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**ANNUAL GOVERNANCE REPORT ON FACULTY TENURE**

**Actions Requested:** (1) Consider approval of tenure and promotion recommendations for the 2009-10 academic year; and (2) Receive the annual governance report on faculty tenure for 2008-09.

**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 209 recommendations for tenure and promotion for the 2009-10 academic year.

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Total actions	200	225	205	185	209
Percent of actions to males	62%	64%	60%	65%	67%
Percent of actions to females	38%	36%	40%	35%	33%

The University of Iowa has a total of 106 promotion and tenure actions for the 2009-10 academic year as compared to 104 actions in 2008-09.

	<b>FEMALE</b>	<b>MALE</b>	<b>TOTALS</b>
Promotion with tenure	10	19	29
Promotion (already had tenure)	14	23	37
Promotion without tenure	13	22	35
Tenure without promotion	0	5	5
Totals	37	69	106

Iowa State University has a total of 71 promotion and tenure actions for the 2009-10 academic year as compared to 56 in 2008-09.

	<b>FEMALE</b>	<b>MALE</b>	<b>TOTALS</b>
Promotion with tenure	17	31	48
Promotion (already had tenure)	5	15	20
Promotion without tenure	0	0	0
Tenure without promotion	0	3	3
Totals	22	49	71

The University of Northern Iowa has a total of 32 promotion and tenure actions for the 2009-10 academic year as compared to 25 in 2008-09.

	<b>FEMALE</b>	<b>MALE</b>	<b>TOTALS</b>
Promotion with tenure	8	8	16
Promotion (already had tenure)	3	13	16
Promotion without tenure	0	0	0
Tenure without promotion	0	0	0
Totals	11	21	32

**Annual Report on Faculty Tenure – 2008-09**

Total faculty. In 2008-09, the total number of faculty members at the Regent universities was 5,355<sup>2</sup>, an increase of 185 (+3.6%) from the prior year.

††† The number of tenured faculty was 2,733, an increase of four (+0.1%) from the prior year.

††† The number of tenure-track faculty was 848, an increase of 47 (+5.9%) from the prior year.

††† The number of non-tenure-track faculty was 1,774, an increase of 134 (+8.2%) from the prior year.

**TABLE 1  
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE IN 2007-08 AND 2008-09**

	2007-08				2008-09			
	SUI	ISU	UNI	TOTAL	SUI	ISU	UNI	TOTAL
Tenured	1,286 (47.9%)	984 (58.7%)	459 (56.6%)	2,729 (52.8%)	1,283 (46.2%)	987 (57.3%)	463 (54.1%)	2,733 (51.1%)
Tenure-Track	371 (13.8%)	308 (18.4%)	122 (15.0%)	801 (15.5%)	389 (14.0%)	327 (19.0%)	132 (15.4%)	848 (15.8%)
Non-Tenure-Track	1,027 (38.3%)	383 (22.9%)	230 (28.4%)	1,640 (31.7%)	1,104 (39.8%)	409 (23.7%)	261 (30.5%)	1,774 (33.1%)
<b>TOTAL</b>	<b>2,684<sup>3</sup></b>	<b>1,675</b>	<b>811</b>	<b>5,170</b>	<b>2,776<sup>3</sup></b>	<b>1,723</b>	<b>856</b>	<b>5,355</b>

Tenure-eligible faculty. In 2008-09, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) increased by 51 (+1.4%) from the prior year. Approximately 76% of the tenure-eligible faculty at the Regent universities is tenured.

**TABLE 2  
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE IN 2007-08 AND 2008-09**

	2007-08				2008-09			
	SUI	ISU	UNI	TOTAL	SUI	ISU	UNI	TOTAL
Tenured	1,286 (77.6%)	984 (76.2%)	459 (79.0%)	2,729 (77.3%)	1,283 (76.7%)	987 (75.1%)	463 (77.8%)	2,733 (76.3%)
Tenure-Track	371 (22.4%)	308 (23.8%)	122 (21.0%)	801 (22.7%)	389 (23.3%)	327 (24.9%)	132 (22.2%)	848 (23.7%)
<b>TOTAL</b>	<b>1,657</b>	<b>1,292</b>	<b>581</b>	<b>3,530</b>	<b>1,672</b>	<b>1,314</b>	<b>595</b>	<b>3,581</b>

<sup>2</sup> In 2008-09, the total number of faculty at the three universities, including 2,049 clinical or adjunct faculty members at SU1 who did not receive a salary, was 7,404.

