace, the guidelines found in the *ISU Faculty/Staff Handbook* (Part 4, Sections III and IV), which define minimum criteria. Tenure and promotion evaluations must include, but are not restricted to, the criteria presented herein. These criteria are intended to ensure that uniform or equivalent standards are applied to all faculty within the College of Engineering. Promotion and tenure are University recognition of past achievements and the potential for the faculty member to further contribute to the mission of the College. The College of Engineering faculty believes that promotion and the granting of tenure must be based solely on merit. To this end, the faculty has created this document to establish criteria for promotion and the granting of tenure. These criteria are not listed in order of significance. In some cases more specific criteria may also be established by the Dean of the College. Deviation from these guidelines should be clearly justified.

The College of Engineering will adhere to University guidelines for time requirements relative to consideration of full-time faculty for promotion and tenure except as noted.

The minimum time criteria for promotion in each rank are defined in Section 4.III.A.2.a of the *ISU Faculty/Staff Handbook*. These criteria require five years of teaching experience at the college level or other appropriate experience in the field for promotion to associate professor and ten years of teaching experience at the college level or other appropriate experience in the field for promotion to full professor.

OVERVIEW

Promotion and tenure are two separate processes and serve two different roles within academia:

Appointment to the faculty is based on past demonstration and/or promise of excellence in teaching, scholarship and service. Promotion is an acknowledgement of consistently strong performance in some combination of the areas of teaching, scholarship and service. Academic promotion is based on merit, reflects recognition of the faculty member's contribution to the University's missions of teaching, scholarship and institutional and public service, and indicates confidence that the candidate is capable of greater responsibility and additional accomplishments in the future. Promotion is not the automatic consequence of time spent at a certain rank. Candidates applying for promotion are objectively evaluated by peers, against stated criteria for evidence of their strength in performance of assigned duties (teaching), scholarship and service. The responsibilities of individual faculty will vary and in some circumstances should be specified in writing. Some faculty positions will require experiential teaching; others will require more direct involvement in classroom instruction or more involvement in conducting research. Whatever their assignment, faculty must engage in appropriate scholarship. Outstanding performance in all aspects of academic endeavor is unusual. Competent performance against certain criteria should be counterbalanced by consistently strong performance in others. In all cases, teaching effectiveness must be demonstrated. In addition to the primary responsibilities of teaching and scholarship, faculty are expected to be collegial members of their Program group, and to perform appropriate service that contributes to the effectiveness of their Program, College and University. Faculty denied promotion generally would not be considered for promotion the following year, except when they can demonstrate a significant revision of their application and supporting materials.

Tenure is the right of a faculty member to receive an annual renewal of contract, except when terminated for cause, reduction in force or as otherwise specified in the *ISU Faculty/Staff Handbook*. Tenure is granted as a result of demonstrated competence, sustained contribution and a strong commitment to serve the College, as evidenced by the candidate's performance of assigned duties and achievements in scholarship. Issues of collegiality and professional integrity are also considered. The granting of tenure is based on achievement, not years in rank. Faculty requesting tenure will be evaluated according to the guidelines for promotion. Since tenure is essentially a lifetime commitment by the College of Engineering, a different level of attainment is required for tenure than for promotion and there must be promise of long-term contributions to ISU. Under special circumstances, faculty may apply for "early tenure." Early tenure is defined as seeking tenure before completing four full academic years at ISU. Criteria for "early tenure" are more stringent than for tenure. Faculty not granted "early tenure" (i.e., a committee recommendation to delay consideration of tenure) may be reconsidered at a later date. A recommendation to deny a candidate's tenure request is, in essence, a recommendation that the candidate receive a terminal contract. If a candidate's initial contract indicated they were to receive credit for years served at another academic institution, so that the "early tenure" rule does not apply to them, the candidate must supply written evidence of this agreement to the committee. Note that tenure is a broader concept than promotion. It is possible that an individual may be promoted, but subsequently not receive tenure. It is unlikely that a faculty member would be given tenure, but not be found suitable for promotion.

PROCESS

Both promotion and tenure evaluation follow the same procedure, although separate criteria are applied. There are two primary stages of review: discipline-specific Program area (primarily a faculty-level review in the candidate's area, such as CE, EE, ME, etc.) and College-level (primarily an administrative review). A formal request to be considered for promotion and/or tenure must be submitted to the Program Chair by September 1. The procedure then is as follows:

