

Contact: Rachel Boon

2019-2020 FACULTY TENURE REPORT

Action Requested: Receive the annual report on faculty tenure for 2019-2020.

Executive Summary: The Board of Regents Policy Manual §3.14 requires that an annual report on tenure status be presented to the Board for discussion.

- Tenure is a contractual employment status under which faculty members can receive job security in order to create and maintain an atmosphere for the free exchange of ideas and inquiry necessary for educating Iowa's students and advancing knowledge in democracy. Termination occurs when the tenured faculty member does not meet employment obligations, or in cases of program termination or financial exigency for the institution.
- Faculty members hired in tenure-track positions serve a probationary period that generally lasts six years. Candidates undergo ongoing comprehensive reviews throughout the probationary period. The awarding of tenure requires an affirmative recommendation based on this years-long process, with reviews by expert peers outside the institution and at the internal departmental, college and university levels.
- This report includes additional information on institutional policies and procedures for tenure, post-tenure review and evaluation of non-tenure-track faculty at each institution.

**TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE STATUS
2017-2018 to 2019-2020**

	TENURED	TENURE-TRACK	NON-TEN.-TRK.	TOTAL
2017-2018				
SUI	1,181 (36%)	335 (10%)	1,754 (54%)	3,270
ISU	979 (50%)	383 (19%)	604 (31%)	1,966
UNI	400 (53%)	122 (16%)	233 (31%)	755
TOTAL	2,560 (43%)	840 (14%)	2,591 (43%)	5,991
2018-2019				
SUI	1,172 (35%)	324 (10%)	1,836 (55%)	3,332
ISU	986 (51%)	369 (19%)	578 (30%)	1,933
UNI	390 (53%)	115 (16%)	235 (32%)	740
TOTAL	2,548 (42%)	808 (13%)	2,649 (44%)	6,005
2019-2020				
SUI	1,156 (34%)	329 (10%)	1,936 (57%)	3,421
ISU	966 (51%)	343 (18%)	601 (31%)	1,910
UNI	373 (54%)	110 (16%)	214 (31%)	697
TOTAL	2,495 (41%)	782 (13%)	2,751 (46%)	6,028

IOWA STATE UNIVERSITY

All ISU faculty have a Position Responsibility Statement which forms the basis of all evaluations. As articulated in the ISU Faculty Handbook (3.4-3.4.1), “[t]he Position Responsibility Statement (PRS) is a tool that describes the range of responsibilities undertaken by a faculty member. The PRS is written and approved by both the faculty member and the department chair. Because responsibilities and duties change throughout faculty careers, the PRS shall be reviewed and updated as necessary at intervals appropriate to the stages of faculty career development. Thus the PRS allows for a flexible and individualized system of faculty review. The PRS shall not prevent or constrain justifiable changes to or developments within any area of a faculty member’s position responsibilities. The PRS description itself should be general and include only the significant responsibilities of the faculty member that are important in evaluating faculty.”

Tenure Review Policy/Process

All tenure-eligible faculty undergo a preliminary peer review in the third year of a seven-year probationary period. This rigorous pre-tenure review is an important aspect of ISU’s protocol for the evaluation of early-career faculty members and their advancement. The review is based upon the faculty member’s PRS, as well as departmental criteria and standards. The review must include peer review, a peer evaluation of teaching, and an evaluation by the chair. The review informs the decision by the department chair and dean to reappoint the faculty member during the probationary period.

For tenure-eligible assistant professors, the formal promotion and tenure review is conducted in the sixth year of the probationary period. The evaluation initiates in the department, with review at each administrative tier above the department. Review of departmental recommendations at the college level must involve faculty from outside the department concerned.

While a faculty member is ordinarily reviewed for tenure in the sixth year of appointment, upon consultation with the department chair, he or she may be reviewed for tenure at any time he or she has satisfied the criteria and requirements for promotion and tenure. Tenure-eligible faculty members with part-time appointments during the probationary period will be reviewed for tenure in the equivalent of the sixth year of full-time service. While the probationary period ordinarily provides sufficient time for the faculty member to demonstrate his or her qualifications for tenure, exceptional circumstances do arise. In these cases, the faculty member may request an extension of the probationary period based upon such circumstances.

