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**ANNUAL GOVERNANCE REPORT ON FACULTY TENURE**

**Actions Requested:** (1) Consider recommending approval of tenure and promotion recommendations for the 2014-2015 academic year; and (2) Receive the annual governance report on faculty tenure for 2013-2014.

**Executive Summary:** The Board of Regents Policy Manual §4.07 requires that recommendations for promotion and tenure be approved by the Board and §6.17 requires that an annual report on tenure status be presented to the Board.

Approval of Promotion and Tenure Recommendations

The Board is asked to consider approval of 207 recommendations for tenure and promotion for the 2014-2015 academic year.

	2010-11	2011-12	2012-13	2013-14	2014-15
Total actions	178	206	195	188	207
Percent of actions to males	62%	63%	62%	63%	69%
Percent of actions to females	38%	37%	38%	37%	31%

The University of Iowa has a total of 100 promotion and tenure actions for the 2014-2015 academic year compared to 108 actions in 2013-2014.

	FEMALE	MALE	TOTALS
Promotion with tenure	11	28	39
Promotion (already had tenure)	9	18	27
Promotion without tenure	13	21	34
Tenure without promotion	0	0	0
Totals	33	67	100

Iowa State University has a total of 76 promotion and tenure actions for the 2014-2015 academic year compared to 56 in 2013-2014.

	FEMALE	MALE	TOTALS
Promotion with tenure	7	37	44
Promotion (already had tenure)	8	22	30
Promotion without tenure	0	0	0
Tenure without promotion	1	1	2
Totals	16	60	76

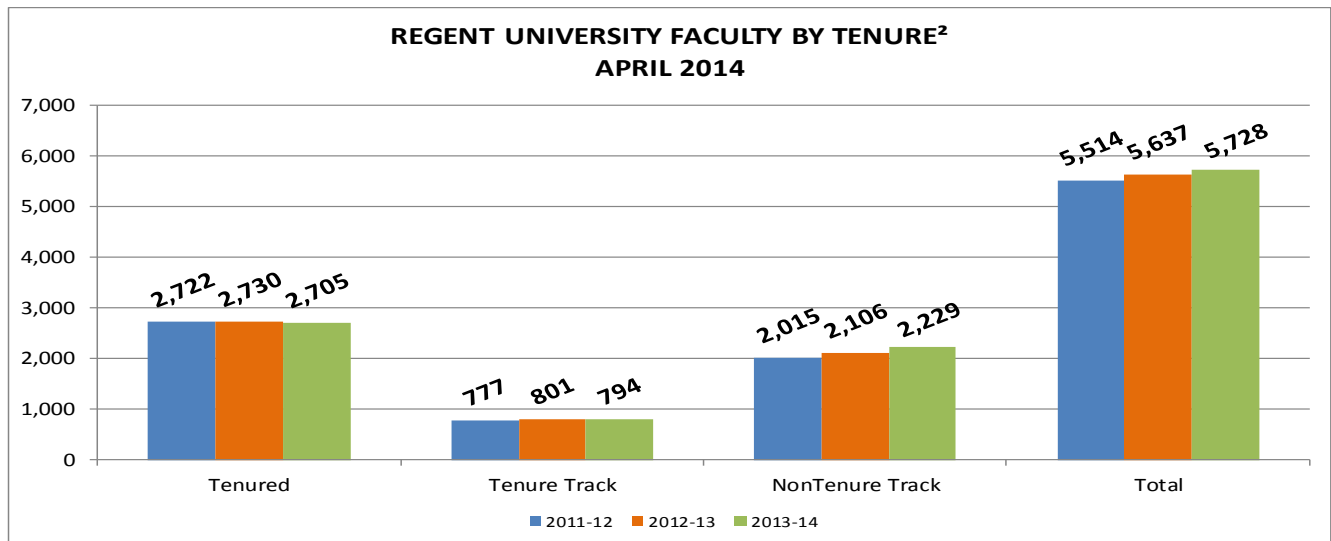
The University of Northern Iowa has a total of 32 promotion and tenure actions for the 2014-2015 academic year compared to 24 in 2013-2014.

	FEMALE	MALE	TOTALS
Promotion with tenure	10	6	16
Promotion (already had tenure)	6	9	15
Promotion without tenure	0	0	0
Tenure without promotion	1	0	1
Totals	17	15	32

**Annual Report on Faculty Tenure – 2013-2014**

Total faculty. In 2013-2014, the total number of faculty members at the Regent universities was 5,728<sup>2</sup>, an increase of 91 (+1.6%) from the prior year.

- # The number of tenured faculty was 2,705, a decrease of 25 (-0.9%) from the prior year.
- # The number of tenure-track faculty (TT) was 794, a decrease of 7 (-0.9%) from the prior year.
- # The number of non-tenure-track faculty (NTT) was 2,229, an increase of 123 (+5.8%) from the prior year.



**TABLE 1  
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE  
2011-2012 to 2013-2014**

	TENURED	TENURE-TRACK	NON-TEN.-TRK.	TOTAL
<b>2011-2012</b>				
SUI	1,249 (42.8%)	364 (12.5%)	1,305 (44.7%)	2,919
ISU	1,007 (57.1%)	286 (16.2%)	470 (26.7%)	1,763
UNI	466 (56.0%)	127 (15.3%)	239 (28.7%)	832
TOTAL	2,722 (49.4%)	777 (14.1%)	2,015 (36.5%)	5,514
<b>2012-2013</b>				
SUI	1,249 (41.6%)	386 (12.8%)	1,372 (45.6%)	3,007
ISU	1,028 (55.8%)	303 (16.5%)	511 (27.7%)	1,842
UNI	453 (57.5%)	112 (14.2%)	223 (28.3%)	788
TOTAL	2,730 (48.4%)	801 (14.2%)	2,106 (37.4%)	5,637
<b>2013-2014</b>				
SUI	1,243 (40.6%)	381 (12.4%)	1,440 (47.0%)	3,064
ISU	1,012 (54.3%)	294 (15.8%)	557 (29.9%)	1,863
UNI	450 (56.2%)	119 (14.9%)	232 (28.9%)	801
TOTAL	2,705 (47.2%)	794 (13.9%)	2,229 (38.9%)	5,728

<sup>2</sup> In 2012-2013, the total number of faculty at the three universities was 7,961 and included 2,324 clinical or adjunct faculty members at SUI who did not receive a salary.

Tenure-eligible faculty. In 2013-2014, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) was 3,499, a decrease of 32 (-0.9%) from the prior year. More than 77% of the tenure-eligible faculty at the Regent universities is tenured.

**TABLE 2**  
**TOTAL TENURE-ELIGIBLE FACULTY BY TENURE**  
**2011-2012 to 2013-2014**

	TENURED	TENURE-TRACK	TOTAL
<b>2011-2012</b>			
SUI	1,249 (77.4%)	364 (22.6%)	1,613
ISU	1,007 (77.9%)	286 (22.1%)	1,293
UNI	466 (78.6%)	127 (21.4%)	593
TOTAL	2,722 (77.8%)	777 (22.2%)	3,499
<b>2012-2013</b>			
SUI	1,249 (76.4%)	386 (23.6%)	1,635
ISU	1,028 (77.2%)	303 (22.8%)	1,331
UNI	453 (80.2%)	112 (19.8%)	565
TOTAL	2,730 (77.3%)	801 (22.7%)	3,531
<b>2013-2014</b>			
SUI	1,243 (76.5%)	381 (23.5%)	1,624
ISU	1,012 (77.5%)	294 (22.5%)	1,306
UNI	450 (79.1%)	119 (20.9%)	569
TOTAL	2,705 (77.3%)	794 (22.7%)	3,499

Tenure levels. There are no national standards regarding the appropriate levels of tenure. However, comprehensive analyses of tenure at the national level have concluded that an institution should provide close oversight when more than one-half to two-thirds of its faculty is on tenure appointments.