1. Implementation: The Program Chair, in consultation with the Dean, makes a judgment of eligibility for the applicant by September 15. If the applicant is found to be ineligible, he/she is informed in writing. If the applicant is found eligible, the Promotion and Tenure Review Committee (PTRC) will request in writing a promotion/tenure application package from the applicant by October 15. The PTRC is composed as follows:
 - a. The PTRC is a standing committee, with five (5) tenured faculty members serving three (3) year terms, one non-tenured faculty member serving a one (1) year term, and one student member.
 - Each program (CE, CS, EE, ME, NE) in the CoE has one representative nominated by the respective program's faculty. The individual nominees shall then need to be ratified (by a plurality approval vote taken by written ballot) by the entire full-time faculty of the CoE. Nominees not receiving a plurality approval vote would need to be replaced, and re-voted on. [Upon this document taking effect, the initial ME and CE representatives shall serve a 3-year term, the initial NE and EE representatives a 2-year term, and the initial CS representative a 1-year term. Succeeding representatives will serve the normal 3-year term.]
 - The non-tenured, full-time faculty, committee member is chosen by the entire faculty of the College of Engineering (CoE). If there is no non-tenured full-time faculty member to choose from, the faculty of the CoE can elect a tenured faculty member at-large.
 - An at-large alternate committee member is chosen by the entire faculty of the CoE and will serve for three (3) years.
 - The applicant submits a list of two (2) students to the PTRC from which the PTRC will select one (1) to serve on the applicant's PTRC.
 - b. Members of the College Tenure and Promotion Committee (CTPC) cannot serve on the PTRC.
 - c. The chair of the PTRC is selected from the five tenured PTRC members by a vote of the entire PTRC. The chair serves for a one-year term.
 - d. Members of the PTRC cannot come up for tenure and/or promotion during the period they are on the PTRC. If one of the PTRC members is applying for promotion and/or tenure, the at-large alternate committee member will replace that member for that year.
 - e. The CPTC will consist of the Dean, the Associate Deans and two (2) ISU faculty

members from outside of the CoE.

- f. The applicant will provide a list of four outside members of which two (2) are chosen by the Dean to serve on the CPTC committee. The four candidate members should represent people who are familiar with, and in a position to judge, the applicant's abilities. Generally, however, the faculty members from outside the College serving on the CPTC are chosen from those who are familiar with the applicant's University service.
- g. As required by the *ISU Faculty/Staff Handbook*, each member of the PTRC and the CPTC has an equal vote. Note that the role of each member of the committee is not necessarily confined to a specific aspect of the evaluation.
- h. These guidelines apply to all faculty members (regardless of their initial appointment date) commencing with academic year 2006-2007.
- i. Any faculty member who is to be tenured and/or promoted in the College of Engineering must go through the approval of the PTRC and CPTC.

2. PTRC Evaluation: The PTRC committee conducts its evaluation:

The chair requests in writing by October 15, from the applicant, a promotion and/or tenure packet (or portfolio) documenting his/her performance and qualifications and the names of five professional references. The chair shall conduct the evaluation process as follows:

- a. The chair organizes an initial meeting of the PTRC and gives specific assignments to committee members for collecting information pertinent to the promotion and/or tenure decision. Such information may include annual evaluations, student evaluations, referees' comments and other relevant information.
- b. All information (including references and the applicant's portfolio) shall be obtained by November 15.
- c. Upon receipt of the applicant's portfolio, the chair of the PTRC will call for general input from all tenured and tenure-track faculty on the candidate's application. Members of the CPTC are not allowed to provide input.
- d. The committee meets as necessary to complete its evaluation. A written recommendation is then sent to the applicant by December 8 for review.
- e. The applicant has one week to respond to the written recommendation by the PTRC. A final written recommendation from the PTRC is then sent to the CPTC by January 15. A copy of the recommendation is sent to the applicant.

3. CPTC Evaluation: the CPTC is chaired by the Dean of Engineering and consists of the Dean and the Associate Deans and two (2) faculty members from outside the CoE (as

previously defined). If a member of the CPTC is a candidate for promotion and/or tenure, or has any other perceived conflict of interest, the Dean will determine a suitable replacement. After reviewing the written recommendation from the PTRC, the CPTC meets with the PTRC chair for final consideration of the case for or against the applicant's request for tenure and/or promotion. The CPTC's deliberations shall be completed by January 15.

4. Dean's Recommendation: The Dean of Engineering prepares a written recommendation, which is sent to the applicant by February 1. The applicant has one week to respond to the written recommendation (by February 8). The reviewed recommendation is then forwarded to the Academic Vice President by February 15. A copy of the recommendation is also sent to the candidate.
5. University-Level: The Academic Vice President forwards his/her recommendation to the President, who forwards a recommendation to the State Board of Education.

Note that at any step of the process the evaluation may be returned to the previous step if it is deemed that proper procedures have not been followed or that due consideration of the application has not been given. In the case of a grievance, the applicant should follow the process defined in the *ISU Faculty/Staff Handbook*.