Written student teaching evaluations are conducted for every course taught by a faculty member, and these evaluations help improve instruction and evaluate teaching performance. Peer-observation and evaluation of teaching is also part of this process.

Post-Tenure Review Policy

The Post-Tenure Review Policy provides all tenured faculty with a comprehensive peer evaluation of their accomplishments. The timeline stipulates it must occur either a.) once every seven years; b.) at the request of the faculty (but no fewer than five years since the last review); or c.) the year following two unsatisfactory annual reviews. This peer review recognizes successes and provides feedback on improving performance where needed. It addresses the quality of the faculty member’s performance in accordance with all PRSs in effect during the period of the review. When any aspect of performance is deemed “below expectations,” the department chair (with input from a peer review committee) develops an action plan for performance improvement. The

Post-Tenure Review policy requires a list of specific action items, a timetable to evaluate acceptable progress, and a description of consequences for not meeting expectations.

Non-Tenure-Eligible Faculty Evaluation and Advancement Review

Evaluation of non-tenure-eligible faculty is based on the individual faculty member's PRS and is consistent with a commitment to excellence. At ISU, non-tenure-eligible faculty include teaching faculty (lecturer, senior lecturer), clinical faculty (Clinical professor track), research faculty (Research professor track), and adjunct faculty. Each has advancement criteria appropriate to their appointment type as described in their departmental governance document and in accordance with the *Faculty Handbook*. Evaluations for renewal of appointment are conducted by an appropriate faculty committee, and recommended by the department chair at the time of reappointment. Additionally, performance evaluations conducted by peer faculty should be completed at least every six semesters of employment or at appointment renewal time, whichever is greater, for those who will be considered for future re-appointment and shall be based on the individual's PRS. Student evaluations of teaching, both statistical and discursive, are reviewed and considered as an integral part of the evaluation process. Peer teaching evaluation is required for contract renewal and advancement.

Annual Evaluation of Faculty

All faculty members are evaluated annually to assess performance with respect to their position responsibilities, and to determine goals for the coming year. These annual evaluations are the responsibility of the department chair and consistently include evidence of teaching performance as well as evidence of productivity in research/creative activities, extension, professional/clinical practice, and institutional service, as appropriate. Evidence of teaching performance must include student evaluations of teaching for all courses taught. The annual evaluation process is finalized in a written document and signed by both chair and faculty member.

The Faculty Handbook establishes guidelines for an action plan for faculty performance that is unsatisfactory. It states "In the case of an unsatisfactory annual evaluation, the department chair, with the input of the faculty member, will develop an action plan to guide improved performance in accordance with the faculty member's position responsibility statement. The action plan must include the following elements: 1) a list of action items to be accomplished that are detailed, clear, and aligned with a timeline; 2) a specified date for a mid-term evaluation; and 3) a description of consequences if the action items are not completed by the designated timeline."

Institutional Support for Effective Teaching and Student Learning

ISU's Center for Excellence in Learning and Teaching (CELT) serves to support, promote, and enhance teaching effectiveness and student learning at ISU. Through the efforts of CELT, ISU supports its faculty across the arc of their professional career through programming that assists new faculty members to establish their teaching program and focus on teaching effectiveness. CELT provides all faculty with information, guidance, and tools to enhance or improve their effectiveness in teaching. In addition, CELT provides extensive materials to support peer observation of teaching, a required component of promotion and tenure reviews.

Throughout the year additional programming to ensure faculty success includes new faculty orientation, one-on-one mentoring opportunities, faculty career development workshops offered by colleges and the SVPP, and workshops on federal and industry research partners and grant-writing offered by the Office of the Vice President for Research.