☛ A conclusion by the *Commission on Academic Tenure*<sup>3</sup> was based on the assumption that “a larger proportion of tenured faculty is likely to curtail opportunities for the appointment and retention of younger faculty, with undesirable effects on institutional vitality...and to diminish opportunities for the recruitment and promotion of an increased number of women and members of minority groups.”

☛ In 2013-2014, there were a significant number of departments at the Regent institutions with 70% or more of their tenure-eligible faculty that were tenured.

◆ At SUI, at least 70% of the tenure-eligible faculty is tenured in 69 out of 113 (61.1%) departments and in 10 of 12 (83.3%) Colleges - Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

◆ At ISU, at least 70% of the tenure-eligible faculty is tenured in 49 out of 66 (74.2%) departments and in five of seven (71.4%) Colleges - Agriculture and Life Sciences, Design, Engineering, Liberal Arts and Sciences, and Veterinary Medicine, as well as the Library.

◆ At UNI, at least 70% of the tenure-eligible faculty is tenured in 34 out of 38 (89.5%) departments and in all (100.0%) of the Colleges - Business Administration; Education; Humanities, Arts, and Sciences; and Social and Behavioral Sciences; as well as the Library.

<sup>3</sup> William Keast, 1973.

Comparison to peer institutions. The data from the 2012-2013 AAUP Faculty Compensation Survey<sup>4</sup> for full-time faculty on a 9-10 month contract indicate that:

- ### At SUI, the tenure rate<sup>5</sup> is 61.8%. At its peer institutions, the tenure rate range is 57.3% - 78.1%; the median is 64.8% and the mean is 66.2%.
- ### At ISU, the tenure rate is 62.0%. At its peer institutions, the tenure rate range is 55.8% - 75.0%; the median is 64.2% and the mean is 64.9%.
- ### At UNI, the tenure rate is 77.2%. At its peer institutions, the tenure rate range is 58.7% - 77.8%; the median is 72.9% and the mean is 70.2%.

Tenure trends.

- ### The number of grand total faculty has increased every year for the past 12 years.
- ### During the past ten years, the average number of tenured faculty was 2,730 with a low of 2,719 (2010-2011) and a high of 2,762 (2009-2010). The median during the 10 year period was 2,748.
- ### During the past ten years, the average number of tenure-track faculty was 833 with a low of 777 (2011-2012) and a high of 911 (2004-2005). The median during the ten year period was 853. The lowest number of tenure-track faculty during the past 15 years (777) occurred in 2011-2012.
- ### There was an increase of eight (+1.2%) in the number of tenure-eligible minority faculty members in 2013-2014. During the past ten years, the average number of tenure-eligible minority faculty was 602 with a low of 531 (2004-2005) and a high of 660 (2013-2014) which is an all time high.
- ### There was an increase of six (+0.5%) in the number of tenure-eligible female faculty members. During the past ten years, the average number of tenure-eligible female faculty was 1,126 with a low of 1,053 (2004-2005) and a high of 1,186 (2013-2014) which is an all time high.
- ### The largest percentage of total faculty by tenure status and gender continues to be tenured male faculty members.
- ### The number of departments with 70% or more of tenure-eligible faculty who are tenured (152) increased by two (+1.3%) from the prior year; this represents 70% of the total number of departments at the Regent universities.
- ### The total number of non-tenure track faculty increased again this year for the 14<sup>th</sup> straight year; it is the highest number (4,548)<sup>6</sup> during the past 22 years. The number of non-tenure-track faculty members represents more than 50% of the total faculty. The total number of non-tenure-track faculty includes 2,319 clinical or adjunct faculty at SUI who do not receive a salary.
- ### The majority of tenured and tenure-track faculty is employed on a full-time basis, while the majority of non-tenure-track faculty is employed on a part-time basis.

Board of Regents Strategic Plan. The Annual Faculty Tenure Report addresses the Board of Regents Strategic Plan priority of “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

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<sup>4</sup> The data do not include medical school faculty or librarians.

<sup>5</sup> The tenure rate is the proportion of tenured faculty members to all full-time faculty included in the base.

<sup>6</sup> Includes both paid and unpaid faculty.

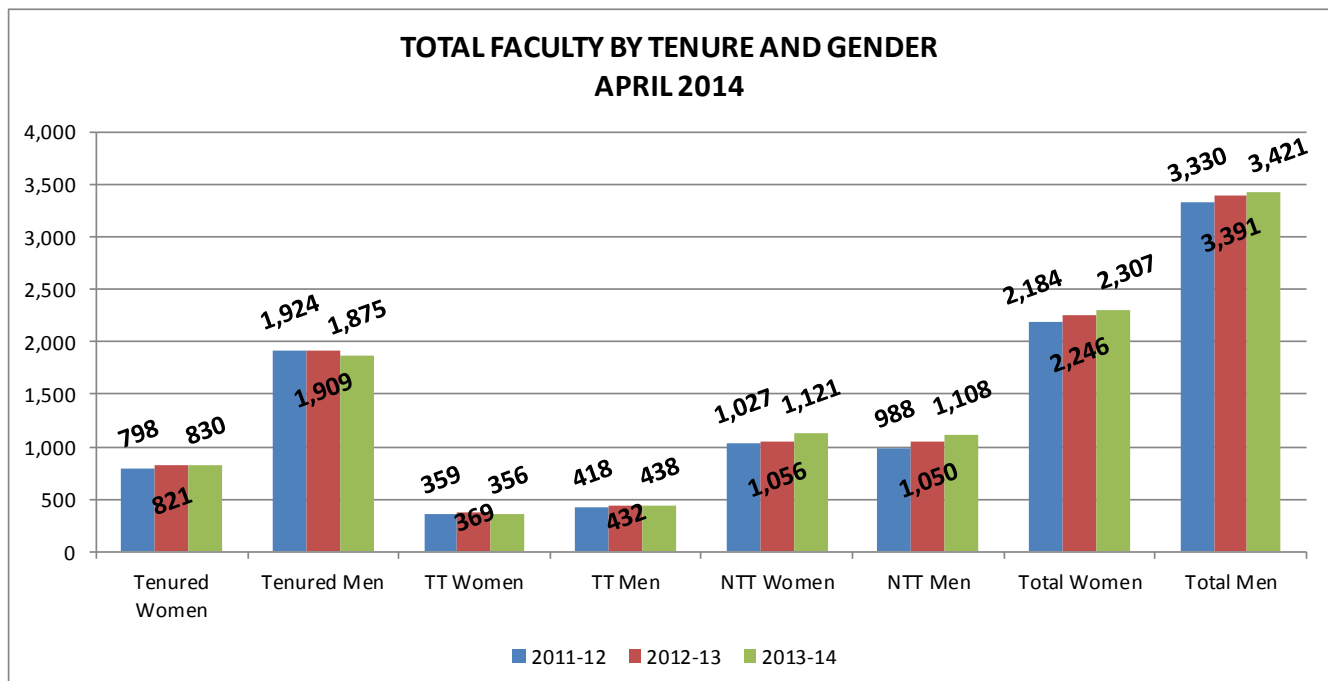
**Background:**

Definition of tenure.

