

**DEPARTMENT OF  
GENETICS, DEVELOPMENT AND CELL BIOLOGY  
GOVERNANCE DOCUMENT**

COLLEGE OF LIBERAL ARTS AND SCIENCES /  
COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Iowa State University

Approved February 2019

Amendments approved by faculty vote December 9, 2011  
Amendments approved by faculty vote January 15, 2014  
Amendments approved by faculty vote on February 17, 2016  
Amendments approved by faculty vote on February 20, 2019  
Amendments approved by faculty vote on January 20, 2021

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## **AMENDMENTS**

### **1. PREAMBLE**

Basic biology is central to the fundamental land-grant missions of Iowa State University, to the economy of the State of Iowa and to the well-being of Iowa residents. Agricultural and health sciences rely on, and build upon, basic biological knowledge. Basic biosciences are encompassed primarily by the Departments of Biochemistry, Biophysics and Molecular Biology (BBMB), Genetics, Development and Cell Biology (GDCB), and Ecology, Evolution and Organismal Biology (EEOB). These departments guide understanding in the biological sciences from the submolecular to the global scale; from the highly theoretical to the realm of application to societal needs and demands. Applied biosciences are the focus of at least 15 departments at ISU. Basic knowledge in the fields of biochemistry, molecular biology, genetics, cell biology, developmental biology, evolution, organismal biology and ecology provides the underpinning for advancement in these applied sciences. Within this context, GDCB conducts research and teaching primarily in the areas of genetics, cellular and molecular biology and developmental biology.

### **2. VISION & MISSION STATEMENT**

Understanding the genetic blueprint and the functions of cells is critical to virtually all biological endeavors, including health, agricultural and ecological sciences, and bioengineering. The Department of Genetics, Development and Cell Biology (GDCB) contributes to this exciting scientific arena through basic research and teaching in subjects ranging from classical and molecular genetics to the analysis of genome organization and function, and from subcellular processes to the mechanisms of development. The Department is strongly committed to the academic mission of providing discovery-based learning in an engaging research-intensive environment.

GDCB strives to contribute to a broad but integrated array of cutting-edge research topics, implementing interactive and multidisciplinary approaches that bridge conventional boundaries, and incorporating experimental and computational biology as complementary approaches. Examples include using genetics and molecular biology to investigate the cellular basis of development, or combining biochemical and computational approaches to study basic subcellular functions, signal transduction or

metabolism. GDCB seeks to encompass a similarly broad spectrum of experimental systems, including yeast and other unicellular organisms, plant systems such as *Arabidopsis* and maize, simple metazoan model systems including *Drosophila* and *C. elegans*, as well as vertebrate model organisms. Research excellence is characterized by nationally competitive, externally funded research programs that regularly publish in top-tier journals.

Recognizing that student education is of paramount importance, GDCB strives for excellence in teaching. GDCB plays a leading role in undergraduate and graduate training through activities including traditional courses, undergraduate internships in research laboratories, and advanced graduate seminar and literature-based courses. Innovative approaches to learning are emphasized. GDCB assumes responsibility for providing core courses for undergraduate and graduate programs in the life sciences, including Biology, Bioinformatics and Computational Biology, Genetics, Molecular, Cellular and Developmental Biology, Neuroscience, and Plant Physiology. The department applauds and rewards faculty participation and assumption of key leadership roles in these programs. The synergism of integrating cutting-edge research with student learning makes a research university an ideal environment to stimulate young minds, encourage creativity and critical thinking, and train future generations of scientists for success in this increasingly complex society.

### **3. GENERAL PROVISIONS**

The Department Governance Document is subsumed under the authorities of the University, the College of Liberal Arts and Sciences (LAS), and the College of Agriculture and Life Sciences (CALs). In the event of conflict, the University and College governance documents will prevail.

The Department Governance Document includes both the Departmental Mission Statement and the Policies and Evaluation Procedures for Promotion and Tenure. The Department does not have a separate set of by-laws. There are no other departmental governance documents or departmental procedures that are separate from this document.

The governance of the department is primarily by the faculty as a whole.

### **4. FACULTY MEMBERSHIP**

The "department faculty" or "faculty" includes all persons holding tenured/tenured-eligible, term, regular, affiliate, emeritus appointments. This definition applies to those holding an academic rank of professor, associate professor or assistant professor, and term faculty. This includes persons with appointments split between departments. Term faculty positions include teaching, practice, research and/or adjunct faculty positions.

#### **4.1. The Voting Faculty**

The "voting faculty" refers to the subset of the faculty that is entitled to vote on the issue at hand. The voting faculty consists of all tenured and tenure-eligible faculty with a budgeted departmental appointment.

Term faculty are considered voting faculty on any matters relevant to the curriculum, departmental governance involving term faculty, and advancement of term faculty. This allows term faculty to participate fully in all college-level shared governance activities that do not involve the evaluation of research by tenured and tenure-eligible faculty (e.g., promotion and tenure, and evaluation of FPDAs).

The voting faculty for promotion and tenure matters is restricted to faculty of at least the rank sought by the candidate.

All others desiring limited voting privileges on specific matters (e.g., a graduate student representative on a search committee) may request these privileges by addressing a message to the Chair justifying the special request. Each such request must be approved by the voting faculty.

#### **4.2. Responsibilities of the Faculty (Position Responsibility Statement)**

The faculty contribute substantially to the mission of the department through the exercise of duties described in their *Position Responsibility Statements* (PRS). Each faculty member with a departmentally budgeted appointment has a PRS that defines the scope, balance and extent of scholarly responsibilities and expectations in the areas of research, teaching, extension and service. The initial PRS is agreed upon in writing by the faculty member and Chair. At first appointment, the PRS will be based on the job advertisement. In the case of joint appointments, the PRS will specify a primary department for the purposes of promotion and tenure reviews. The document is subject to regular review by the faculty member and Chair, and allows for flexibility in the changing nature of faculty directions and responsibilities over time. Changes in the PRS are made by agreement between the faculty member and the Chair, and cannot be made unilaterally by either individual. In the case of disagreement over the content of the PRS, it will be presented to the Executive Committee (EC; see section 6) for a recommendation. The EC recommendation may be binding if the faculty member and Chair agree prior to issuance; otherwise the recommendation is advisory and non-binding. If no agreement can be reached after mediation by the EC, the faculty member or Chair may appeal to the Dean of the College.

In addition to the specific responsibilities prescribed in the PRS, all faculty are expected to work to maintain a positive and collegial atmosphere as well as understand and be actively involved in departmental governance.

Each year, in preparation for their annual review (section 9.1), each faculty is responsible for the timely preparation of a Faculty Activity Report (FAR) that summarizes their recent scholarly accomplishments.

### **5. ADMINISTRATION**

The Chair will serve as the principle administrator of the department. The primary roles of the Chair are to coordinate department function and to represent the faculty in interactions with entities outside the department. The Chair is appointed by the Deans in consultation with the department voting faculty for a term of three to five years. Except in exceptional circumstances, appointment may be renewable up to a maximum

consecutive term of 10 years.

### **5.1. Responsibilities of Chair**

The following list outlines the major duties of the Department Chair:

*Department Representation.* The Chair represents the Department to the Colleges and the University, acts to secure resources for the department, promotes involvement in interdisciplinary programs, and ensures efficient function of the Department.

*Personnel Recommendations.* The Chair makes recommendations to the Deans concerning appointments, promotions, tenure and salary adjustments of faculty and staff, for faculty improvement leaves, and other issues.

*Policies and Procedures.* The Chair oversees compliance with College and University policies in general departmental activities and directs the daily business of the department.

*Faculty Assignments.* The Chair makes teaching assignments and assigns office and research space.

*Appointment of Associate Chairs.* The Chair may appoint consenting faculty as Associate Chairs to perform necessary duties.