UNIVERSITY OF NORTHERN IOWA

1. Tenure Review Policy/Process

At the University of Northern Iowa, general evaluation procedures, as well as tenure policies and procedures, are defined in Chapter Three of the Faculty Handbook (see https://provost.uni.edu/sites/default/files/faculty_handbook_-_july_1_2019_-_june_30_2020.pdf . These procedures were developed and recently revised by faculty members and administrators. Full approval was granted by the Provost for inclusion in the current 2019-2020 handbook. Tenure acquisition requires that candidates have a documented record of accomplishment in teaching, scholarship, and professional service. Evaluation for tenure and promotion is required during the sixth year of probationary service.

It is important to note that major changes to Chapter Three for the 2019-2020 Faculty Handbook became effective on July 1, 2019. Faculty and administrators created a comprehensive system of evaluation, consisting of newly created university guiding standards, departmental standards and criteria, Professional Assessment Committee procedures, and post-tenure review processes, which has greatly enhanced the overall process for the evaluation of all faculty in all ranks and work portfolios.

Currently, departments have processes and criteria in place for utilization in evaluating teaching, scholarship, and service. All aspects of faculty members' portfolios are thoroughly examined and reviewed by all evaluating bodies, as documented below, to ensure candidates have the ability to apply the doctorate, or other comparable terminal degree-level of training, to teaching, scholarship work, and professional service before receiving tenure.

Chapter Three of the current Faculty Handbook provides specific procedures for evaluation of teaching, scholarship, and professional service, including recognition of faculty members' publications, artistic productivity, professional growth, participation in University activities, and contributions to the general welfare of the university, community, state, and nation. Probationary faculty members on the tenure-track are evaluated annually by a departmental Professional Assessment Committee (PAC) and by their department head. The college deans and the provost review the evaluations of the PAC and department head as well as materials collected in a portfolio in making their own judgments about faculty performance. The evaluation of teaching includes a review of teaching artifacts, classroom observations, annual goals and reflection, and examinations of student assessments of teaching and vitae.

Student assessments of teaching are required during the fall and spring of each academic year for all probationary, term, renewable term and temporary faculty (Faculty Handbook, Chapter 3, Subdivision 3.22). Tenured faculty members are required to conduct student

assessments of teaching in the fall (Chapter 3, Subdivision 3.5d). The student assessment instrument includes both summative and formative response items to assist faculty in improving their teaching methods.

In addition to annual and tenure and promotion reviews, every faculty member's teaching, scholarship, and service performance is evaluated at the end of each academic year for purposes of assessing overall performance, recognizing accomplishments or any deficiencies to be addressed in teaching, scholarship, or service, and consideration for merit.

2. Post-tenure Review

All reviews of faculty members' performance at the University of Northern Iowa are specified in the Faculty Handbook. Under the current evaluation provisions of Chapter Three of this handbook, there are three mechanisms for reviewing tenured 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, all tenured faculty members are evaluated annually by their department head (Chapter 3, Section 3.13 Annual Evaluation). Student assessments are reviewed by each faculty member and their department head. Third, a newly created comprehensive post-tenure review system, which affords the opportunity for the professional performance of each tenured faculty member to be assessed longitudinally every six years (Chapter 3, Section 3.16), has been implemented for the first time.

Evaluation of Teaching for non-tenure track faculty members

The Faculty Handbook at UNI recognizes four types of non-tenure track appointments (Chapter 2) including those designated as temporary, term (1-4 years), renewable term, or clinical. All are evaluated for possible appointment continuance, promotion or rehiring consideration according to their classifications as noted below:

- Temporary appointments (Chapter 2, Section 2.2) are usually 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 expected to teach assigned courses only. These faculty members are assessed by department heads through direct classroom observations and reviews of student assessments.
- Term appointments (Chapter 2, Section 2.3) are full-time for a minimum of one and a maximum of four years. 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 job market. These faculty members are evaluated by department heads through direct classroom observations and reviews of scholarly activities, or service, as well as a review of student assessments.