- # Tenure is a contractual employment status under which faculty appointments are continued indefinitely. At most institutions, tenured faculty members are subject to dismissal only for cause or financial exigency.
- # Tenure is typically awarded to a faculty member in a tenure-track position who serves a probationary period that lasts approximately seven years. After a series of annual retention proceedings, the awarding of tenure requires an affirmative recommendation based on an extensive evaluation process that typically involves reviews by peers in the field and reviews at the departmental, college, and university levels. The third year review is especially critical.
- # Each year, the Board of Regents formally confers tenure upon individual faculty who are recommended for tenure by the universities.

Tenure by gender. In 2013-2014, the total number of female faculty members at the Regent universities was 2,307, an increase of 61 (+2.7%) from the prior year. The total number of male faculty members at the Regent universities was 3,421, an increase of 30 (+0.9%) from the prior year.

- # The number of tenured female faculty members was 830, an increase of nine (+1.1%); the number of tenure-track female faculty members was 356, a decrease of 13 (-3.5%); and the number of non-tenure-track female faculty members was 1,121, an increase of 65 (+6.2%) from the prior year.
- # The number of tenured male faculty members was 1,875, a decrease of 34 (-1.8%); the number of tenure-track male faculty members was 438, an increase of six (+1.4%); and the number of non-tenure-track male faculty members was 1,108, an increase of 58 (5.5%) from the prior year.



**TABLE 3**  
**TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER**  
**2013-2014**

	TENURED		TENURE-TRACK		NON-TEN-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	874 (28.5%)	369 (12.0%)	221 (7.2%)	160 (5.2%)	762 (24.9%)	678 (22.2%)	1,857 (60.6%)	1,207 (39.4%)	3,064
ISU	730 (39.2%)	282 (15.1%)	170 (9.1%)	124 (6.7%)	248 (13.3%)	309 (16.6%)	1,148 (61.6%)	715 (38.4%)	1,863
UNI	271 (33.9%)	179 (22.3%)	47 (5.9%)	72 (9.0%)	98 (12.2%)	134 (16.7%)	416 (51.9%)	385 (48.1%)	801
<b>TOTAL</b>	<b>1,875</b> <b>(32.7%)</b>	<b>830</b> <b>(14.5%)</b>	<b>438</b> <b>(7.6%)</b>	<b>356</b> <b>(6.2%)</b>	<b>1,108</b> <b>(19.4%)</b>	<b>1,121</b> <b>(19.6%)</b>	<b>3,421</b> <b>(59.7%)</b>	<b>2,307</b> <b>(40.3%)</b>	<b>5,728</b>

††† The number of tenure-eligible male faculty members was 2,313, a decrease of 30 (-1.3%) and the number of tenure-eligible female faculty members was 1,186, a decrease of four (-0.3%) from the prior year. Tenured female faculty members represent 23.7% of the tenure-eligible faculty at the Regent universities.

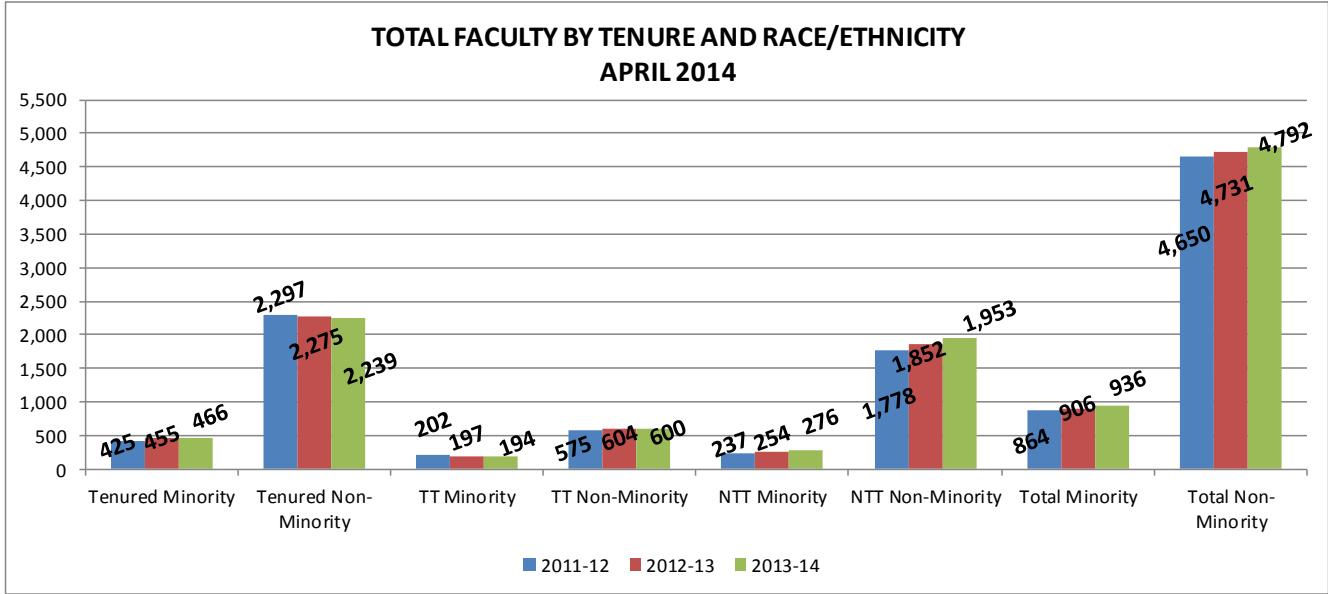
**TABLE 4**  
**TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER**  
**2013-2014**

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	874 (53.8%)	369 (22.7%)	221 (13.6%)	160 (9.9%)	1,095 (67.4%)	529 (32.6%)	1,624
ISU	730 (55.9%)	282 (21.6%)	170 (13.0%)	124 (9.5%)	900 (68.9%)	406 (31.1%)	1,306
UNI	271 (47.5%)	179 (31.5%)	47 (8.3%)	72 (12.7%)	318 (55.9%)	251 (44.1%)	569
<b>TOTAL</b>	<b>1,875</b> <b>(53.6%)</b>	<b>830</b> <b>(23.7%)</b>	<b>438</b> <b>(12.5%)</b>	<b>356</b> <b>(10.2%)</b>	<b>2,313</b> <b>(66.1%)</b>	<b>1,186</b> <b>(33.9%)</b>	<b>3,499</b>

Tenure by race/ethnicity. In 2013-2014, the total number of minority faculty members at the Regent universities was 936, an increase of 30 (+3.3%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,792, an increase of 61 (+1.3%) from the prior year.

††† The number of tenured minority faculty members was 466, an increase of 11 (+2.4%); the number of tenure-track minority faculty members was 194, a decrease of three (-1.5%); and the number of non-tenure-track minority faculty members was 276, an increase of 22 (+8.7%) from the prior year.

††† The number of tenured non-minority faculty members was 2,239, a decrease of 36 (-1.6%); the number of tenure-track non-minority faculty members was 600, a decrease of four (-0.7%); and the number of non-tenure-track non-minority faculty members was 1,953, an increase of 101 (+5.5%) from the prior year.