*Faculty Committee Oversight.* The Chair formulates departmental committee assignments to ensure balance and equity, contingent on approval by the voting faculty.

*Graduate Assistantship Appointments.* The Chair makes departmentally funded graduate assistantship appointments.

*Faculty Meeting President.* The Chair calls and presides at faculty meetings, and is responsible for maintaining the minutes of the meetings and a listing of significant actions taken, including a list of standing policies. The Chair is responsible for the efficient and fair conduct of faculty meetings. If the Chair is absent for a protracted period, faculty meetings can be presided upon by a faculty member designated by the Chair or the Deans of the appropriate Colleges.

*Appointment of Temporary Acting Chair.* If the Chair expects to be absent from campus for an extended period, the Chair will send a written recommendation to the LAS Dean and CALS Dean that a specific tenured faculty member serve as Acting Chair during this time.

*Maintenance of Records.* The Chair and administrative assistant have the responsibility for keeping and maintaining both public and confidential departmental records.

*Maintenance of Working Environment.* The Chair works to create and maintain a positive, motivating and collegial atmosphere in the department.

*Involvement in Department Mission.* It is the expectation that the chair will be substantially involved in the teaching, research and outreach missions of the department.

## 6. COMMITTEES

Departmental committees are formulated to provide expeditious execution of departmental affairs, balanced representation, and equitable distribution of responsibility and workload. Committee assignments are made by the Department Chair, followed by approval by the voting faculty. Only voting faculty will serve as departmental standing committee members, except as provided. Term faculty members that have been granted voting privileges may serve on committees relevant to their contribution to the department. The departmental graduate student group will make recommendations to the Chair for graduate student representatives on designated committees. Tenure in these standing committees is usually for three years but, at inception, terms of 1, 2 and 3 years are assigned so that faculty will rotate off these committees and be replaced regularly (usually in the fall of the academic year). The Chair of each committee is usually a member in their final year of rotation, and is appointed by the Department Chair, unless otherwise specified. Meeting frequency is at the discretion of individual committees and should be concomitant with departmental needs. Standing committees will make regular reports to the faculty. A faculty member or the Department Chair may request the replacement of a given committee member, when circumstances warrant, by making an appropriate motion to the voting faculty.

Standing committees in GDCB are:

*Executive Committee (EC)* (five faculty members, including the chairs of the Curriculum Committee and the Promotion and Tenure Committee and a term faculty member at the rank of associate or higher). The chair of the EC will be elected by the other EC members. The EC shall serve as advisors to the Department Chair on all questions of policy and implementation which the Chair may bring before it. The EC will receive reports from standing committees and ad hoc committees and may take action either by referral to other committees or to the faculty. It may establish policy recommendations but actions must be ratified by the faculty. The EC performs the annual review of the Chair. The EC considers term faculty appointments and makes recommendations to the department. The EC also mediates or arbitrates disputes between the Department Chair and faculty members.

*Promotion & Tenure Committee (PTC)* (at least five tenured faculty members including at least three full professors (ad hoc members, appointed by the department Chair, may be added to the committee as needed). The PTC members include the Chair of the Teaching Review Committee; this is intended to facilitate communication regarding peer teaching evaluations. The PTC guides and reviews the professional progress of faculty members for purposes of promotion and tenure in accordance with the policies and procedures set forth in this governance document as well as in those of the Colleges and University. Voting membership of the PTC for specific dossiers will include only those members of rank equal or superior to that sought by the candidate. The PTC has the responsibility to 1) perform annual reviews of tenured/tenure-eligible faculty, 2) preliminary reviews of probationary faculty (e.g. third year reviews), 3) promotion and tenure from assistant to associate and for promotion/tenure from associate to full professor, and 4) post-tenure reviews as specified in Section 11.

*Advancement Committee (AC) for Term Faculty* (three to five faculty members at the rank of Associate Professors or above). When appropriate, the AC, in consultation with the Department Chair, may also agree to provide annual reviews for term faculty as a mentoring activity to help guide career development. The review procedure shall include a faculty peer review committee including both tenured and term faculty as specified in the department governance document. Tenured and term faculty at the rank of associate and above are eligible to serve on committees for advancement from the assistant to associate rank. Tenured Professors and Term Professors are eligible to serve on committees for advancement from the associate to the Professor rank for term faculty (FH 5.4.1.3). Where the term faculty member under review is a member of their review committee, that faculty member may waive the requirement that term faculty serve on the committee or request a different Term faculty member. Term faculty may not be excluded from voting or committee eligibility with respect to the advancement process of term faculty.

*Curriculum Committee (CC)* The CC committee consists of a committee chair and the representatives to undergraduate programs (eg. Biology, Genetics, and BCBio). GDCB representatives to undergraduate program committees report to the CC Chair on matters related to the CC, enabling communication between programs and reallocation of duties as needed, and providing the CC with the information that it needs to make recommendations. The CC reviews, recommends, proposes and helps to develop departmental courses and curricula for which academic credit is received in the undergraduate curricula and, with input from the Graduate Affairs Committee, the graduate curricula. The CC coordinates preparation and editing for the Iowa State University Catalog. The CC also assists in the implementation of the policies and procedures established by the College and University Curriculum Committees, or other administrative authorities. In consultation with the Department Chair, the CC Chair coordinates assignments of CC members to College and University Committees. The CC assists Peer Teaching Evaluation as needed. The CC Chair meets with the Department Chair and the Grad Affairs Committee Chair to discuss issues of joint concern, such as TA duties and evaluations and prioritization of courses to be taught. The CC brings before the faculty, for discussion and action, proposed departmental curricular changes and recommendations. If mutually agreed upon between the Department Chair and the CC Chair, the CC Chair may also serve as a GDCB Associate Chair for Teaching. The roles and responsibilities of an Associate Chair for teaching should be documented and shared with the department.

*Graduate Affairs Committee (GAC)* The composition and duties of the GAC will depend on the final graduate curricular structure. The chair of the GAC serves as the department's director of graduate education (DOGE). The GAC will establish admission standards, and possibly review applications, and recommend to the Chair the admission of students to the Department graduate program (if there is one). The GAC will also work with the CC to recommend, propose and help develop graduate courses and curricula in the department. They will recommend departmental graduate program policies and procedures, recommend procedures for the evaluation of graduate students that ensure quality performance and good progress toward a degree. The GAC

will act as liaison with interdepartmental graduate programs and work with interdepartmental programs that are critical to the health of the Department to assure that the quality of graduate education in the Department meets the highest possible standards. Depending on the final structure of the graduate curriculum, this committee might represent the Department on an interdepartmental committee(s).

*Honors and Awards Committee* (HAC) (three faculty members, one graduate student representative, one P&S employee, one Merit employee). The HAC will review faculty, alumni and student achievements at least annually and propose and coordinate nominations of appropriate individuals or groups for honors and awards.

#### Diversity, Equity & Inclusion Committee

The fostering of an inclusive environment that encourages diversity and equity is a key component of the departmental mission. The DEI Committee works to increase, maintain, and promote diversity and inclusion and its awareness among faculty, staff, postdoctoral fellows, graduate students, and undergraduate students by providing resources and organizing activities on the topics of diversity, equity and inclusion. The committee serves as a resource for faculty, staff, and departmental committees with regard to University policies and best practices that promote DEI, and participation in efforts to incorporate actions of inclusion, equity and diversity into basic departmental functions. The committee will consist of at least 3 faculty, 1 staff, and 2 graduate student representatives. The committee will seek to be composed of representation appropriate to departmental aims. Faculty representatives will include one representative from CALS and one representative from LAS, who will serve as liaisons to college- and university-level DEI committees. The committee will routinely provide updates and information at department faculty meetings.