PROMOTION GUIDELINES

Promotion Eligibility

There are six faculty ranks in the College of Engineering. *Minimum* credentials and experience for appointment at each level are given below. These criteria are not sufficient, but they are necessary. While length of service in rank is one of the criteria for promotion, by itself it should not insure promotion or cause denial of promotion. Neither promotion nor tenure are automatic; both require affirmative action on the part of the university administration.

Lecturer:

1. M.S. degree in engineering, computer science or a related field.

Associate Lecturer:

1. M.S. degree in engineering, computer science or a related field, and five years of teaching experience at college level or equivalent.

Senior Lecturer:

1. M.S. degree in engineering, computer science or a related field, and ten years of teaching experience at college level or equivalent.

Assistant Professor:

1. Ph.D. degree in engineering, computer science or a related field,
or
M.S. degree in engineering, computer science or a related field with additional

- coursework and relevant industrial experience.
2. Eligibility for P.E. licensure in Idaho (except computer science).
 3. Three years of teaching experience at the college level
or
other appropriate experience. (Generally, the Ph.D. counts as appropriate experience for appointment as an Assistant Professor).

Associate Professor:

1. Ph.D. in engineering, computer science or a related field.
2. Idaho P.E. licensure (except computer science).
3. Five years of teaching experience at the college level
or
other appropriate post-doctoral experience.

Professor:

1. Ph.D. degree in engineering, computer science or a related field.
2. Idaho P.E. licensure (except computer science).
3. Ten years of teaching experience at the college level
or
five years in rank as an associate professor
or
other appropriate post-doctoral experience.

Notes:

1. “Years of teaching experience” or “other appropriate service in the field” is not necessarily required to be at ISU. Time of service at ISU before promotion or tenure consideration for faculty with other experience is a matter of negotiation at the time of hiring. The College of Engineering, for the purposes of promotion and tenure, will recognize only a maximum of three years appointment at any rank for prior service and requires any prior service counted towards these time requirements to be explicitly documented by a letter from the Dean or Program Chair at the time of initial appointment.
2. It is a state law that faculty teaching courses with designated ABET design content shall have an Idaho P.E. license. As a rule of thumb, new hires are given up to three years to obtain licensure in Idaho.
3. Exceptions to these requirements are explicitly provided for in Section 4.III.A.2.c of the *ISU Faculty/Staff Handbook*. This section states that faculty having made “substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established University criteria for initial appointment or promotion.” Such qualifications must be reviewed in accordance with University procedures and the appointment must be approved by the President.
4. The College of Engineering also recognizes the unique requirements of part-time and non-tenure track faculty related to promotion. The College will consider such faculty for promotion using the above timelines established by the University in Section 4.III.A.2.c

of the *ISU Faculty/Staff Handbook* and such faculty will be required to fulfill all other minimum requirements as established by the University and the College for promotion to that rank.

Pre-tenure Evaluation

All tenure track faculty members will receive a ***formal teaching evaluation*** by the Promotion and Tenure Review Committee before the second year from the date of initial appointment. This evaluation will normally occur during the first full contract year. Faculty members that elect to apply for tenure during the first contract year will not be required to have this teaching evaluation.

The process and manner of conducting this teaching evaluation is at the discretion of the PTRC. It will normally include a number of measures to demonstrate quality teaching.

Peer review is a mandatory part of the teaching evaluation process. The goal of peer review is to examine and document a faculty member's effectiveness as a teacher. The faculty member being reviewed will supply the PTRC with two faculty names, and the Chair of the PTRC will present two alternate faculty names, from which the PTRC will choose two peer evaluators, preferably from the same discipline as the candidate, or having expertise in the courses being evaluated. Class observation is a mandatory part of the process. The peer review process has several steps: (1) the reviewers will be given the course materials from the classes that are to be observed; (2) the reviewers and the faculty member will meet to discuss the course materials and the classroom visits (i.e., announced versus unannounced visits, the number of the visits, etc.); (3) the classroom visits are made; (4) the reviewers will write separate formal letters and submit to the PTRC. Each peer reviewer will summarize course materials, teaching method(s), organization of the materials presented, faculty member's knowledge of the subject matter, and the faculty member's ability to keep students engaged in the topics covered. The faculty member, the Program Chair, and the Dean will be apprised of the results of this teaching evaluation.

In addition to peer review, other measures may include:

- Student and alumni evaluations;
- Development of instructional material and of courses and curricula;
- Recognition and awards for teaching;
- Long term effect of a faculty member on the personal and professional success of students and student achievements.

All tenure track faculty will also receive a ***formal tenure progress evaluation*** by the Promotion and Tenure Review Committee before the 4th year from the date of initial appointment. This evaluation will normally occur during the third full contract year. Faculty members that elect to apply for tenure on or before the third contract year will not be required to have this evaluation.

The process and manner of conducting this tenure progress evaluation is at the discretion of the PTRC. It will normally include the same measures that are used in the evaluation of tenure and promotion.