**TABLE 5**  
**TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY**  
**2013-2014**

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	1,049 (34.2%)	194 (6.3%)	291 (9.5%)	90 (2.9%)	1,270 (41.5%)	170 (5.6%)	2,610 (85.2%)	454 (14.8%)	3,064
ISU	800 (42.9%)	212 (11.4%)	212 (11.4%)	82 (4.4%)	475 (25.5%)	82 (4.4%)	1,487 (79.8%)	376 (20.2%)	1,863
UNI	390 (48.7%)	60 (7.5%)	97 (12.1%)	22 (2.7%)	208 (26.0%)	24 (3.0%)	695 (86.8%)	106 (13.2%)	801
<b>TOTAL</b>	<b>2,239</b> <b>(39.1%)</b>	<b>466</b> <b>(8.1%)</b>	<b>600</b> <b>(10.5%)</b>	<b>194</b> <b>(3.4%)</b>	<b>1,953</b> <b>(34.1%)</b>	<b>276</b> <b>(4.8%)</b>	<b>4,792</b> <b>(83.7%)</b>	<b>936</b> <b>(16.3%)</b>	<b>5,728</b>

### The number of tenure-eligible minority faculty members was 660, an increase of eight (+1.2%) and the number of tenure-eligible non-minority faculty members was 2,839, a decrease of 42 (-1.5%) from the prior year. Tenured minority faculty members represent 13.3% of the tenure-eligible faculty at the Regent universities.

**TABLE 6**  
**TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY**  
**2013-2014**

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	1,049 (64.6%)	194 (12.0%)	291 (17.9%)	90 (5.5%)	1,340 (82.5%)	284 (17.5%)	1,624
ISU	800 (61.3%)	212 (16.2%)	212 (16.2%)	82 (6.3%)	1,012 (77.5%)	294 (22.5%)	1,306
UNI	390 (68.6%)	60 (10.5%)	97 (17.0%)	22 (3.9%)	487 (85.6%)	82 (14.4%)	569
<b>TOTAL</b>	<b>2,239</b> <b>(64.0%)</b>	<b>466</b> <b>(13.3%)</b>	<b>600</b> <b>(17.1%)</b>	<b>194</b> <b>(5.6%)</b>	<b>2,839</b> <b>(81.1%)</b>	<b>660</b> <b>(18.9%)</b>	<b>3,499</b>

Availability of tenure.

- ### The availability of tenure and its application through a well-designed and effective system of academic peer review plays a critical role in a university's competitive ability to attract and retain talented, productive teachers-scholars.
- ### Most colleges and universities in the U.S. offer some form of tenured employment for faculty. The Regent universities' tenure policies, which have been approved by the Board, guide the awarding of tenure.
- ### Tenure is frequently invoked as an essential protection of academic freedom. Academic freedom is a fundamental principle of higher education that is intended to ensure the integrity of research and the curriculum.

Post-tenure review and faculty vitality.

- ### Teaching is fundamental to the mission of the Regent universities and the evaluation of teaching effectiveness is crucial to a tenure decision. Student and faculty peer evaluations are significant components of determining teaching effectiveness.
- ### The institutions offer a variety of programs, including professional development assignments, travel support for participation in academic conferences, teaching support centers, summer research grants, and technology enhancement opportunities to maintain and enhance faculty vitality.
- ### The three Regent universities have implemented post-tenure review policies. Some of the results of the reviews have included recommendations for professional development assignments, revised portfolios that increase a faculty member's effort in an area of strength, new position responsibility statements which provide greater alignment of faculty members' efforts with department goals, and plans for phased retirement.

Attachments A-C include summaries of institutional policies and issues on tenure and post-tenure review.



## UNIVERSITY OF IOWA

### Policies and Procedures Relating to Tenure

The “Procedures for Tenure and Promotion Decision-Making” are used by all academic units of the University to ensure that the decision to grant tenure is based on systematic evaluation and documentation of faculty members’ teaching effectiveness, scholarship, and service contributions. University policy also states that each academic unit may develop a statement of policies and procedures to be used by that unit for faculty appointments, evaluations, and promotions that supplements the general University policies and procedures.

### Evaluation of Instructional Performance

Evaluation of teaching effectiveness is a critical part of the tenure decision because teaching is fundamental to the mission of the University. University policy specifies that only after a faculty member’s teaching effectiveness has been determined should that faculty member’s scholarly and professional contributions be evaluated.

Methods used to evaluate teaching include assessments by both students and faculty peers. There is a variety of methods used to assess student experiences in the classroom. Many academic units use a standard questionnaire that is compiled and scored by the University Evaluation and Examination Service (EES). During the 2012-2013 fall and spring semesters, EES processed 173,887 student opinion forms administered in 4,974 classes. These numbers represent conservative estimates of student input because many units process their evaluation instruments and obtain student views through other assessment tools. Student identities are kept confidential; faculty members are provided the results of their students’ evaluations.

The “Procedural Guidelines for Tenure and Promotion Decision-Making” require colleges to develop processes for peer review of faculty teaching. Colleges require peer evaluation of classroom teaching and a review of written and electronic course materials by senior faculty members. College guidelines for peer review of teaching are tailored to the different types of teaching in the college, including large classroom, small seminar or laboratory teaching, and clinical teaching. The student and peer evaluations provide substantial information to help faculty members improve their teaching and help senior faculty members and administrators to make promotion and tenure decisions.

An important resource for faculty seeking to improve their teaching is the University of Iowa Center for Teaching which offers group workshops, individual assessments and assistance, and other learning opportunities for faculty members, graduate teaching assistants, and others on campus. The Associate Provost for Undergraduate Education also supports the Student Learning Outcomes Assessment program. The program hosts the Iowa Outcomes Assessment website, which is designed to help faculty and departments demonstrate what students are learning in their programs, with an objective to help maintain program excellence and to prioritize areas for program development. The website serves as a portal to resources on designing and learning from assessments and links to several University of Iowa Reports on Student Learning and Experience.

### Faculty Vitality

The University encourages the vitality and excellence of its faculty through multiple means at the university, college, and department levels. Selected highlights of Academic Year 2013-14 efforts to promote faculty excellence and vitality include programs in the areas of (1) faculty advancement; (2) faculty development programs and workshops; and (3) faculty development awards programs.

#### ☛ Faculty advancement.

- ◆ *Cluster Hire Initiative.* In 2009, the University embarked on an ambitious cluster hire initiative to hire 100 new tenured and tenure-track faculty to join existing faculty in addressing significant societal challenges. Thus far, clusters have been formed in the areas of water sustainability, the aging mind and brain, digital public humanities, digital public arts, genetics, obesity, and informatics. In addition to the research, teaching, and outreach benefits of focusing faculty talent on areas of societal importance, the clusters create valuable professional support networks for the participating faculty - tenure-track faculty members in clusters have an immediate cadre of fellow faculty members, many of whom are senior scholars, to mentor and involve them in new and ongoing research projects. Furthermore, strong social ties often develop in clusters which also help new faculty integrate into the University.
- ◆ *Obermann Center for Advanced Studies (OCAS).* As described in its mission statement, the Obermann Center for Advanced Studies is dedicated to advancing the research mission of the University of Iowa by encouraging innovation, cross-disciplinary exchange of ideas, imaginative collaborations, and engagement with local and global communities. The Obermann Center provides three categories of support and connection to achieve its mission:
  - ⇒ Fellows-in-Residence Program which provides space and limited funding to focus concentrated effort on a research project for individual faculty fellows.
  - ⇒ Affiliated Scholars Program to encourage imaginative interdisciplinary collaborations among faculty members and graduate students from diverse fields and parts of the world.
  - ⇒ Public programming and support for networks of artists, scholars, researchers, local citizens, and international colleagues.
- ◆ *Academic and Professional Record.* The Academic and Professional Record (APR) project is a joint initiative of the Office of the Associate Provost for Faculty and University colleges to describe faculty excellence on campus. The APR serves as an online portfolio of faculty members' academic and professional activities, including up-to-date records of teaching, research, and service to their professions and the public. Colleges use the database as their source for recording and reporting on faculty activities, including use of the APR to generate faculty materials for annual reviews. The APR has made the faculty review process more efficient for both the faculty member and the department. Colleges also use the APR to generate accreditation reports and other administrative documents.