*Teaching Review Committee* (TRC) (three faculty members) The TRC performs annual peer reviews of classroom teaching by assistant professors annually, and of associate professors at least once before being considered for promotion. Faculty peers will form judgments of teaching excellence according to criteria established in the department. Methods and metrics for evaluating teaching performance may include class visits, course materials, student outcomes, student evaluations of teaching, and other relevant sources identified by TRC. The methods and metrics of evaluating teaching performance shall be the same for term faculty and tenure-stream faculty. Student evaluations of teaching are required, but on their own, they are insufficient evidence of teaching quality. As noted in the section on PRS statements, in advancement decisions, teaching performance will have greater weight for faculty with significant teaching responsibilities than for faculty with lower teaching responsibilities.

*Seminar Committee* or a departmental representative on an interdepartmental seminar committee.

*Ad hoc* committees are created, staffed, and dissolved by the Department Chair, followed by approval by the voting faculty, as needs arise.

Additional rules concerning the activities of specific committees are found in the relevant

sections on performance reviews (section 9), promotion and tenure (section 10), post-tenure review (section 11) and grievance procedures (section 12).

## **7. FACULTY MEETINGS AND VOTING PROCEDURES**

Departmental faculty meetings shall serve as a forum for conducting the business of the Department. Faculty members of all classifications may attend faculty meetings, and are encouraged to do so. The Department Chair normally calls faculty meetings, which may occur either on a regular basis (e.g., monthly) or as deemed necessary. At least one faculty meeting must be held each semester. A faculty member may request that the Chair call a meeting of the faculty, although the Chair is not then obliged to do so. The Chair must call a faculty meeting, as soon as practicable, upon written petition by five or more of the voting faculty. The Chair must also call a meeting when asked to do so by the Chair of a standing committee, in order to advance the business of that committee.

Except in extenuating circumstances, an agenda of each meeting should be published by the Chair at least 48h prior to the meeting. The conduct of faculty meetings is to follow the most recent edition of *Roberts Rules of Order*. Written minutes must be prepared in a timely fashion following each meeting and must be approved by faculty vote before the start of each subsequent faculty meeting.

A quorum, defined as at least half of the voting faculty not currently on leave, must participate in any vote for that vote to be binding. Except as noted elsewhere, voting faculty approval is by majority vote, which is defined as being greater than 50% of the votes cast. The Chair, although counted towards the constitution of a quorum, may only vote in the case of ties, except as specified elsewhere in this document. Abstentions count toward a quorum but do not count as votes cast in determining the majority. All votes that regard the careers or employment of people must be cast by written ballot. Any member of the quorum may call for a hand or in-meeting written ballot in lieu of a voice vote. Any member of the voting faculty can call for an email or mail ballot in lieu of an in-meeting vote on a specific issue. Absentee ballots and written proxy votes are allowed on request by a faculty member, providing the faculty member is familiar with, or has a special stake in, the issue. Should attendance at a vote fail to meet a quorum, a synopsis of the discussions that took place on the issue will be forwarded to the Department for an email or mail ballot. An email or mail ballot is recorded by the departmental administrative assistant under the supervision of the Chair and at least one member of the executive committee.

## **8. SEARCHES AND HIRING**

### **8.1 Hiring the Chair**

At the time for selection of a Chair, the Dean or Deans will meet with the Department voting faculty to discuss whether the search will include candidates from within and/or outside the Department. If an external search is approved, the voting faculty will make written recommendations for members of the search committee to the Dean(s). The Dean(s), in consultation with the Department, will appoint the search committee and

designate the committee chair. The committee will usually consist of five voting Department faculty and a Department graduate student, representing the breadth of diversity within the Department, and two faculty members from outside the Department. Procedures as required by the University will be followed by the committee.

The position description will be developed by the search committee according to the requirements of Human Resources Services, reviewed and approved by the voting faculty, and forwarded to the Dean(s) for approval. The approved position advertisement will be placed in appropriate periodicals.

The search committee will receive and review applications. Applications will be filed in the Department office and will be available to the Department faculty and search committee for evaluation. After reviewing all applications, the committee will develop a short list of candidates considered to be best qualified and will present this list to the voting faculty for discussion. Department faculty may recommend changes to the short list. After review and discussion with the faculty, the committee will select those candidates, usually three to five, judged best qualified for the position. This final list, once approved by the voting faculty, will be recommended to the Deans for invitation to interview.

Approved candidates will be invited to a departmental interview. This will include two presentations to the Department: a research seminar presented by the candidate, and an informal presentation and discussion of future plans and visions for the Department. The candidate will have opportunities to visit with each GDCB faculty member, the Department graduate students, the Department Chair, the Deans and staff of relevant Colleges, and other appropriate University administrators, faculty, staff, and students.

After all interviews have been completed, the search committee will make a final evaluation of the candidates, rank the acceptable candidates in order of preference, and present their recommendations to the voting faculty. A two-thirds majority vote by written ballot of the faculty will decide which, if any, of the candidates are acceptable for recommendation to the Deans. Each ballot will contain a list of preferences of acceptable candidates and these will be compiled into a departmental prioritized list. The search committee chair will make a recommendation to the Deans to offer the position to the candidates in the order of preference approved by the voting faculty. If no candidate is hired, the voting faculty may direct the search committee chair to request permission from the Deans to re-advertise the position.

If an internal search is to be conducted, the Dean(s), in consultation with the Department, will appoint the search committee and designate the committee chair. Voting faculty will submit nominations for departmental candidates to the committee. The committee will contact candidates to ascertain their willingness to be considered for the position of Chair. Any committee members that are nominated and willing to be considered will be replaced on the committee and any individuals being actively considered will excuse themselves from faculty meetings whenever the position is discussed. Candidates will present research seminars and informal discussions of plans and visions for the Department, and meet with faculty, students and Deans, similar to an outside search. Following the interview process, a two-thirds majority vote by written ballot of the voting faculty will decide which, if any, candidates, to recommend to the

Deans and the order of preference. If the internal search fails to approve any candidate for recommendation to the Dean(s) by two-thirds majority, the result of the vote is reported to the Dean(s) as a measure of the relative support of the Department for potential candidates. The Department recognizes the sensitivity of this process and will make every effort to avoid undo discomfort to any candidate by treating deliberations with candor, collegiality and confidentiality. The Department recognizes that any candidate willing to be considered for the position of Chair has expressed an honorable commitment to make personal sacrifice in service to the faculty as a whole. The Department also recognizes that making such a position attractive to candidates will require a strong commitment of resources and support to allow the candidate to continue performing the three fundamental land-grant missions and to build or maintain a strong department.

### ***8.1.1 Appointing an Interim Chair***

Should the need arise to appoint an interim chair, the Deans, in consultation with the Executive Committee, will nominate a Department faculty member. If the nominee consents, a majority vote of Department faculty shall constitute approval.

## **8.2. Hiring Tenure-Eligible Faculty**

The voting faculty will define the areas in which to search and hire. The decision will consider adherence to the strategic plan and maintaining balance among the various disciplines within the Department, while allowing the flexibility to take advantage of timely opportunities and pursue emerging areas of research related to the mission of the Department.

Candidates for tenured/tenure-eligible faculty must have a terminal academic degree (normally a Ph.D. or equivalent) in Genetics, Development, Cell Biology or closely related field. Faculty hired at the rank of associate professor or professor must also have a record of accomplishments (as outlined in the ISU faculty handbook) appropriate for the rank being offered.

When a tenure-eligible faculty position is approved by the LAS Dean or the CALS Dean (or both), a search committee, usually containing at least three faculty members and one graduate student from GDCB and at least one faculty member from outside GDCB, is formulated by nominations from the Department Chair followed by approval of the voting faculty. The graduate student member of the search committee votes only in search committee recommendations.