- Renewable term appointments (Chapter 2, Section 2.5) are only made at the instructor rank and carry an initial probationary 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 annually by a departmental PAC, department head, dean and the provost using the full evaluation procedures of Chapter Three of the Faculty Handbook. During the second year of their official appointment and onward, subsequent appointments follow a satisfactory performance evaluation by the Professional Assessment Committee and the University Administration for continuance. Upon a successful review future appointments are for one year at a time.
- 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 and are evaluated according to the documented procedures as noted above.
- A more expansive evaluation and promotion system was implemented for all non-tenure track appointments, which became effective on July 1, 2019.

UNIVERSITY OF IOWA

The University of Iowa ensures the quality of its tenure-track/tenured faculty via the following policies and procedures.

1. TENURE REVIEW POLICY/PROCESS

The following policies can be found in the **Faculty** policy section of the UI Operations Manual ([III 10](#)) and describe the process for the review of pre-tenure faculty members:

- **Faculty - Criteria for Promotion** ([III 10.2](#)) states: *“The criteria for promotions include teaching, research, and other professional contributions. Since teaching and research are the central functions of the faculty, other professional contributions are considered subsidiary to these fundamental tasks.”*
- **Length of Probationary Status** ([III 10.5\(b\)](#)): *“For assistant professors, the normal time in rank is six years, unless the college has established a longer probationary period norm ([III 10.1a\(4\)\(c\)](#)), and for associate professors seven years (see paragraph a above).”*
- **Reappointment Review** ([III 10.1a\(4\)\(b\)](#)): *“Most initial probationary appointments at the University of Iowa are for 1) three years for colleges having a collegiate norm to make a tenure decision of not more than six years, or 2) four years for any college having a collegiate norm to make a tenure decision of more than six years, at the end of which time the candidate can be reappointed following a reappointment review. See paragraph (c) below. With the approval of the DEO, the dean of the college, and the Executive Vice President and Provost shorter initial appointments can be made.”*
- **Time in Which to Make Tenure Decision** ([III 10.1a\(4\)\(c\)](#)): *“The norm for making the tenure decision shall be the sixth year of probationary service, except for the Colleges of Law, Medicine, and Dentistry. The norm for the College of Law shall be the fifth year. The Colleges of Dentistry and Medicine may establish a norm of no more than eight years for all tenure track faculty members with significant patient care responsibilities. Other faculty in these two colleges will be subject to the six year norm. A new collegiate norm of more than six years must be approved by a majority of the tenured faculty of the respective college, the dean of the respective college, and the Executive Vice President and Provost. The new norm becomes effective upon approval by the Executive Vice President and Provost. Other colleges may request that the [Faculty Senate](#) authorize consideration of changes in their own collegiate norms.”*
- Further information can be found in the **Review and Promotion Procedures** ([III 10.5](#)) and the Office of the Provost issues guidance in a [Procedures for Tenure and Promotion Decision-Making](#) document. This procedural document is used by all academic units of the University to help 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.
- **Student Evaluation of Instructional Performance.** Teaching is fundamental to the mission of the university and evaluation of teaching effectiveness is a critical part of the tenure decision. Methods for evaluating and supporting tenured faculty instructional performance, and supporting resources, include ACE (Assessing the Classroom Environment) Student Evaluations, Peer Review of Teaching, Office of Teaching, Learning & Technology Center for Teaching, and the Office of Assessment.