In AY 2013-2014, the Office of the Provost partnered with the University's Information Technology Services (ITS) to develop a Senior Application Developer position reporting jointly to the Provost Office and ITS to enable the full integration of the APR with other university information systems. A major goal for AY 2013-2014 was to transition the existing college-specific databases into a centralized faculty activities database to facilitate more effective central reporting about faculty achievements.

◆◆ Faculty development programs and workshops.

- ◆ [Comprehensive Faculty Development Calendar](#). The Office of the Provost coordinates and distributes a calendar of campus-wide programs available to faculty. The calendar includes workshops offered by the Office of the Provost, the Office of the Vice President for Research, the Center for Teaching, ITS-Instructional Services, SUI Human Resources, International Programs, and others. The calendar is distributed through multiple venues (e.g., new faculty orientation, department chair mailings, online posting) and continues to serve as a useful and efficient tool to support faculty vitality through coordinated faculty development.
- ◆ *New Faculty Orientation*. The Office of the Provost coordinates an annual New Faculty Orientation, in collaboration with the eleven colleges, Central HR, and University Benefits. New faculty members participate in a resource fair and receive orientation materials that include the "[Getting Off to a Good Start at the University of Iowa](#)" guide developed by the Provost's Office. The Office of the Provost and SUI Human Resources also collaborate to ensure that campus-wide "onboarding" efforts directed at new employees and their supervisors are relevant and useful to faculty members.
- ◆ *Research/Scholarship*. The [Office of the Vice President for Research and Economic Development](#) assists faculty in obtaining funding for their research and scholarly activities. OVPR&ED facilitates institutional nominations, internal funding initiatives, interdisciplinary research, and communication with research constituencies both internal and external to the University. The office also assists faculty and staff by hosting proposal development workshops, providing examples of successful proposals, and connecting faculty and staff with resources across campus. In AY 2012-2013, the Office of the Vice President for Research & Economic Development sponsored a variety of faculty development programming for more than 400 participants (faculty, staff, and graduate students). Programming included an annual orientation session for new faculty, a full day seminar on grant writing, a follow-up grant writing workshop, a workshop on NSF CAREER proposals, and a Team Science workshop led by National Institutes of Health officials. The Office of the Vice President for Research & Economic Development also provided support for faculty projects in all areas of scholarly endeavor through its competitive [Internal Funding Initiatives \(IFI\)](#).

- ◇ *Faculty Productivity and Career Development.* In AY 2013-2014, the Office of the Provost and the Chief Diversity Office co-sponsored an institutional membership in the National Center for Faculty Development and Diversity (NCFDD) which is an independent faculty development center dedicated to helping faculty succeed in their careers. The University has a longstanding relationship with the director of the center, Dr. Kerry Rockquemore, who has facilitated a number of campus workshops on faculty productivity and received high acclaim from participants. The NCFDD offers numerous benefits to faculty, staff, postdoctoral students, and other students, including:
  - ⇒ Monthly core training tele-workshops facilitated by Dr. Rockquemore;
  - ⇒ Monthly guest expert tele-workshops;
  - ⇒ Weekly productivity tips through the *Monday Motivator* e-newsletter;
  - ⇒ Moderated monthly writing challenges on a private discussion forum;
  - ⇒ Monthly mentor match; and
  - ⇒ Multi-week online *Facilitated Learning Communities*.
- ◇ *Teaching.* The UI Center for Teaching (CfT) provides numerous resources to enhance instructional effectiveness. Some of the resources are “just in time” online resources on topics that include – Design a Course; Teach a Course; Assessment; Technology in the Classroom; Assisting Students at Risk. The Center also hosts workshops led by national and peer experts to enhance faculty teaching effectiveness and creativity across career stages. Center [AY 2013-2014 programs](#) included courses in the following areas:
  - ⇒ Foundational skills for new instructors (e.g., tips for new teachers, leading discussions, time management techniques, creating professional portfolios),
  - ⇒ Facilitating engaged learning (e.g., experiential learning, service learning, teaching with writing),
  - ⇒ Teaching with technology (e.g., engaging students’ digital lives to enrich learning, humanities and technology, use of digital learning portfolios), and
  - ⇒ Increasing classroom effectiveness (e.g., conducting effective student evaluations, outcomes assessment, use of visual assignments, examining student learning data, teaching international students, deterring cheating on multiple choice tests).
- ◇ *Service.* The [University of Iowa Faculty Engagement Corps](#) continues to advance SUI faculty members’ service to the State of Iowa. The Engagement Corps is a “listening tour” that gives selected faculty members and administrators the opportunity to spend several days immersed in one region of Iowa. During the trip, the group visits with constituencies of the university, such as community members, alumni, current and prospective students, representatives of educational agencies (both secondary and postsecondary), health care professionals, area legislators, and members of the business community. The 2013 Faculty Engagement Corps traveled to Spencer, Estherville, rural Lyon County, Orange City, LeMars, Sioux City, and Sergeant Bluff with 20 participants, who developed a new understanding of the corner of the state most distant from Iowa City.

As a result of this trip, a faculty member from the College of Public Health remains in touch with colleagues from Iowa Lakes Community College regarding workplace safety training for students in the Wind Energy program. Another faculty member desires to bring Native American Youth from Sioux City to campus for an arts workshop and introduction to the university setting. The 2014 Faculty Engagement Corps will take approximately 30 faculty members to Dyersville, Guttenberg, Dubuque, LeClaire, Davenport, and Muscatine in May 2014.

- ◆ *Leadership Development.* Five SUI faculty leaders participated in the CIC-Academic Leadership Program (CIC-ALP) and five department executive officers (DEOs) participated in the CIC-DEO program in AY 2013-2014. The CIC-ALP is noted by the CIC as one of its most successful leadership initiatives. Established in 1989, this intensive leadership training program is designed to develop the leadership and managerial skills of faculty members who were selected because of their leadership potential. Many of the program's nearly 1,000 Fellows have gone on to serve as college presidents, provosts, and deans. The CIC-DEO program is a three-day workshop that draws approximately 50 department heads and chairs from CIC universities each year.

◆◆ Faculty development awards program.

- ◆ The University of Iowa Faculty Development Awards Program provides opportunities for faculty members to pursue programs of research, improvement-of-instruction projects, and other activities related to professional development. In 2012-2013, 54 faculty members were on professional development assignment which resulted in 748 "products or outcomes." Specifically, the faculty produced or engaged in the following:
  - ⇒ Journal Articles or Chapters (258) – published or accepted for publication (153); submitted, still under review (45); began or continued writing (60).
  - ⇒ Books or Monographs (45) – published or accepted for publication (13); submitted, still under review (4); began or continued writing (28).
  - ⇒ Grant applications (70) – funded (25); submitted, still under review (26); grants planned to submit (19).
  - ⇒ Course Materials (137) – developed new undergraduate course (22); developed new graduate course (8); revised existing undergraduate course (64); revised existing graduate course (43).
  - ⇒ Presentations, Performances, and Exhibits (159).
  - ⇒ Other (79).
- ◆ *AY 2013-2014 Professional Development Assignments.* During 2013-2014, 61 faculty members were or are on professional development assignments. A number of the faculty members were able to extend their assignments by obtaining external support. Proposals for 76 new professional development assignments were received for 2014-2015. In December 2013, the Board of Regents approved the request for 68 professional development assignments which included one continuing Faculty Scholar Award.