The search committee develops a position description and a position advertisement corresponding to the requirements of Human Resources Services. These documents normally include the nature of the appointment, necessary qualifications of the applicant, research and teaching expectations, and application deadlines. Preferred but not required qualifications may also be included. Upon approval by the voting faculty and the Dean or Deans of the appropriate College or Colleges, the position is advertised in appropriate periodicals.

The search committee receives and reviews each application, with special attention to University guidelines for affirmative action. Applications are kept in the Department

office and are available to the faculty and search committee for evaluation. After reviewing all applications, the committee develops a short list of applicants it judges best qualified for the position. Members of the voting faculty review and comment to the committee regarding applicants in the short list and may identify other applicants they believe should be included.

From the short list, the search committee selects the applicants it judges best qualified for the position and, at a departmental faculty meeting, recommends that these applicants be interviewed as candidates for the position. Prior to the faculty meeting, the faculty is notified of the list of proposed candidates. Department faculty not on the search committee may bring forward for consideration, applicants other than those recommended by the search committee. The final list to be interviewed is approved by faculty vote.

Candidates approved by the voting faculty and the College Dean(s) will be invited to a departmental interview. This will include two presentations by the candidate to the Department, one a research seminar and the other an informal presentation and discussion of future research plans. The candidate will have opportunities to visit with Department faculty members, the Department Chair, graduate students, the Deans, and other appropriate University administrators, faculty, staff, and students.

After all interviews are completed, the search committee judges each candidate as to her or his acceptability for the position, ranks the acceptable candidates as to the committee's preference for hiring, and presents its recommendations at a meeting of the voting faculty. Voting faculty provide written ballots containing a preference list of acceptable candidates, as well as those candidates deemed unacceptable. Members of the search committee are not bound to vote according to the search committee recommendations. The compiled list is forwarded to the Dean(s), EOD and Provost for approval, and approved candidates are offered the position in order of preference. If no candidate is hired from among those approved, the voting faculty may approve interviewing additional candidates from the current pool or re-advertising the position.

### **8.3. Joint Appointments**

Jointly budgeted appointments must be approved by the voting faculty. If the jointly budgeted appointment was approved prior to a search, the Department will be actively involved in the search process. The Department may agree or decline to extend an offer to any candidate following the procedures for regular tenure-eligible hires. If a jointly budgeted appointment is requested subsequent to a search, a complete resume will be made available to the Department for review and the Department may request that the candidate make a seminar presentation and meet with GDCB faculty and staff. The request will be discussed in a faculty meeting and a decision rendered by faculty vote. A joint appointment for which there is no budgetary obligation is called a courtesy appointment and is covered in section 8.5.

All faculty members with joint appointments will have a primary department for promotion and tenure purposes defined in their PRS and letter of intent. Individuals wishing to change their primary appointment, as defined in their PRS, to the GDCB Department must obtain the approval of the Dean(s), both Chairs and the GDCB voting faculty.

## 8.4 Hiring Term Faculty

The following term faculty titles are available for hire and for use within GDCB (some titles are restricted based on college home). The responsibilities of term faculty are described in FH 3.3.2.2.

- **Teaching Faculty Title and Ranks:** Lecturer, Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. The primary responsibility of teaching faculty is to contribute to the teaching mission of the university. These positions must include a significant element of instruction; additional responsibilities may include advising, curriculum coordination, leadership of multi-section classes, and other responsibilities related to the teaching mission. All Teaching faculty must devote at least 75% of their time to instruction, advising, curriculum coordination and other responsibilities related to the teaching mission.
- **Practice Faculty Title and Ranks:** Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice. Practice faculty must have significant relevant professional experience outside of academia that qualifies them to contribute to instruction and/or advising. Their primary responsibility is teaching in their area of professional expertise and related institutional and professional service. All Professor of Practice faculty must devote at least 75% of their time to teaching in their area of expertise and related institutional and professional service.
- **Research Faculty Title and Ranks:** Research Assistant Professor, Research Associate Professor, Research Professor. Research faculty primarily engage in externally funded research, and they must have opportunity to move toward research independence. At least 10%, but no more than 20%, of a research faculty member's salary shall be paid from the general fund.
- **Adjunct Faculty Title and Ranks:** Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor. Adjunct appointments may be appropriate for facilitating the university's aims to hire and retain excellent faculty, including dual-career couples; to carve out new areas of academic expertise; and to attract experts on extramural grants and contracts.

GDCB establishes the following minimum qualifications for term faculty. (Minimum qualifications for term faculty set by the respective colleges will also be adhered to based on the college home of the faculty member. In special cases, the waivers of these minimum standards may be requested in accordance with university and college policies.)

- **Teaching Faculty**

Teaching faculty who will advise, mentor, or teach in departmental graduate programs must have a graduate academic degree (normally a Ph.D. or equivalent) in genetics, development, cell biology or closely related field.

Teaching faculty who will teach in departmental undergraduate programs must have a masters or PhD degree in genetics, development, cell biology or closely related field.

- **Practice Faculty**

Assistant professor of practice must have a bachelor's degree plus 5 years of relevant industry experience.

Associate professor of practice must have a bachelor's degree plus 10 years of relevant industry experience or five years of relevant academic experience beyond the requirements for assistant professor of practice.

Professor of practice must have a bachelor's degree plus 15 years of relevant industry experience or five years of relevant academic experience beyond the requirements for associate professor of practice.

- Research Faculty

Research faculty must have a graduate academic degree (normally a Ph.D.) in genetics, development, cell biology or closely related field.

- Adjunct Faculty

Adjunct faculty must have a graduate academic degree (normally a Ph.D. or equivalent) in genetics, development, cell biology or closely related field.

In addition to the minimum degree or professional experience requirements listed above for an initial hire of a term faculty member at the associate professor or professor rank, the following minimum requirements are defined for titles of term faculty:

Associate Professor: a record of successfully contributing to the mission of the university as defined by the PRS or a record of contributions in the professional field and promise of further academic and professional development.

Professor: a record of proven excellence in the primary responsibilities identified in the PRS and effectiveness in other areas of the PRS, or a record of demonstrated substantial contributions to their professional field.

Term faculty are hired following established criteria and University search procedures appropriate to their positions. For appointments of greater than one year, the Department Chair works with the EC to define and advertise the position, and to interview and evaluate candidates for position qualifications and credit for prior service. Faculty other than the EC members may be involved in this process as desired or needed. The EC will then nominate term faculty candidates at least one week before a meeting of the voting faculty at which the candidates will be discussed and a vote taken. Credentials of candidates for such positions will be available for faculty inspection during the week preceding a faculty vote. Associate or full term professor appointments also require approval of the Dean(s) and Provost. The Department Chair will forward a recommendation to the appropriate offices.

Contract Lengths of Term Faculty: Lecturers have contract lengths of one year or less. A Lecturer contract can be renewed for up to three continuous years, after which they may be renewed as Assistant Teaching Professor. Assistant or Associate Teaching Professors must have three-year contracts and Teaching Professors should have five-year contracts. Other term faculty contract lengths should follow corresponding college's guidelines.

Renewal appointments of term faculty may be made without re-advertising the positions, as dictated in section 9.1.2.

The Department affords term faculty equitable compensation, commensurate with the candidate's qualifications and duties, and provides ample opportunity and support for professional development.

#### **8.4.1. Temporary Appointments**

Temporary appointments are short-term appointments of one year or less, made to meet a special staffing need, and are usually made at the rank of Lecturer. Hiring procedures and appointments follow the guidelines set forth in the Faculty Handbook. The Department will usually advertise for a pool of applicants from which temporary appointments may be made as needs arise. The Chair may make these temporary appointments or may delegate the task to an appropriate committee.