The faculty member and the Dean will be apprised of the results of this tenure progress evaluation.

Promotion Evaluation Criteria

Modern academia is commonly understood to be based on the “three pillars” of teaching, research and service. The *ISU Faculty/Staff Handbook* elucidates these in the stated qualifications for faculty rank:

1. *Teaching*: Demonstrated competence in the field plus interest in and capacity for teaching (instructor and all professional ranks).
2. *Research*: Evidence of creative scholarly activity (assistant professor) and of continuing productive scholarship (associate and full professor).
3. *Service*: Demonstrated interest in the welfare of institutions of higher learning (assistant and associate professor) and evidence of intellectual and academic leadership (full professor).

While these are lofty ideals, they are admittedly optimistic, particularly at a primarily undergraduate institution which has a stated goal of emphasis on quality in teaching. Although variations in the distribution are permitted, ISU faculty operate under an official workload policy of nominally 60% teaching, 20% research, and 20% service. This policy makes it difficult to achieve excellence in all three areas. Thus, while reasonable effort is expected from all faculty in all three areas, the evaluation criteria in the College have evolved into a requirement for strength in teaching and at least one of the other two areas, research or service. However, in general, the specific emphases given to teaching, research, and service for a particular faculty member’s promotion evaluation should be based on their workload distribution during the period covered by the evaluation (e.g., an applicant should not be penalized in regard to committee service if he/she has never been assigned or elected to serve on any committees, rather, the evaluation should address initiative and willingness to serve). Note that this philosophy should effectively deal with the proverbial “teaching” faculty versus “research” faculty issue. Further, faculty in the College should be evaluated relative to the nominal standards in the College.

Specific criteria elaborating on the *ISU Faculty/Staff Handbook* statements for each of the three major areas are listed below. Faculty under consideration for promotion should prepare their promotion packet or portfolio with these criteria in mind. Faculty should also refer to the current edition of the College of Engineering’s *Strategic Plan* for more criteria defining priorities within the College.

Criteria for Evaluation of Collegiality and Professionalism

All faculty must be collegial members of their Program groups, and their actions must contribute to the effectiveness of the Program, the College and the University. Faculty are expected to be intellectually honest, dependable regarding their ability to meet deadlines and commitments, and to exhibit professional demeanor. Collegial faculty are able to interact effectively with their peers, including other faculty members in their program and the college, and students, and are

sought out by others for opinions. Faculty should also be sensitive to and exhibit an understanding of the profession of engineering. While collegiality and professionalism are important and should be evaluated as a threshold condition, candidates possessing these attributes must still demonstrate appropriate quality and quantity of teaching, scholarly activity and service in order to receive a committee recommendation for tenure and/or promotion.

Criteria for Evaluation of Teaching

Instruction of students is one of the primary tasks for faculty members. A basic responsibility of faculty is to impart the knowledge and skills of their discipline to students. In addition, faculty must encourage students to learn and develop independent critical thinking, problem-solving skills, and professional judgment. Teaching refers to the broad area of student-faculty interaction for educational purposes and may include didactic lecture, laboratory instruction, small group conferences, and individual presentations or discussion. Teaching activities include not only instructional activities, course coordination, and educational innovation, but course development and senior-design supervision as well. Faculty should demonstrate competence and show continuous growth in their subject field, exhibit command of their subject matter, and be able to organize and effectively convey material to students with enthusiasm.

Faculty should be aware that teaching effectiveness is difficult to define or assess precisely. Student evaluations, though suspect at best, are often a primary source of information used in tenure and promotion considerations. Faculty should take extra efforts to be thorough and creative in soliciting feedback from students and documenting their abilities as an effective teacher.

It is generally recognized that interest in and capacity for effective teaching at all instructor and professorial ranks is demonstrated by items such as:

- Effective communication and organizational skills.
- Effectiveness in encouraging students to learn and develop independent and critical thinking.
- Effectiveness in out-of-class work with students, including help during office hours.
- Competence, effectiveness, and enthusiasm in classroom instruction.
- Effectiveness in undergraduate small-group or individual instruction.
- Effectiveness in the instruction and direction of graduate work (if applicable).
- Knowledge relevant to the subject area.
- Effective course management.
- Establishment of and adherence to clear, well-defined course policies and procedures.
- Ability to model professionalism.
- Effective senior-design supervision (if applicable).
- Cooperation in covering the course material as described in the appropriate academic catalog or as defined by the College via the official ABET syllabus.

These attributes of effective teaching will be used in conjunction with the scope of teaching (i.e., subject and level of courses taught), and the teaching load as guidelines to evaluate teaching activity. Teaching is a highly individual pursuit and will vary with the learning environment.

Faculty members are encouraged to be innovative and personalize their teaching techniques. Documentation of creative endeavors related to teaching is valued and will be recognized when the outcomes of the innovative activity are assessed.