- ◇ *Old Gold Summer Fellowships (OGSF)*. Since 1997, SUI has provided an Old Gold Summer Fellowship to all new academic year probationary tenure-track faculty members upon presentation of a satisfactory written proposal to their collegiate dean. During Summer 2013, 37 faculty pursued research and instructional development efforts through the program. These fellowships increase the intellectual vitality of the faculty and enhance the teaching and research programs of the University.

### **Post-Tenure Review Implementation**

SUI received Board of Regents approval for its revised [Review of Tenured Faculty Members](#) policy in April 2011 (see <http://www.uiowa.edu/~our/opmanual/iii/10.htm#107> for the new policy).

The Review of Tenured Faculty Members policy has two major sections. The first section states that a performance review of all tenured faculty members must be conducted by the unit head on an annual basis. It also provides guidance for cases in which, as a result of an annual review, the unit head concludes that there are significant deficiencies related to teaching, research, or service.

The second section states that all tenured faculty members will undergo a performance review conducted by their peers every five years subsequent to their most recent tenure or promotion review. This section also provides guidance for cases in which the dean, on advice of the peer review committee and in consultation with the unit head, concludes that the faculty member's performance has fallen below the expected standard of performance for the faculty member's unit for a significant period of time.

In AY 2011-2012, the Office of the Provost worked with all colleges to develop collegiate procedures, as specified in the policy, as well as departmental annual review processes and expected standards of performance for faculty members in their units. The Office also developed and continues to refine the online Faculty Review workflow system to ensure standardized scheduling, effective compliance monitoring, and consistent record-keeping for all faculty reviews, including post-tenure reviews. The new system allows the Office of the Provost to run centralized reports to monitor review completion. Evaluation documents are electronically routed to the relevant parties for approval and finalized evaluation documents are automatically uploaded to faculty members' ePersonnel files. All tenured faculty reviews (annual and five-year peer) must be entered into this system by June 30 of each year. For AY 2012-2013, the online Faculty Review system showed that 170 five-year peer reviews were due to be conducted; colleges reported that 100% of the scheduled reviews were conducted or deferred due to allowable reasons, such as serving in an administrative role, promotion review, or leave.

### **Non-Tenure Track Faculty Positions**

There are eight types of non-tenure-track faculty at the University of Iowa. The qualifications and types of responsibilities of each type are listed on the following page.

Clinical Track. These are primarily full-time on-campus faculty members with renewable contracts who devote a significant portion of their time to providing or overseeing the delivery of professional services to individual patients or clients. Clinical faculty members also teach students, residents, and fellows and integrate the delivery of their professional services with their teaching. They may serve on graduate-student thesis and dissertation committees with the permission of the Graduate College. A record of professional productivity beyond clinical service is required for promotion beyond the assistant professor level.

Research Track. These faculty members devote almost all of their time to performing externally supported research and are expected to submit or assist in the submission of research grants. They are also expected to disseminate their research and be active in professional activities. Their teaching activities are very limited and consist predominantly of service on doctoral committees with the approval of the Graduate College.

Adjunct. These faculty members hold another position as their primary employment, which may be a University staff position or in the surrounding community. They possess areas of expertise that are insufficiently represented on the faculty and which enrich the education of students in their field of practice. They typically hold the terminal degree in the field. Responsibilities may involve teaching, teaching support, research, patient care, or clinical/practicum supervision. The appointment must be less than 50% and may or may not be compensated.

Adjunct Clinical. These faculty members are similar to adjunct faculty in that they also typically hold another position as their primary appointment, which is often in a clinical or professional practice setting either within the University or at a satellite facility. These positions are customarily 0% appointments and are not compensated. The majority of the adjunct clinical faculty members serve as preceptors for professional student practica or externships.

Visiting. These faculty members hold primary appointments at other academic institutions and are visiting the University of Iowa for a specific period of time for a particular purpose, such as collaborating with SUI faculty or as part of a departmental faculty exchange program. They may be on developmental assignment or sabbatical from their home institution. Their functions vary depending on the individual's areas of expertise, and usually include teaching and research. Appointments are generally limited to three years.

Lecturer. These faculty members hold teaching appointments and may provide programmatic support. These appointments range in length from one week to a semester or a year and range from 0-100% effort. Lecturer appointments made for a specified term (e.g., one academic year) and may be renewed for up to five years. A full-time lecturer typically will teach at a 50% greater load than regular faculty members who also conduct research and are involved in service and outreach activities.

Associate. These faculty members hold appointments primarily in the College of Medicine to fulfill specific teaching, research, or patient care service needs. Appointments are generally limited to three years, after which time these faculty members may apply for positions on the tenure- or clinical-track, or take positions at other institutions or in private practice.

Assistant in Instruction. These faculty members hold a baccalaureate degree or equivalent and are appointed for a specific teaching, research, or patient care service. For example, a native-speaker of a world language may assist in language instruction. Few faculty members are appointed in this category.

## IOWA STATE UNIVERSITY

### **Policies and Procedures Relating to Tenure**

The system of academic tenure at Iowa State University emphasizes (1) recruitment of the most highly qualified candidates available, (2) creation of an opportunity for scholarly performance in teaching, research/creative activity, and extension/professional practice, (3) continuing evaluation of performance on the basis of the Position Responsibility Statement (PRS), and (4) positive evaluation of performance resulting in the award of tenure. The awarding of tenure requires an affirmative decision, based upon an explicit judgment of qualifications resulting from continuous evaluation of the faculty member during the probationary period in light of the applicable criteria. After tenure is awarded, faculty members undergo annual performance reviews and post-tenure reviews. When appropriate, an individual may undergo a review for promotion in rank to full professor.

The criteria by which probationary faculty members in a department are evaluated annually and for tenure are stated in writing as part of the department's promotion and tenure document. A central component of each review is a written Position Responsibility Statement (PRS) for each candidate. Evaluation criteria apply to the position responsibilities of probationary faculty and are consistent with a commitment to excellence in scholarship.

ISU's promotion and tenure policy describes performance criteria and evaluative processes for faculty evaluation. It emphasizes the interrelationships among teaching, research/creative activities, and extension/professional practice as mutually supportive endeavors. Faculty members must show excellence in scholarship (including scholarly contributions to teaching, research/creative activity, and/or extension/professional practice), must perform effectively in all categories of responsibility, and must show institutional service at a level commensurate with their rank.

### **Annual Evaluation of Faculty**

Evaluation of faculty is based on the PRS, a statement of expected duties and outcomes for each faculty member. The use of the PRS allows for variations in assigned work responsibilities and periodic adjustments that align with the changing career paths of individual faculty members and departmental priorities.

Faculty members are reviewed annually with respect to their responsibilities and goals for the coming year are determined at the same time. These annual performance evaluations include evidence of teaching performance as well as evidence of productivity in research/creative activities, extension/professional practice, and institutional service, as appropriate. Evidence concerning teaching performance must include student evaluations (both formal and informal) as well as evidence of peer evaluation. During Fall 2012, the Faculty Senate proposed revisions to the faculty performance evaluation policy to provide more consistency in the annual evaluation process across colleges and departments. The new policy, which was approved in Spring 2013, formalizes the steps involved in the annual evaluation process and includes guidelines on the consequences for faculty performance that does not meet expectations.