#### **8.5. Adjunct, Visiting, Affiliate and Courtesy Appointments**

Nominations of faculty to these ranks can be made by the Chair or any other voting faculty member. Characteristics of these appointments are defined in the Faculty Handbook. A courtesy appointment is a joint appointment without a budgetary obligation. A letter is addressed to the Department Chair stipulating the type of appointment sought, the desired rank and term of the appointment, the reasons for seeking the appointment, and the qualifications of the candidate. The benefits to and responsibilities of both the candidate and the Department should be stipulated in this letter and a resume and appropriate supporting documentation should be submitted. The Chair forwards the request to the EC, which will then make a timely recommendation, including proposed voting privileges, if any, to the faculty. The EC or faculty may request a seminar or additional documentation. A vote will be taken after allowing sufficient time for faculty to consider the supporting material.

#### **8.6 P&S with Faculty Rank and Responsibility**

When P&S personnel perform duties commensurate with faculty responsibilities, they may be appointed to an appropriate term faculty rank. Departmental nominations for such appointments are made as described above. The procedure of awarding faculty rank to a P&S employee also requires review and approval by the College and Provost Office prior to the award of the rank-only appointment. In each case of award of, or renewal of, term faculty rank for P&S employees, the department should forward the following items to the College Dean for forwarding to the Provost Office: 1) the form, "Term Faculty Appointment of P&S Employees," 2) the Letter-of-Intent form, "ISU Faculty Letter of Intent for Rank Only Appointments" and 3) a copy of the employee's vitae or resume.

### **9. PERFORMANCE REVIEWS**

Peer performance reviews are necessary and beneficial to the professional growth and development of faculty. Maintaining open communication between the faculty and administration of the Department also benefits the overall health and moral of the Department. All reviews are conducted with a constructive attitude and in an atmosphere of mutual respect. Position responsibilities and the prerogatives of academic freedom guide all deliberations and decisions.

## **9.1. Faculty Performance Reviews**

### **9.1.1. Performance Reviews of Tenure-Eligible Faculty.**

Tenure-eligible faculty within the Department are expected to display a high level of scholarship, as defined in the faculty handbook. Consistent with the Land Grant mission of Iowa State University, faculty evaluations are based on their activities in the areas of research, teaching and extension/professional service. The relative weighting for each area is dictated by the individual faculty's *Position Responsibility Statement* (PRS; see 4.2). All faculty are also expected to make meaningful contributions to the service of the Department and University.

Each faculty member with a budgeted appointment in GDCB undergoes an annual review by the Chair. The Chair requests a Faculty Activity Report (FAR) summarizing the faculty member's recent accomplishments in research, teaching, service and other relevant areas. The Chair prepares a written evaluation of the faculty member's activities with respect to their PRS. These evaluations are used as the basis for deciding annual salary adjustments and for other confidential matters.

#### *9.1.1.1 Departmental Support for Assistant Professors*

Tenure-eligible faculty represent the future of the Department; the PTC and Department recognize their responsibilities to provide information, advice, support and assistance to enable the professional development and success of candidates.

Shortly after arrival, the Department Chair will partner, by mutual consent, each newly hired tenure-eligible assistant professor with a tenured faculty mentor to provide advice throughout the probationary period. As early as convenient, the mentor will meet with the new junior faculty member to give advice and answer questions on faculty activities and what is required for success in the Department. The mentor should explain where to find the Faculty Handbook, and provide the candidate with the Department governance document, and successful examples of a tenure resume and a federal grant proposal (belonging to either the mentor or other volunteers).

Tenure-eligible, but as yet untenured, faculty will also undergo an annual review by the PTC. The purpose of these reviews is to provide constructive guidance to the candidates for making adequate progress toward promotion and tenure. The faculty member provides an updated resume to the PTC prior to a meeting at which time the progress, plans and any problems will be discussed. Mentors may accompany junior faculty in these meetings. The PTC then provides constructive criticism and guidance to the faculty member and provides a written report to the candidate, Department Chair and faculty mentor.

### **9.1.2. Performance Reviews of Term Faculty**

All faculty evaluations are based on their activities in the areas of research, teaching and extension/professional service, consistent with expectations dictated by the individual faculty's *Position Responsibility Statement* (PRS; see 4.2). All faculty are also expected to make meaningful contributions to the service of the Department, including such issues as curriculum development and review. The term faculty member will work with the Departmental Chair to develop a PRS.

#### *9.1.2.1. Annual Reviews*

Each faculty member with a budgeted appointment in GDCB undergoes an annual review by the Chair. The Chair requests a FAR summarizing the faculty member's recent accomplishments in research, teaching, service and other relevant areas. The Chair prepares a written evaluation of the faculty member's activities with respect to their PRS. These evaluations are used as the basis for deciding annual salary adjustments and for other confidential matters. Term faculty may also request a review by the PTC for guidance in professional development. Term faculty not meeting expectations will develop an action plan as outlined in Section 12 below.

#### *9.1.2.2. Renewal Reviews for Term Faculty.*

Contract renewal of faculty on contracts of one year or less

Annual reviews may be used as the basis for renewal of appointments of one year or less for regular term faculty.

Term faculty on contracts of one year or less must undergo a peer review before the end of their third year of continuous service from their initial appointment date (FH 5.4.1.2). During the first two years of initial appointments, departments may choose to let the chair, a designee, or a faculty peer review committee conduct that review. In LAS, renewal beyond the third year and subsequently requires both a peer review and continuing need.

Lecturers must be reviewed by an appropriate faculty committee and notified of an intent to renew or not renew by February 15 of the third year of continuous service.

Term faculty on multi-year contracts

The faculty handbook requires that, after three years of continuous service, term faculty receive one year of notice before non-renewal. Therefore, the College recommends renewal reviews for faculty on multi-year contracts in the penultimate year of the contract. Thus, faculty on three- year contracts should be reviewed at the end of the second year; and faculty on five-year contracts should be reviewed at the end of the fourth year.

Renewal of term positions will depend on the candidate's prior performance based on annual reviews and on whether the Department deems it necessary to continue staffing the position. During the year prior to the end of a term faculty member's term of appointment, the member notifies the Department Chair of their desire to seek renewal of their position. If qualified, term faculty may request a simultaneous consideration for advancement (see section 10.2). At this time, a renewal review will be carried out whether or not the department intends to staff the position, a performance review will be conducted, and the Chair notifies the candidate as to whether the Department intends to continue staffing the position based on acceptable or non-acceptable performance. If so, the term faculty should address a letter requesting renewal to the EC, along with as much relevant documentation that the candidate deems necessary to support her or his request for renewal using the CALS of LAS templates for advancement (see suggested

documents indicated below under “Promotion and Tenure Review of Tenure-eligible Faculty”, section 10.1.3.2.). If the member’s contributions extend beyond the Department, the candidate, Chair or EC may request letters from relevant individuals outside the Department or University in the case of term research faculty (such letters are not permitted for other term faculty). If a term faculty member teaches in another program, teaching evaluations or comments from the Program Director from that program are allowed. The candidate may also submit names and justifications of individuals to exclude from the review process because of conflicts of interest. The EC will examine the submitted materials in a timely fashion, evaluate them in light of the faculty member’s PRS and role in the Department and make a recommendation to the voting faculty. The materials will be available for review by the voting faculty for one week prior to the faculty vote to approve renewal. The Chair notifies the candidate of the outcome and in the case of a negative decision, provides a written explanation of the reasons the renewal was denied.

## **9.2. Chair Performance Reviews**

The EC annually requests an evaluation of the Chair by the faculty. The purpose of this review is to provide a positive avenue for faculty feedback to the Chair on the Chair’s performance and suggestions for improvement in serving the Department. The faculty have the opportunity to supply confidential evaluations to the EC. The EC then meets with the Chair and presents a summary of the evaluations.