The College is committed to peer evaluation as a critical element of the evaluation of teaching for purposes of tenure and promotion. Peer evaluation will be used specifically to evaluate communication skills, course organization, content, and quality, and the ability of the candidate to motivate students to achieve a higher level of performance. Additional factors to be evaluated include the quality, utility, and appropriateness of the grading instruments, educational materials (e.g., handouts), the course management as exemplified by the course syllabi, and the extent to which course materials and objectives are consistent with the overall goals of the curriculum. Teaching quantity will be assessed compared to the average teaching load for the candidate's peer group.

The conclusions of the PTRC's evaluation will take into account formal and informal (if applicable) student evaluations, including end-of-semester evaluation forms (relative to the overall College of Engineering evaluations), correspondence of ABET course-level goals and objectives to outcomes, self-evaluations, peer evaluations (as outlined above), as well as any class visitations by PTRC members.

The students' consensus view will be determined regarding the candidate's ability to:

1. Effectively interact with students.
2. Analyze and synthesize materials, and maintain continuity.
3. Provide intellectual stimulation and motivate students to high levels of performance.
4. Accomplish the outlined course objectives.
5. Provide satisfactory academic counseling.
6. Apply innovative techniques to teaching.

Evaluation of teaching may also include other factors, such as:

1. Presence and punctuality in the classroom.
2. Ability to provide effective career guidance.
3. Activity and effectiveness in supervising senior-design students, graduate students, or postdoctoral employees.
4. Evaluation by attendees at continuing education courses and workshops.
5. Effectiveness in mentoring younger engineers or teachers.
6. Evaluation, by student members of the PTRC, of materials in the candidate's portfolio that pertain to any criteria in this section.

It is the responsibility of the candidate to provide the PTRC with the following documentation related to teaching performance:

1. Self-evaluation summary of accomplishments in which the candidate summarizes teaching performance, discusses teaching philosophy and the impact of this philosophy on student learning, and identifies future plans.

2. Instructional materials, which could include but are not limited to:
 - a. Course syllabi.
 - b. Course objectives.
 - c. Samples of handouts, lecture slides, or other teaching materials.
 - d. Samples of homework and lab assignments, exams, and other evaluation instruments.
3. Student and/or postdoctoral employee evaluations. For each course taught, all instructor and course evaluation reports by students should be supplied to the PTRC .
4. Documentation of activities and accomplishments.
5. Any other material or information that the candidate feels may be helpful to the PTRC in the evaluation process. Examples are teaching honors and awards, continuing education in the candidate's area of expertise and in teaching methods (e.g., certificates and program descriptions), development or authorship of teaching materials or aids, participation in visiting or exchange teacher's programs, and evaluations of presentations from continuing education programs.

Criteria for Evaluation of Research or Scholarly and Creative Activities

Scholarship is an essential component of the mission of the College of Engineering. Much of the local, national and international reputation of a College of Engineering is dependent on the scholarship of its faculty. Consequently, all faculty have a responsibility to generate and disseminate knowledge through scholarship, and efforts by faculty to engage in scholarship are viewed as an essential component of the candidate's commitment to the mission of this institution.

For the purposes of these guidelines, scholarship is defined as those creative endeavors that lead to advances in new information and knowledge. It is understood to be intellectual work communicated to and validated by peers. This scholarship shall be consistent with the mission of the ISU College of Engineering.

When the faculty use the term "scholarship," it refers to any of the four functions broadly defined by E. L. Boyer (*Scholarship Reconsidered*, The Carnegie Foundation for the Advancement of Teaching, 1990), these being:

1. The scholarship of discovery, which refers to the discovery of new knowledge in the traditional sense of research, e.g., the development of new ideas and the finding of new facts.
2. The scholarship of integration, which refers to the association of isolated facts into perspective both within and across disciplines.
3. The scholarship of application, which refers to the utilization of knowledge within the audiences served by the College, e.g., the application of innovative techniques to problems in delivery of engineering services.
4. The scholarship of teaching, which assures that the work of the professor becomes consequential because it is understood by others separate from the College.