### Faculty Vitality

Iowa State University offers tenured and tenure-eligible faculty members a number of opportunities to ensure productive engagement in all areas of faculty work. The Center for Excellence in Learning and Teaching (CELT) provides workshops and seminars in addition to resources that support innovation or improvement in teaching. The Center also offers advice and a forum for discussions as well as scholarly support for continued learning. Faculty members are encouraged to use instructional development facilities and other special programs to improve and modernize their teaching. The Office of the Vice President for Research offers more than a dozen workshops and programs each year on such topics as successful grant writing, getting to know federal grant agencies, collaborating with industry, and interdisciplinary research.

Faculty development initiatives for 2013-2014 included the following:

- ☛ The Provost appointed three Faculty Fellows to lead faculty development efforts in the areas of Early Career Faculty, Department Chairs, and women and underrepresented faculty (through ADVANCE).
- ☛ An Effective Teaching Workshop for new faculty, both tenure-eligible and non-tenure eligible, was offered by CELT in August 2013 to assist faculty with the transition to ISU.
- ☛ A day-long New Faculty Orientation was held in mid-August to provide new tenure-eligible faculty with an introduction to university programs and resources with a particular emphasis on scholarship.
- ☛ A one-on-one mentoring program is coordinated by the Provost's Office for all first-year tenure-eligible faculty.
- ☛ College-peer mentoring programs support the newest cohort of tenure-eligible faculty through small group interactions and conversations with college leadership.
- ☛ A series of New Faculty Workshops included presentations on Effective Mentoring, Flexible Faculty Policies, and Promotion and Tenure.
- ☛ The Center for Excellence in Arts and Humanities (CEAH) supports faculty efforts for external grant writing through targeted programming. The CEAH grants coordinator worked with cross-disciplinary faculty teams on several grant proposals.
- ☛ Grant-writing workshops were offered by the Office of the Vice President for Research to facilitate successful grantsmanship among faculty at all ranks.
- ☛ The New Faculty Scholars Program, offered in collaboration with the Provost's Office, CELT, and the Office of the Vice President for Research as a learning community for new faculty, included approximately 30 probationary faculty in the second cohort.
- ☛ Individual academic colleges offered career development workshops on advancing to promotion and tenure for both tenure-eligible and mid-career faculty.
- ☛ ADVANCE offered a workshop in Spring 2013 for associate professors on effective strategies for building a case for promotion. A panel of successful recently-promoted full professors led the discussion.

☛ The Emerging Leaders Academy (ELA) was offered in 2013-2014 to a cohort of 25 faculty and staff interested in enhancing their leadership skills and a focus on career development. Prominent scholars and practitioners in the field of higher education led the monthly programming.

Initiatives such as the Faculty Mentoring Program, the Miller Faculty Development Grant Program, and the Faculty Professional Development Assignment (FPDA) Program offer mentorship and professional growth and development opportunities for both junior and senior faculty. In particular, the FPDA program encourages new research and scholarship and new or specialized training.

### **Post-Tenure Review**

Academic colleges and departments address the issue of faculty vitality by conducting evaluations of senior faculty as described in the Post-Tenure Review Policy (PTRP). The policy ensures that all faculty who are tenured undergo a post-tenure review at least once every seven years.

In April 2011, a revised Post-Tenure Review Policy was approved. The new policy provides all tenured faculty with a formative peer evaluation of their accomplishments. The peer post-tenure review recognizes accomplishments and offers feedback on improving performance where needed. The policy delineates timeline, specific outcomes, and the roles of administrators in the peer review process. The timeline stipulates that the post-tenure review must occur at least every seven years; at the request of the faculty but no fewer than five years since the last review; or the year following two unsatisfactory annual reviews. Exemptions are made for faculty who are under review for promotion, within one year of retirement or phased retirement, or faculty who serve as chair or in positions that contain the words “president,” “provost,” or “dean.” It is a requirement that the department chair with input from the peer review committee must develop an action plan for improvement when any aspect of performance is deemed “below expectations.” The policy requires justification for the plan, a time table to evaluate acceptable progress, a description of consequences for not meeting expectations, and consequences of non-action. An unsatisfactory post-tenure review could result in a charge of unacceptable performance of duty.

During 2012-2013, 103 tenured faculty members were reviewed as a result of this policy; this represents 10% of all tenured faculty. Academic departments conducted 69 additional reviews during 2013-2014.

### **Non-Tenure-Eligible Faculty Policy**

In December 2001, the Faculty Senate approved a policy on non-tenure-eligible appointments and amended it in Spring 2003 to broaden the range of non-tenure-eligible (NTE) faculty titles. The policy is guided by the University’s commitment to the tenure-track system and an understanding that the tenure system is one of the University’s best ways of ensuring that it pursues its missions in discovery, engagement, and learning at the highest levels of excellence. The policy was designed to encourage the responsible use of non-tenure-eligible faculty because large numbers of non-tenure-eligible faculty can put unneeded stress on the system.

Under this policy, non-tenure-eligible faculty members, with the approval of appropriate tenured and tenure-eligible faculty, are appointed for varying terms with the option of renewal, depending on departmental needs. The Office of the Senior Vice President and Provost annually monitors the percentage of teaching done by non-tenure-eligible faculty. The Faculty Senate, following the recommendation of an appointed task force, approved a new policy for setting limits on the percentage of non-tenure-eligible faculty teaching for individual departments and colleges. This policy became effective in AY 2013. Although the University follows AAUP guidelines which recommend that no more than 15% of total instruction be provided by non-tenure-eligible faculty, the new policy will provide greater flexibility among departments.

In Fall 2013, there were 452 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 411 in Fall 2012. In addition to teaching, these term faculty members also plan and coordinate other educational programs, advise undergraduates, supervise practica and internships, and participate in outreach activities. The ability to hire quality faculty on a full- or part-time basis to contribute to the teaching mission of the University has helped departments by providing flexibility in staffing, especially during periods of enrollment growth.

Several lecturers and clinicians have served multiple terms and have been evaluated for advancement to senior lecturer and senior clinician. Since implementation of the NTE policy offering the titles of senior lecturer and senior clinician, 119 faculty members have been advanced to the senior status through a peer-review process.

## UNIVERSITY OF NORTHERN IOWA

### Policies and Procedures Relating to Tenure

The University of Northern Iowa faculty are unionized and represented by UNI-United Faculty. General evaluation procedures are defined in Article Three of the 2013-2015 Master Agreement; tenure policies and procedures are specified in Appendix B of the Master Agreement.

The criteria for promotion to associate professor are identical to the criteria for tenure. As indicated in Appendix B, the standard for promotion and tenure is a documented record of accomplishment in teaching, scholarship and/or creative achievement, and professional service. While the degree of accomplishment in each of these areas may vary, documented teaching effectiveness is essential and primary. A tenure candidate's scholarship/creative activity and service will be considered only after a positive judgment is made about teaching.

Each academic department is expected to develop its own specific criteria for tenure and promotion evaluations because academic disciplines vary widely in determining the specifics of accomplishment in teaching, scholarship, and service.

### Evaluation of Instructional Performance

Article Three of the Master Agreement provides specific procedures for evaluation of teaching. Probationary faculty members are evaluated annually by a departmental Professional Assessment Committee (PAC) and the faculty member's department head. The college dean and the Provost review the files and the evaluations of the PAC and department head in making their own judgments about faculty performance. Departmental PACs develop their own procedures for evaluating teaching but generally include review of teaching materials, classroom observation, and review of student assessments of teaching. Tenured faculty members who apply for promotion in rank are also evaluated by the PAC.