Sixteen months prior to the end of the Chair’s term, the Chair will notify the faculty of willingness to be considered for another term. If interested in serving for another term, a departmental evaluation will be conducted by the end of that semester. Written comments from the faculty members will be received by the Executive Committee. The comments will be reviewed by the Executive Committee and shared with the Chair, the Dean and the departmental faculty. Based on these comments, the Executive Committee will recommend to the voting faculty whether or not to support reappointment of the current Chair. A two-thirds majority vote by written ballot of the voting faculty will serve as the Department’s recommendation to the Dean. If less than a two-thirds majority of the voting faculty support the present Chair, the results will be reported to the Dean accompanied by the recommendation that a search for a new Chair be initiated.

## **10. PROMOTION AND TENURE REVIEW**

The Chair and members of the faculty should be concerned that decisions relating to promotion and tenure are based on a fair, objective evaluation of faculty members’ qualifications. Every effort should be made to avoid undue stress to the candidate and such reviews should be conducted in a positive and collegial atmosphere.

### **10.1. Promotion and Tenure Review for Tenure-Eligible Faculty**

#### ***10.1.1. Criteria for promotion and tenure***

Tenure-eligible faculty within the Department are expected to display a high level of

scholarship, as defined in the faculty handbook. Consistent with the land grant missions of Iowa State University, faculty evaluations are based on their activities in the areas of research, teaching and extension/ professional service. The relative weighting for each area is dictated by the individual faculty's *Position Responsibility Statement* (section 4.2). All faculty are also expected to make meaningful contributions to the service of the Department and University.

#### *10.1.1.1. Research*

Research is the activity that most fundamentally distinguishes a national-level doctorate granting university from other institutions and is a major consideration in determining promotion and tenure. The critical issue in assessing research accomplishments is determining whether the candidate's work contributes significantly to advancing their research discipline. Since publication is the end product of research, the quality and quantity of original peer-reviewed research publications in scientific journals constitutes a primary measure of research productivity. Such aspects as senior authorship and reputation of the journals are considered. The second major indicator of a successful research program is the acquisition of competitive grants and other extramural funding.

Additional documentation of research accomplishments includes the publication of books and book chapters, patents, presentations at professional conferences, invited lectures and the release of computer programs. Serving as a reviewer for research papers, grant proposals and books, as a grant panelist, as a journal editor and participating in professional society affairs (e.g., organizing symposia, serving on committees, holding official positions) also constitute recognition of research accomplishments.

#### *10.1.1.2. Teaching*

As a unit in an institution of higher learning, effective teaching is an essential activity of the Department and its faculty. The Department is committed to excellence in the training of highly qualified personnel at both the undergraduate and graduate levels. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and the ability to create and maintain an effective instructional environment. Teaching activities include presenting resident credit courses; non-credit seminars and workshops; continuing-education and distance-learning programs; directing undergraduate and graduate projects, internships, theses, and dissertations; serving on masters and doctoral committees; advising and mentoring undergraduate students, graduate students, post-doctoral associates and visiting scientists.

Commitment to teaching excellence is demonstrated through contributions to curricular development; pedagogical innovation, including the incorporation of new technologies and approaches to learning; documented study of curricular and pedagogical issues, and incorporation of this information into the classrooms; development of teaching materials; and contributions to professional societies and organizations that seek to improve teaching.

Classroom teaching effectiveness is evaluated on the basis of student responses to departmental course evaluations, and by peer reviews following observation of the candidate's classroom teaching.

#### *10.1.1.3. Extension and Professional Practice.*

Extension and professional practice refers to activities where faculty members provide professional expertise through dissemination of information, engaging citizens in development activities, and providing to citizens assistance outside the traditional classroom. These include activities that occur outside of the University as well as those provided to other members of the University community. The general focus of these efforts is to increase the well-being of the people and places served. Such activities would include traditional extension activities as well as presentations to the public, judging at science fairs, answering letters of inquiry, consulting, providing legal testimony as an expert witness, providing information through websites or other publications, etc. In addition, faculty members are recognized for professional service contributions to technical, professional, and scholarly societies appropriate to their academic discipline, to the public or to other agencies. Peer judgment is used to distinguish such contributions that should be considered as professional service from those activities that reflect one's reputation in the areas of research or teaching.

#### *10.1.1.4. Institutional Service*

All faculty members are expected to contribute to institutional service by participating effectively in departmental governance and in the formulation of Department, College, and/or University policies, and by carrying out administrative responsibilities when called upon. Participation on official Department, College and University committees, and other official assignments should be documented. However, while necessary, service alone shall not serve as the central basis for promotion and/or tenure.

### **10.1.2. Criteria for Specific Promotions**

#### *10.1.2.2. Promotion to Associate Professor*

An associate professor should have a solid academic reputation and show promise of further development and productivity in his /her academic career. The candidate must demonstrate excellence in scholarship, consistent with activities described in their *Position Responsibility Statement*, that establishes the individual as a significant contributor to the discipline with a high likelihood of sustained contributions and potential for national distinction. The candidate must show effectiveness in all areas of their position responsibilities and satisfactory institutional service. Promotion to the rank of associate professor is generally accompanied by the granting of tenure.

#### *10.1.2.3. Promotion to Full Professor*

A professor should be recognized by their professional peers within the University, as well as nationally and/or internationally, for excellence in their contributions to his or her scholarly discipline and be recognized as an authority in their field of specialization. The candidate must show significant growth in performance beyond that of the previous rank, consistent with activities described in their *Position Responsibility Statement*, and have demonstrated the ability to sustain contributions to the discipline. Significant institutional service is also expected for promotion to professor.

### **10.1.3. Departmental Procedures for Promotion and Tenure Reviews**

#### *10.1.3.1. Responsibilities of the Department*

Six months prior to the deadline established by the college, the Department Chair sends

out a notification for faculty that wish to be considered for promotion. Individuals that wish to be considered for promotion will notify the Chair. Promotion and tenure review is mandatory in the penultimate year of a probationary appointment. For other faculty, promotion and tenure review is optional. Should a faculty member in the penultimate year of a probationary period decline to undergo review, the Chair will notify that individual of the consequences.

The Promotion and Tenure Committee (PTC) works closely with candidates. One tenured member of the PTC with rank greater than the candidate is assigned to advise and guide the candidate in the preparation of their dossier. Mentors may also participate to whatever extent is mutually agreeable to the mentor and candidate. Candidates may submit names of PTC members to be excluded due to conflicts of interest or they may submit rankings of their preferences. The PTC completes the dossier by requesting any available information from the Chair, letters of evaluation from scientists at other institutions (see 10.1.3.3), as well as other sources at their disposal. The completed dossier is discussed among the PTC and is prepared for presentation to the Department Chair and the tenured voting faculty of rank greater than the candidate. The PTC member assigned to the candidate presents the candidate's case to the tenured voting faculty and Chair. Following discussion, a departmental vote is taken. A majority vote shall decide the departmental recommendation and the PTC will prepare a final recommendation statement to be forwarded to the College. The Chair will forward a separate recommendation. All items in the departmental report except confidential external letters, their summaries or attributed quotes will be considered as part of the factual information which may be reviewed for accuracy by the candidate. The Chair's report is not considered part of the factual information and is not available for review by the candidate.

The Chair will promptly notify candidates of the departmental and College decisions. In the case of a negative decision, the candidate will receive a written notification explaining the reasons for denial of promotion.