It is to be noted that the faculty member's role in multi-authored efforts/publications should be addressed. Faculty members should show evidence of progress and competence in the area of

creative scholarly activity (assistant professor) and of continuing productive scholarship (associate and full professor) through activities such as:

1. Work that demonstrates knowledge of continuing developments in the field.
2. Seeking funding for scholarship. It is important that the faculty member strive to maintain funding sufficient to support an ongoing program of scholarly productivity. Funding is defined as those moneys which support research or scholarly activities that can be freely communicated and which the faculty member obtains, in an independent fashion, from any source.
3. Successful acquisition and management of funding for scholarly activities.
4. Written dissemination of the results of scholarship. The guiding principle is that excellence in research and scholarly activity should be evaluated and not merely enumerated. Written dissemination of the results of scholarship can occur through publications of original research, evaluative descriptions of teaching innovations, critical reviews in refereed journals, patents, book chapters, etc. The quality and importance of the publication will be evaluated. As a general rule, the order of importance (high to low) of the publications is: peer-reviewed archival journals, patents, peer-reviewed international, national conferences, research monographs/books, book chapters, regional, local conferences, book reviews or letters to the editor, etc. Textbooks written for the purpose of teaching undergraduate and/or graduate courses should be listed under "Teaching".
5. Verbal dissemination of the results of scholarship. Verbal dissemination of the results of scholarship can occur through:
 - a. Contributed platform presentations/posters presented at society or other professional meetings.
 - b. Invited lectures on research and scholarly work. These are defined as presentations to university groups, government agencies, professional organizations, or industrial organizations that address specific knowledge in the candidate's professional area of expertise.
 - c. Presentations to lay groups are not included here, but should be considered under "service."
 - d. Presentations to groups made up entirely of College students are not included, but should be considered under "teaching."
6. Evidence of continuing productive scholarship, which may include, but need not be limited to:
 - a. Honors and awards recognizing professional achievements.
 - b. Membership on editorial boards of engineering or other professional journals.
 - c. Membership on study sections for extramural funding agencies.
 - d. Extramural (outside the University) panel participation (e.g., roundtable discussions), provided that participation is based on professional expertise.
 - e. Workshop leader or program moderator in an area of professional expertise.
 - f. Service as a referee for professional journals and meetings.
 - g. Consultancy including advisement of governmental agencies, industry or professional groups; or serving as an expert witness. Committee work is considered under "service."
 - h. Evaluation by scholars in the faculty member's field of competence both from

within the University and from other institutions.

7. Extensive professional practice that introduces the latest developments from the research community into the workplace.
8. Consulting work, particularly on a full-time basis during the summer, *may* be considered a “scholarly and creative activity” if it demonstrates creativity and scholarly content that leads to some kind of documentation or publication in the form of papers or reports, beyond standard engineering practice in the particular field. Summer consulting work can enable the faculty member to remain current with the state-of-the-art in his/her profession, and thus be a more effective faculty member and teacher than one who does no research or consulting. This type of activity will be evaluated on a case-by-case basis.

It is the responsibility of the candidate to provide the PTRC Committee with the following documentation related to scholarship:

1. A self-evaluation of progress to date, in which the importance and relevance of the candidate’s scholarship to his/her academic discipline and the mission of his/her Program is explained and future plans and goals enumerated.
2. Reprints of a maximum of five papers or patents published under the ISU byline.
3. Copies of the following:
 - a. Written evidence of submission/funding of grants and contracts.
 - b. Programs indicating papers presented at professional meetings.
 - c. Letters verifying invited lectures and panels.
 - d. Programs in which the faculty member participated on a panel or as a workshop leader.
4. Any other material or information that may be helpful to the Committee in the evaluation process.

The conclusions of the PTRC’s evaluation will take into account publication records, including technical reports, but should also consider the letters of recommendation from external references and peer evaluations. Note that in general extramural funding should not be used as a criterion, although the effort to secure funding to engage in scholarly activity may be considered. Candidates for promotion should be evaluated by their efforts and initiative as well as by the quality of their work, as judged by qualified referees relative to other researchers in their field.

Criteria for Evaluation of University, Professional and Public Service

“Service” includes public service; service to the university, college, and department; and service to the profession. Components of certain service activities may overlap with those of teaching and research. The College of Engineering recognizes the significant commitment required for these efforts to be successful. Evaluation of service requires the assessment of quality as well as quantity. Each component of service must be evaluated in appropriate terms. Service to the university should be assessed in terms of impact on the well being of the unit and university; service to the profession must be assessed in terms of its overall value for the national distinction of the program or college. Contributions to affirmative action/diversity, recruitment and retention, faculty governance, collegial working environments, and professional behavior are best assessed by peers and department chairs. Evaluation of public or community service must

be based on the quality of the service rendered, as well as the value of that service from the perspective of the community organization or partner.

University Service

All full-time faculty are expected to participate as part of their professional responsibilities in governance and operational activities outside the classroom. Required university service includes, but is not limited to, such activity as attendance at faculty meetings, collegial participation in effective governance, improvement of administrative procedures or programs, and curriculum development. University service **beyond** that which is required of all faculty members will be given positive weight.

Typical examples include such activities as:

- Membership on significant committees and councils within the Program, College and the University
- Accreditation activities
- Advisory functions to individual students or student organizations
- Administrative roles within the University, College and/or Program (e.g., Reactor Supervisor or Administrator, Computer Resources Coordinator, Program Chair, Research Center Director, Associate Dean, etc.)
- Writing technical reports, educational documents or curriculum guidelines
- Service to the state university system

Professional Service

Professional service is demonstrated by contributions to recognized societies and associations that promote scholarly or professional interests or achievements; by consultancies and by cooperative projects that make the faculty member's discipline or field-based knowledge available to individuals, groups or agencies outside the university.