Student assessments of teaching for probationary, term, and temporary faculty members are conducted in all courses during each spring semester. Tenured faculty members are required to conduct student assessments of teaching every three years during the spring semester. A provision of the 2013-2015 Master Agreement is Appendix I, which calls for the creation of a new student assessment instrument. The selection and/or development of the instrument is governed by Article Three of the Master Agreement. Based on the provisions of the agreement, a committee of nine (three members appointed by the Northern Iowa Student Government, three members appointed by United Faculty, and three members appointed by the Executive Vice President and Provost) has been working since September 2013 to create a new student assessment instrument which will be piloted during Spring 2014. Appendix I called for suspension of student assessments during the creation of the instrument, but department heads and the Professional Assessment Committees have been using other measures to assess teaching, including a review of syllabi and other course materials and classroom observation. In addition to annual and tenure and promotion reviews for probationary faculty, every faculty member's teaching performance is evaluated annually for purposes of awarding merit pay.

### **Faculty Vitality**

Faculty members at the University of Northern Iowa are afforded a number of opportunities that keep them engaged, active, and vital in their teaching, research/creative activity and service. These opportunities include Professional Development Assignments (PDAs), summer research fellowships, and support for travel to professional development conferences or other faculty development opportunities. During the 2013-14 academic year, 15 faculty received professional development assignments for a semester or academic year to pursue scholarly and creative projects. In addition, under the terms of the Master Agreement, 32 faculty received summer research fellowships for either four or eight weeks.

In Summer 2013, 24 pre-tenure faculty received summer fellowships (funded by the provost's office, the president's office, and the Graduate College) to support research or creative work. These faculty presented a public poster session in October 2013 to display the results of their efforts. For Summer 2014, 22 faculty will receive awards, and there will be a poster session once again in Fall 2014.

In Fall 2013, the Provost's office sponsored both a new faculty orientation program and a fall faculty workshop for all faculty. The new faculty orientation program is a one and one-half day program which supports new faculty as they begin their work at UNI. The program provides information on working with students, the library, eLearning Tools, and faculty governance. The orientation is a partnership with other offices, such as Human Resource Services and the President's Office. Social events are included so that new faculty have a chance to network with each other and more experienced colleagues, department heads, deans and institutional officials. The fall faculty workshop hosted renowned expert on student assessment, Dr. Peter Seldin, who presented "Evaluating Teaching Effectively: What Works, What Doesn't Work and Why."

As a result of the re-establishment of the Center for Excellence in Teaching and Learning (CETL), highly-respected faculty member, Dr. Susan Hill, was selected to be Director of the Center. An appropriate space in the Rod Library was re-purposed to accommodate the CETL. Many new teaching enhancement opportunities became available to faculty. During the 2013-2014 academic year, 561 faculty have attended one or more of 34 faculty development events sponsored by the CETL. Presenters for these events have come from both off campus and on campus. Topics have included use of new technology in the classroom, reflection as a learning strategy for service learning and community engagement activities, the use of comics in the classroom, and improvisation as a teaching technique, among others. The significant interest in the CETL and its events demonstrates the need for this initiative.

The Office of Research and Sponsored Programs (ORSP) holds a Campus Connexus each year. This event helps faculty network and make meaningful scholarly connections with other faculty from across campus. ORSP also hosts a biennial Symposium on Research and Creative Activity. The goals of the Symposium are to foster dialogue on current topics related to scholarship in higher education and to showcase current research, scholarship and creative activity by UNI faculty.

Internal funding supported faculty and staff's large and small seed grant proposals. Faculty from all disciplines applied for funds 1) to support scholarship and research/creative activities, 2) to support interdisciplinary work, 3) to encourage student research and creative collaborations, and 4) to promote scholarship leading to commercial products. Several offices provided funding for these internal awards including: Office of the President; Office of the Executive Vice President and Provost; National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR); and the Skilled Worker and Job Creation Fund.

Since 2010, the University has been an affiliate of the National Coalition Building Institute (NCBI), which provides a "train-the-trainer" model for diversity initiatives and prejudice reduction. Working with leaders from Student Affairs and Administration and Finance, three faculty members serving as Diversity Fellows manage a campus-wide program aimed at inclusiveness. Over 25 faculty members have received training to allow them to conduct training on campus. Workshops associated with NCBI and sponsored by the Provost's Office are held monthly with the goal of having more campus community members participate in activities that foster inclusion and understanding.

In addition to the many opportunities for faculty that involve their on-campus work, significant funding for faculty development travel was provided through departments, colleges and the Office of the Executive Vice President and Provost. This travel funding allowed faculty to present at professional conferences or to attend meetings that would support and inform their teaching and scholarly activity.

### **Post-Tenure Review**

All review of faculty members' performance at the University of Northern Iowa is specified in the Master Agreement between United Faculty of UNI and the Board of Regents. Under the evaluation provisions of Article Three of this agreement there are three mechanisms for post-tenure review of faculty members. First, a tenured assistant or associate professor may apply for a review that may lead to a promotion to either associate or full professor. Second, every tenured faculty member is evaluated by his/her department head each year for assignment of merit pay. Merit pay is awarded on the basis of performance in the areas of teaching, research and service, weighted according to the faculty member's workload (Article 3, Paragraph 3.433). Department heads distribute evaluation standards in the fall of each year and faculty members receive evaluation letters in the spring explaining how they were evaluated using the departmental standards. Third, department heads may conduct other evaluations (Article 3, Subdivision 3.441).

In addition, during 2013-2014, faculty members' workloads were determined by the Active Scholar document. This document was created by a committee made up of the chairs of each college senate, the chair of the university faculty senate, chair of the Council of Academic Department Heads, and an associate dean. The document laid out guidelines for department heads and deans to determine standards for each faculty member to be awarded load credit for research and creative activity. Ninety-seven percent of tenured and pre-tenure faculty at UNI are currently research active and continue to be awarded load credit for research and creative activity.

### **Definition of Non-Tenure-Track**

The Master Agreement with UNI-United Faculty recognizes the following types of non-tenure-track appointments:

- ☛ Temporary appointments for one year or less. Temporary appointments automatically terminate at the end of the stipulated term with no expectation of renewal. Faculty members with these appointments are commonly referred to as adjunct professors and are only expected to teach assigned courses.
- ☛ Term appointments are full time for a minimum of two and a maximum of four years. These appointments expire automatically at the end of the specified term and a search must be conducted if the position is to be refilled after expiration. Faculty members on term appointments primarily engage in teaching activities, although many departments also have service expectations. Some term faculty also voluntarily engage in scholarly/creative activities as a means of enhancing their future prospects in the academic market.
- ☛ Renewable term appointments. These appointments are made only at the instructor rank and carry an initial term of two years. After that term, the instructor can be renewed on a year-to-year basis. Faculty members on renewable term appointments are expected to both teach and contribute to the service mission of the University. Their performance is assessed by a departmental PAC, department head, dean, and the Provost, using the full evaluation procedures of Article Three of the Master Agreement during the second year of their official appointment. Subsequent appointments are for one year following a satisfactory performance evaluation by the Professional Assessment Committee and the University Administration.
- ☛ Clinical appointments. Clinical faculty hold faculty positions through which they contribute to the service, teaching, and/or outreach missions of the University, and they are not eligible for tenure. They may be part-time, term, or renewable term appointments. They are limited to the following units: Communication Sciences and Disorders; Health, Physical Education and Leisure Services; Curriculum and Instruction; and Social Work. Clinical Faculty positions can be authorized in other academic units with the approval of the United Faculty Central Committee and the University Administration. Clinical faculty will not be used for faculty positions where classroom teaching is the sole or primary form of instructional activity.