#### *10.1.3.2. Responsibilities of the candidate*

Candidates are responsible for notifying the Chair of their intention for undergoing review for promotion. Candidates present seminars of their scholarly achievements to the Department early in the fall and are responsible for preparing their dossiers for review in a timely manner with respect to the deadlines set forth by the PTC, Department and College. The dossier should conform to the guidelines set forth by the relevant college and at a minimum contain the following:

- A list of all publications, including full citations of refereed and non-refereed journal articles, books and monographs, chapters in books, book reviews, and manuscripts submitted that are not yet accepted for publication. Copies of selected articles and manuscripts should be supplied. Citation indices are recommended and work published since being hired or since the latest promotion may be annotated.
- A list of grants, fellowships and other external and internal funds obtained, including source, amount, and dates. Indicate the role of the candidate (e.g., PI, co-PI).

- A list of research papers presented at regional, national and international meetings, giving society, place and date.
- A list of invitations to participate in symposia or give guest lectures off campus.
- A list of the source and number of reviews written for research manuscripts, grant proposals and books.
- A list of graduate students advised as major professor since last promotion and the degree(s) obtained by each student, post docs and visiting scientists advised, and a list of other program-of-study committees served on (i.e., not as major professor).
- A synopsis of research accomplishments since last promotion and current research directions presented as a brief narrative. Indicate proportion of time engaged in research.
- A list of courses taught, including the number of students enrolled, the student ratings of each course, and peer teaching reviews.
- A list of undergraduate research projects and internships supervised.
- A synopsis of other teaching activities including course development and development of teaching materials, contributions to curricular development, pedagogical innovation, and undergraduate advising,
- Service on official departmental, College and University committees.
- Professional service, including serving on grant panels, agencies or boards because of individual expertise, serving as an editor or on the editorial board for a journal, consulting, and participation in professional society affairs (e.g., symposia organized, service on committees, official positions held).
- Other activities including outreach, obtaining patents or engaging in technology transfer.

#### *10.1.3.3. External reviews*

External reviews by recognized authorities in the candidate's discipline will constitute an important component of the dossier. The PTC will generate a list of potential reviewers with input from the Department Chair and faculty. The candidate will supply a list of their own suggestions to the PTC and may submit names to exclude from external review due to conflicts of interest. The Department Chair solicits at least four reviews, including at least one individual from each list. Letters may be submitted in writing or electronically. These external letters are confidential and will only be seen as needed by faculty and administrators directly involved in the promotion and/or tenure decision.

#### **10.1.4. Promotion of Jointly Appointed Faculty.**

Promotion of Joint Faculty with their primary appointment in GDCB are evaluated as tenure-eligible faculty (see above). Promotion of Joint Faculty with their primary appointment in another department will follow automatically when the faculty member is promoted by her or his home department. GDCB may review the credentials of jointly budgeted candidates with other primary departments, and submit a letter to the Dean(s)

in support or opposition of promotion. In such cases, the candidate's dossier will be available for examination by faculty of greater rank than the candidate. The PTC will present a recommendation to the faculty and following discussion, a vote will be taken whether to support tenure and/or promotion of the candidate. The PTC composes and transmits the appropriate letter to the Dean(s).

## **10.2. Advancement of Term Faculty**

### **10.2.1. Advancement of Term Faculty Members.**

According to University regulations, changes in the rank of Term Faculty can only be made in response to their written request. A Term Faculty member requesting such advancement should address a letter requesting advancement to the Advancement Committee (AC) for Term Faculty, along with as much relevant documentation that the candidate deems necessary to support her or his request for advancement (see suggested documents indicated above under "Promotion and Tenure Review of Tenure-eligible Faculty"). The AC will examine the submitted materials in a timely fashion, evaluate them in light of the faculty member's responsibilities and role in the Department and present the case to the voting faculty of rank greater than the candidate. A majority vote shall decide the departmental recommendation and the AC will prepare a final recommendation statement to be forwarded to the College. The Chair will forward a separate recommendation.

Term Faculty appointments at the assistant professor rank are eligible for promotion to the associate level after 5 years of employment as a faculty member at ISU (full or part time) or equivalent experience. For promotion to associate teaching professor, faculty must have a record of success in fulfilling the responsibilities of the PRS and promise of further development as a scholarly teacher.

There is no timeline for advancement from the associate to professor level. Candidates for advancement to the teaching professor rank must document a record of proven excellence in the primary responsibilities identified in the PRS and effectiveness in other areas of the PRS, and maintain a record of demonstrated substantial contributions to the mission of the university beyond routine classroom teaching in their professional field. Contributions supportive of advancement should be outlined using the CALS of LAS templates for advancement include, but are not limited to:

- A record of significant curriculum improvement and development, including things such as collaborative courses and programs, innovative use of technology, pedagogical innovation
- A record of authorship of instructional texts or publication of scholarly work in the field;
- Course or program coordination for multi-instructor courses;
- 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 the university; and
- A record of involvement in department life and responsiveness to department needs.

Vote of Term Faculty Advancement: The departmental vote on the advancement of term-faculty should be carried out by tenured and term faculty members with ranks above the rank of the candidate. Lecturers may advance to the rank of assistant teaching professor after three years of continuous employment given a demonstrated continuing need and positive peer review.

### **10.2.2. Advancement of Adjunct Faculty.**

Adjunct faculty are paid by the University and are normally hired for a specific purpose, usually short-term, as indicated in their *Position Responsibility Statement* at the time of appointment to adjunct status. Therefore, adjunct faculty are normally not eligible for advancement beyond the rank of Adjunct Assistant Professor. If the adjunct faculty member attains the stature normally associated with an Associate or Full Professor, and performs duties equivalent to those performed by faculty of either of those ranks, the adjunct faculty member may apply to the AC for advancement by documenting their stature and duties in relation to the requirements for advancement to the higher rank (see suggested documents indicated above under “Promotion and Tenure Review of Tenure-eligible Faculty”). In this case, the AC would examine the dossier and present the case to voting faculty at ranks greater than the candidate. The faculty vote by written ballot after sufficient time to examine the dossier of the candidate. If approved, required materials will be submitted to the College and Provost’s Office.

### **10.2.3. Promotion of Affiliate Faculty.**

The rank of these faculty members normally should reflect their stature in the scientific community and the level of contribution they make to their field. Where such faculty are paid by organizations with a promotion system similar to that of the University, promotion at ISU should generally parallel their change in rank at their home institution or organization. Such faculty should be accorded rank equity with ISU-paid faculty of similar stature and productivity. An adjunct or affiliate faculty member requesting promotion should address a letter requesting promotion to the AC, along with as much relevant documentation that the candidate deems necessary to support his or her request for promotion (see suggested documents indicated above under “Promotion and Tenure Review of Tenure-eligible Faculty”). The AC will examine the submitted materials in a timely fashion and present the case to voting faculty at ranks greater than the candidate. The faculty vote by written ballot after sufficient time to examine the dossier of the candidate.

### **10.2.4. Promotion of Visiting Faculty.**

Promotion of Visiting faculty will follow automatically if they are promoted by their home institution.

## 11. POST-TENURE REVIEW

In addition to the annual review by the Department Chair, all tenured faculty will periodically undergo a more comprehensive peer review, initiated by the Promotion and Tenure Committee (PTC). The purpose of these post-tenure reviews is to recognize the strengths of the faculty member and to identify areas where development efforts or specific departmental support would be helpful. The post-tenure review should address the faculty member's performance in all areas of responsibility, as documented in their position responsibility statement. "The review shall include an overall recommendation of the performance (superior, meeting expectations, or below expectations) and result in acknowledgement of contributions and suggestions for future development of the faculty member." (ISU Faculty Handbook 5.3.5). Post-tenure reviews must occur at least once every seven years (since the last post-tenure review or promotion). Post-tenure reviews must also occur during the year following two consecutive unsatisfactory annual reviews. An earlier review (at least 5 years from last review) may be requested by a faculty member and granted by the PTC. If a faculty member is reviewed for higher rank, the "higher rank" review is substituted for the post-tenure review, and the next post-tenure review is not required for 7 years. If a faculty member has a confirmed retirement date less than one year hence, then post-tenure review may be waived. Every effort should be made to avoid undue stress to the faculty member under review and such reviews should be conducted in a positive and collegial atmosphere. Responsibility for the review of faculty with split appointments is the same as specified for promotion and tenure review.