Typical examples include such activities as:

- Professional organizations
- Organization and/or presentation of continuing education programs
- Provision of individual consultations in the candidate's areas of expertise
- Election or appointment to governing boards, task forces, and the like, which utilize the faculty member's professional expertise
- Accreditation visitation teams
- Statewide, nationwide or international professional activities (e.g., Chair of a conference)
- Attraction of significant funding for non-research programs

Public Service

Public service may include work for professional, community, state, and federal organizations. Because of the diverse needs and character of external groups, no general criteria of qualifying "external service" can be formulated. Such contributions to the public are expected to make use of the faculty member's academic or professional expertise, and colleagues in the field and administrators should be able to make and support a judgment about the educational or scholarly value of the services rendered.

Typical examples include such activities as:

- Community projects that provide professionally-related service to the public
- Participation in community activities that enhance understanding of the College, the University, and/or the profession
- Service to public/private schools
- TV/radio presentations

In addition to listing such services, an evaluation of the extent and quality of the service rendered should be included. The foregoing list is not exhaustive, and other forms of information and evidence might be produced in support of the quality and significance of the candidate's work.

Note that no distinction shall be made between compensated and uncompensated service except that compensated service must be in accordance with established University policies. The conclusions of the PTRC's evaluation of the candidate's service will also take into account peer evaluations.

TENURE GUIDELINES

Tenure Eligibility

1. Faculty members must be considered for tenure no later than during the seventh year of full-time employment at Idaho State University; typically, tenure evaluations are made no earlier than during the fifth year of full-time employment; no more than two of these years may be at the instructor rank. Responsibility for requesting tenure review rests with the College administration.
2. Tenure consideration requires:
 - a Ph.D. in engineering with Idaho P.E. licensure,
 - or*
 - a Ph.D. in computer science or a related field,
 - or*
 - an M.S. degree in engineering with Idaho P.E. licensure and relevant industrial experience
 - or*
 - an M.S. degree in computer science or a related field with relevant industrial experience.
3. Candidates requesting tenure review must be consistently strong in all applicable areas under teaching, as described above in the Promotion Guidelines.
4. Candidates for tenure must also be consistently strong in all applicable areas under research or Scholarly and Creative Activities.
5. Candidates for tenure must also be consistently strong in all applicable areas under University, Professional, and Public Service.

Tenure Criteria

It was noted above that tenure indicates a long-term commitment by the College and the University to a faculty member; that tenure recognizes an individual's overall contribution to the

College and the University; and that tenure indicates confidence in, and expectation of, a sustained contribution to the College and University over the course of a faculty member's career. The PTRC should consider these points in forming a recommendation for or against the tenure of a faculty member. In particular:

1. *Overall Contribution:* This can be evaluated following the same criteria used in promotion evaluations, with a special emphasis on what the candidate has done for ISU.
2. *Sustained Contribution:* Candidates for tenure should prepare a statement describing their long-term goals and where ISU fits into these goals. The PTRC may also solicit input from both peers and administrators regarding the candidate's potential contributions.

The conclusions of the PTRC's evaluation must consider input from all faculty members in the candidate's Program, with special consideration of the impression of the candidate's colleagues as to the candidate's past contributions and potential for sustained contributions. Such input may be obtained in written form (no anonymous comments) or through interviews. Consideration should also be given to the input of faculty from the College outside the candidate's emphasis area and from student evaluations, but may also consider self-evaluations and peer evaluations as well as class visitations.

NOTES AND CONSIDERATIONS

Promotion to Full Professor:

The *ISU Faculty/Staff Handbook* requires that faculty at the rank of full professor show "evidence of intellectual and academic leadership." PTRC deliberations for promotion of a faculty member to full professor should carefully consider this requirement.

Promotion and/or Tenure:

Previous versions of the College of Engineering's promotion and tenure guidelines indicated that normally promotion would be granted simultaneously with or before tenure only in extraordinary cases. The current interpretation of promotion as a reward for performance and tenure as a long-term relationship implies that it is quite possible to grant promotion to individuals who do not subsequently obtain tenure. This possibility is implied in the *ISU Faculty/Staff Handbook* requirements for faculty rank (five years for Associate Professor) and tenure eligibility (five years at ISU). These requirements also admit the possibility of simultaneous promotion and tenure. There is historical precedence in the College for all three possibilities: tenure first, promotion first, and tenure and promotion together.

Tenure and promotion within the College of Engineering may not be granted without recommendations by the PTRC and CTRC.