- A) **ACE Online Course Evaluations**: An ACE Evaluation Task Force was convened in Spring 2018 to review student response rates, formative assessment, peer review of teaching and training and policies for instructional effectiveness and improvement. The task force includes co-chairs (Kenneth Brown, associate dean in Tippie College of Business and Annette Beck, director in the Office of Teaching, Learning & Technology), associate deans, faculty and students. The task force is sponsored by the Office of the Provost and preliminary recommendations are being shared around campus in the next month. The overall goal is to improve instruction, using a three-tier approach that includes student, faculty and administrative perspectives. Processes and structures around operational recommendations will be evaluated and implemented in the coming months.
- B) **Peer Review of Teaching**: The *Procedural Guidelines for Tenure and Promotion Decision-Making* instructs colleges to develop processes for **peer review of faculty teaching**. Generally, colleges require senior faculty members in units to evaluate classroom teaching and review written and electronic course materials. College guidelines for peer review of teaching are tailored to the various types of teaching that occur in the units of that college (e.g., large classroom, small seminar or laboratory teaching, clinical teaching). Together, the student and peer evaluations provide substantial information to help faculty members assess and improve their teaching and assist senior faculty members and administrators when they make promotion and tenure decisions.
- C) The **Office of Teaching, Learning & Technology's Center for Teaching** is also a key resource for teaching assessment and development. The center offers workshops, classroom observations, **Class Assessment by Student Interviews** (CLASSI), and many other forms of professional development to support teaching excellence among faculty members, graduate teaching assistants, and others on campus.
- D) **Office of Assessment**: The Associate Provost for Undergraduate Education supports the **Office of Assessment**, which assists outcomes assessment in departments by:
- Consulting on design and use of assessment strategies,
 - Facilitating access to institutional data that help address department assessment questions,
 - Providing department-specific reports of campus survey data, and
 - Compiling department summaries of lessons learned and actions taken based on their assessment efforts.

2. **POST-TENURE REVIEW POLICIES**

Per the **Review of Tenured Faculty Members** policy ([III 10.7](#)), all tenured faculty members shall receive an annual and five-year performance review.

- A) **Annual review of tenured faculty**. *An annual performance review of all tenured faculty members, through a process developed by the unit head (DEO, or equivalent) in consultation with the faculty of the department, or in non-departmental units with the faculty of the college, and approved by the dean and Provost, is conducted by the unit head as part of the salary-setting process. Review of tenured faculty shall include an evaluation of research/scholarship, teaching, and service. As part of this review, each faculty member must make available to the unit head materials specified in the statement of the department's review process (e.g., vitae, teaching evaluations, etc.).*
- B) **Five-year peer review of tenured faculty**. *All tenured faculty members will undergo a peer review once every five years subsequent to their most recent tenure or promotion review,*

with a few exceptions (e.g., they are being reviewed for promotion to a higher rank during the year of the scheduled review, they are within one year of announced retirement or are on phased retirement, or they serve as DEO, assistant dean, associate dean, or dean).

3. EVALUATION OF TEACHING FOR NON-TENURE TRACK

SUI has three regular, non-tenure-track faculty tracks: the Clinical Track, the Instructional Faculty Track, and the Research Track.

- A) Clinical Track (III 10.9): *All clinical faculty must devote a significant portion of their time to providing or overseeing the delivery of professional services to individual patients or clients. In addition, teaching students, residents, or fellows of the University at the undergraduate, graduate, professional, or postgraduate level is an essential job function for all faculty (whether tenured, tenure track, or clinical). Thus, clinical faculty are expected to integrate the delivery of their professional services with their teaching. The [Office of Consultation and Research in Medical Education](#) (OCRME) in the Carver College of Medicine provides a broad range of services to support medical education and scholarship, including research and evaluation, curriculum design and multimedia, and teacher development for faculty and residents.*
- B) Instructional Track (III 10.11): *Instructional faculty shall devote a substantial amount of their time to providing or overseeing the delivery of instruction to University of Iowa students in the classroom or in other settings appropriate to the discipline. Further, [a]ll reviews of instructional faculty shall be conducted according to written standards of competence and performance defined by the relevant units and in compliance with applicable University policies. The college employing the largest number of Instructional Track Faculty, the UI College of Liberal Arts, requires an annual review of its Instructional Faculty with a rigorous assessment of teaching quality.*
- C) Research Track (III 10.10): *Research track faculty devote almost all of their time to performing externally supported research and are expected to submit or assist in the submission of research grant applications. Teaching is an essential function of all faculty, but in the case of the research-track faculty it would occur predominantly in the form of service on doctoral committees (including serving as a co-chair with a tenure-track faculty member) with the approval of the [Graduate College](#). Research-track faculty cannot be assigned to teach courses, but they could provide auxiliary lectures on areas of knowledge relevant to their research or to engage in other teaching as may be required by the terms of their research grant or contract. Due to the limited teaching role of research faculty, their performance reviews focus primarily on research productivity, rather than teaching.*