On a date specified by the PTC, the individual under review will submit a written summary of his or her activities, including an up-to-date resume and other supplemental materials documenting professional accomplishments and scholarship in the areas of research, teaching, outreach and service related to the individual's Position Responsibility Statement, during the period since the last post-tenure review or promotion. This review will normally not include external evaluations. The PTC will examine the submitted material and may conduct a personal interview. The PTC will present a written evaluation to the faculty member and the Department Chair, including a rating (above expectations, meeting expectations, or below expectations) for each area of the PRS, an overall recommendation of the performance (superior, meeting expectations, or below expectations), acknowledgement of contributions, and suggestions for future development of the faculty member. GDCB-specific criteria for superior performance are detailed below. If a post-tenure review recommendation includes a determination of "below expectations" performance in any PRS area, then the faculty member will work with the department chair and the chair of the review committee to develop a detailed action plan for performance improvement in those areas. The action plan will be signed by all three parties." (ISU Faculty Handbook, 5.3.5.2). Subsequently, external evaluations may be requested by the Chair or the faculty member. The faculty member under review may submit a written response to the Chair and PTC within one month after receiving the written post-tenure review. Afterwards, the post-tenure review document will be forwarded to the Dean and Provost, (as described in the ISU Faculty Handbook 5.3.5.4, 5.3.5.5). These materials are part of the faculty member's personnel record and are kept as such in the

department, the college, and the Provost offices. Comments about areas for improvement may be referred to in subsequent annual reviews or post-tenure reviews. Furthermore, all materials will be treated as confidential personnel files.

#### GDCB criteria for superior performance

Each faculty member's record of accomplishment is reviewed in each area of responsibility. Performance is considered to be "superior" in a given area of responsibility if the faculty member is considered a departmental or university leader in that area of responsibility.

Superior in research will be defined as achieving national and/or international recognition for research accomplishments during the period of review. This would be evidenced by accomplishments such as: 1) publishing a consistently high number of original research publications in leading journals; 2) securing and successfully implementing substantial competitive national research grants; 3) receiving the title Distinguished Professor; 4) receiving university or national research awards; 5) being selected as a standing member of a national grant review panel.

Superior in teaching will be defined as achieving local, regional, national and/or international recognition for the impact of the faculty member's teaching during the period of review. This level of achievement would be expected to include accomplishments such as: receiving the title Morrill Professor; receiving one or more competitive teaching or advising and/or mentoring excellence awards at the university, state, or national levels; developing innovative teaching approaches or techniques with documented effectiveness and wide-reaching impact; implementation of effective pedagogies in new contexts and scholarly assessment of student learning; securing and successfully implementing one or more substantial teaching grants with significant impact; or authoring a widely-adopted textbook.

Superior performance in service is defined as achieving superior recognition and impact during the period of review. This level of achievement would be expected to include accomplishments such as: receiving the title University Professor; serving in university leadership positions at various levels including faculty senate, graduate programs, and research centers; developing international programs; holding a major elected office in a national scientific society, or chairing a national or international scientific conference. The contributions to national scientific or professional societies that may be considered as service should be distinguished from those activities that reflect one's reputation in the areas of teaching, research, and/or extension.

These examples in each area of responsibility are provided to indicate the nature of "superior performance" and are not intended to be all-inclusive.

## **12. FACULTY ACTION PLAN MEDIATION POLICY**

In the case that a faculty member receives an unsatisfactory annual evaluation or a below expectations post-tenure review, GDCB follows the policies outlined in Chapter 5 of the Faculty Handbook and college governance documents. It is expected that the department chair and the faculty member will work toward resolution of any disagreements with a proposed written action plan and will resolve any disagreements within 10 working days from the date the faculty member received the proposed written action plan. However, in anticipation of the possibility that all disagreements may not be resolved within this time period, the formation of an action plan mediation committee must be initiated when the proposed written action plan is presented to the faculty member, so that the committee is formed and ready to start the mediation process at the end of the 10 working day period. The selection of the departmental action plan mediation committee is defined by the college governance document. Accordingly, the members of the GDCB action plan mediation committee will be selected from the department faculty, at rank or above, of the faculty member who received the action plan (excluding those outlined in the faculty handbook) as follows:

1. The department chair will appoint one faculty member to the committee.
2. The faculty member involved will appoint one faculty member to the committee. If the faculty member does not appoint a member within 5 working days, this appointment will default to the department faculty, who will select a second member.
3. During the fall semester, the department faculty will elect representatives to a one-year term from among the eligible tenured professors. The professor receiving the most votes will serve at the department representative if needed. The professor receiving the second most votes will serve if needed.

## **13. GRIEVANCE PROCEDURES**

All grievances should first be brought before the Chair. In the event that they cannot be resolved by the Chair, grievances among GDCB Department members may be handled within the Department or by the University. The Executive Committee handles disputes between the Department Chair and faculty or staff. Should a member of the EC be involved in the grievance, they will be excused from the EC for the deliberations. The Human Relations and Diversity Committee handles grievances among faculty members, staff members and/or students. Should grieving parties elect to seek departmental resolution to their dispute, they will agree beforehand whether to submit to mediation or arbitration. Decisions of arbitration are binding, while mediation is advisory and does not preclude subsequent pursuit of University grievance procedures. The pertinent committee may request supporting documentation and may conduct interviews of the grieving parties and/or witnesses. A grieving party may request the replacement of a committee member with a conflict of interest. The committee submits to the grieving parties, a written report, including recommended or binding terms of resolution.

University grievance procedures for faculty, graduate students, and undergraduate

students are described in the *Faculty Handbook*, *Graduate College Handbook*, and *ISU General Catalog*, respectively.

#### **14. AMENDMENT OF THE GOVERNANCE DOCUMENT**

This Governance Document may be amended by a two-thirds majority vote of the voting faculty. Before a vote to amend is taken, at least one open meeting must be held at which the proposed amendment(s) shall be explained and discussed. A formal vote shall be by written ballot.

## AMENDMENTS

Approved by faculty vote December 2011:

- Amendments to post-tenure review (section 11) to align with ISU policy.
- In section 6, the description of the promotion and tenure committee was amended to more fully reflect the committee's current responsibilities (including 3<sup>rd</sup> year review and post-tenure review).
- Throughout the document, revisions were made to reflect the change in college name from "College of Agriculture (COA)" to "College of Agriculture and Life Sciences (CALs)"

Approved by faculty vote January 2014:

- Curriculum committee description changed, such that "The CC committee consists of a committee chair and the representatives to undergraduate programs (eg. Biology, Genetics, and BCBio). GDCB representatives to undergraduate program committees report to the CC Chair on matters related to the CC, enabling communication between programs and reallocation of duties as needed, and providing the CC with the information that it needs to make recommendations."

Approved by faculty vote February 2016:

- Voting faculty: Term faculty have the right to vote on any matters relevant to the curriculum or to departmental governance.
- Renewal of lecturer contracts: Eighteen months prior to the end of a term faculty member's term of appointment, the member notifies the Department Chair of their desire to seek renewal of their position.

Approved by faculty vote February 2019:

- Descriptions of term faculty positions, and their requirements and procedures for hiring and advancement.
- Removal of appendix describing the reorganization of Zoology and Genetics and Botany.

Approved by faculty vote January 20, 2021

- Modified DEI committee composition.
- Updates on faculty Promotion and Tenure committee (PTC) and Advancement Committee (AC) members voting with the other eligible faculty.
- Addition of "Faculty Action Plan Mediation Policy".