Extraordinary Cases and Exceptions:

The *ISU Faculty/Staff Handbook* makes it clear that exceptions may be granted to both the eligibility criteria and the evaluation criteria for both promotion and tenure. In the College of Engineering's promotion and tenure process, judgment about what constitutes extraordinary or exceptional cases rests with the administration. A favorable ruling from the administration

means that the candidate is qualified to apply for promotion or tenure. It is then the responsibility of the PTRC to determine whether the candidate's record is exceptional (or even extraordinary) enough to disregard the rules and recommend early promotion or granting of tenure. The decision on this recommendation is entirely up to the PTRC, and is unaffected by the fact that permission to apply early was granted.

Continuity, Uniformity, and Quantification:

While quantification of evaluation criteria (e.g., uniform format for scoring various criteria in each category of teaching, research, and service) is attractive from the perspective of maintaining uniformity, it is difficult at best. The PTRC is free to establish its own procedure for coming to a final recommendation, within the constraints of these guidelines and the *ISU Faculty/Staff Handbook*.

Access to Records, Confidentiality, Faculty Inputs and Anonymity:

PTRCs may have access to all pertinent University records in conducting their evaluation, including student evaluations and annual reviews. However, all material is to be treated in confidence. In addition, faculty inputs may be requested by the PTRC, especially in the case of tenure reviews. All committee records will be kept on file and anonymous input will not be considered.

Adjuncts, Instructors, and non-Ph.D.s:

Appointments of adjuncts are not covered by these guidelines. Note that the guidelines given here make it clear that instructors who do not hold a Ph.D. may be eligible for promotion to Assistant Professor and may also be considered for tenure, provided that they are employed in a tenure-track position. However, the administration may limit the number of non-Ph.D.s in tenure-track positions for accreditation or other purposes.

New and Untenured Faculty:

New and untenured faculty are often understandably concerned about the promotion and tenure process. The College of Engineering currently operates under a "mentorship" program whereby untenured faculty are paired with tenured faculty, who ostensibly act to guide them "through the ropes." It is the responsibility of the mentor to be sure that new and untenured faculty understand the promotion and tenure process.

Secondly, each year all faculty are evaluated by the Dean of the College of Engineering. At this time, the Dean will sit with each untenured faculty member and discuss their progress, with specific attention to the criteria for both promotion and tenure.

Research Faculty Appointments:

Any research faculty member who desires to be tenured in the CoE must go through the PTRC and the associated assessment for eligibility and performance. All tenure track academic and tenure track research faculty seeking tenure and/or promotion must follow this process.

Feedback to Candidate:

The candidate shall be informed in writing of the status of their application at the end of each stage of the process within the College (PTRC and Dean's recommendation). In the event that a

candidate’s application is denied, feedback shall be provided describing the reasons for the denial and giving explicit suggestions for improvement. As noted above, the candidate must have an opportunity to read the PTRC’s report before it is submitted. If the candidate chooses to do so, he/she must have an opportunity to meet with the committee. The candidate must also have an opportunity to see the Dean’s recommendation and to discuss it with the CPTC and the Dean if desired.

“Typical” Promotion and Tenure Process:

While there is no single promotion and tenure path, it is helpful to illustrate the “typical” promotion and tenure path. The example below illustrates a “typical” path for a new Assistant Professor with a fresh Ph.D. who does all the “right things,” including securing an Idaho P.E. license.

- | | |
|---|-------------|
| 1. Employment begins at the Assistant Professor level | August 2009 |
| 2. Promotion and tenure review process begins (in 5 th year) | August 2014 |
| 3. Candidate is granted promotion and tenure effective | August 2015 |
| 4. Promotion review process begins (in 10 th year) | August 2019 |
| 5. Promotion to full Professor effective | August 2020 |

ISU Faculty/Staff Handbook Disclaimer:

The *ISU Faculty/Staff Handbook* shall be the governing authority for all circumstances not covered by these Guidelines.

APPENDIX

Promotion and Tenure Timeline Summary

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|-----------|----|--|
| September | 1 | Candidate’s request for promotion and/or tenure |
| September | 15 | Response to candidate’s eligibility by Program Chair and the Dean |
| October | 15 | PTRC obtains portfolio from the candidate |
| November | 15 | All information regarding the candidate’s portfolio, including references, should be ready for review and evaluation |
| December | 8 | PTRC completes preliminary recommendation and sends copy to the candidate for feedback |
| December | 15 | Candidate sends feedback to PTRC |
| January | 15 | PTRC submits final recommendation to CPTC with copy to the candidate |
| February | 1 | CPTC completes preliminary recommendation and sends copy to the candidate for feedback |
| February | 8 | Candidate sends feedback to CPTC |
| February | 15 | CPTC submits final recommendation to the Vice President of Academic Affairs with copy to the candidate |