Comparison to peer institutions. The data from the 2007-08 AAUP Faculty Compensation Survey<sup>3</sup> for full-time faculty on a 9-10 month contract indicate that:

- ### At SUI, the tenure rate<sup>4</sup> is 67.4%. At its peer institutions, the tenure rate range is 55.1% - 77.6%; the median is 68.0%.
- ### At ISU, the tenure rate is 61.3%. At its peer institutions, the tenure rate range is 54.9% - 74.2%; the median is 63.7%.
- ### At UNI, the tenure rate is 76.7%. At its peer institutions, the tenure rate range is 56.6% - 69.7%; the median is 67.7%.

Tenure trends.

- ### The number of total faculty has increased every year for the past seven years.
- ### During the past ten years, the average number of tenured faculty is 2,766 with a low of 2,728 (2004-05 & 2006-07) and a high of 2,878 (1999-00).
- ### During the past ten years, the average number of tenure-track faculty is 881 with a low of 801 (2007-08) and a high of 939 (2003-04).
- ### The number of tenure-eligible minority faculty members is at an all-time high (608) with yearly increases since 2002-03.
- ### The number of tenure-eligible female faculty members is at an all-time high (1,113), although there have been yearly fluctuations.
- ### 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 (150) decreased from the prior year; this represents approximately 72% of the total number of departments at the Regent universities.
- ### The total number of non-tenure track faculty increased again this year for the ninth straight year; it is the highest number (3,823) during the past 20 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 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 Faculty Tenure Report addresses the Board of Regents Strategic Plan strategy (1.1.3) to “expand educational experiences for Iowa’s future workforce and foster cultural understanding by recruiting and retaining a highly qualified and diverse faculty, staff, and administration.”

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<sup>3</sup> The data do not include medical school faculty or librarians.

<sup>4</sup> The tenure rate is the proportion of tenured faculty members to all full-time faculty included in the base.

**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 up to 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.
- ## Each year, the Board of Regents formally confers tenure upon individual faculty at the recommendation of the universities.

Tenure by gender. In 2008-09, the total number of female faculty members at the Regent universities was 1,990, an increase of 95 (+5.0%) from the prior year. The total number of male faculty members at the Regent universities was 3,365, an increase of 90 (+2.7%) from the prior year.

- ## The number of tenured female faculty members decreased by 6 (-0.8%); the number of tenure-track female faculty members increased by 29 (+9.3%); and the number of non-tenure-track female faculty members increased by 72 (+8.9%) from the prior year.
- ## The number of tenured male faculty members increased by 10 (+0.5%); the number of tenure-track male faculty members increased by 18 (+3.7%); and the number of non-tenure-track male faculty members increased by 62 (+7.4%) from the prior year.

**TABLE 3  
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER IN 2008-09**

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	943 (34.0%)	340 (12.2%)	238 (8.6%)	151 (5.4%)	590 (21.3%)	514 (18.5%)	1,771 (63.8%)	1,005 (36.2%)	2,776
ISU	739 (42.9%)	248 (14.4%)	207 (12.0%)	120 (7.0%)	191 (11.1%)	218 (12.6%)	1,137 (66.0%)	586 (34.0%)	1,723
UNI	280 (32.7%)	183 (21.4%)	61 (7.1%)	71 (8.3%)	116 (13.6%)	145 (16.9%)	457 (53.4%)	399 (46.6%)	856
<b>TOTAL</b>	<b>1,962</b> <b>(36.6%)</b>	<b>771</b> <b>(14.4%)</b>	<b>506</b> <b>(9.4%)</b>	<b>342</b> <b>(6.4%)</b>	<b>897</b> <b>(16.8%)</b>	<b>877</b> <b>(16.4%)</b>	<b>3,365</b> <b>(62.8%)</b>	<b>1,990</b> <b>(37.2%)</b>	<b>5,355</b>

- ## The number of tenure-eligible male faculty members increased by 28 (+1.1%) and the number of tenure-eligible female faculty members increased by 23 (+2.1%) from the prior year. Tenured female faculty members represent 21.5% of the tenure-eligible faculty at the Regent universities.

**TABLE 4**  
**TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER IN 2008-09**

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	943 (56.4%)	340 (20.4%)	238 (14.2%)	151 (9.0%)	1,181 (70.6%)	491 (29.4%)	1,672
ISU	739 (56.2%)	248 (18.9%)	207 (15.8%)	120 (9.1%)	946 (72.0%)	368 (28.0%)	1,314
UNI	280 (47.0%)	183 (30.8%)	61 (10.3%)	71 (11.9%)	341 (57.3%)	254 (42.7%)	595
<b>TOTAL</b>	<b>1,962</b> <b>(54.8%)</b>	<b>771</b> <b>(21.5%)</b>	<b>506</b> <b>(14.1%)</b>	<b>342</b> <b>(9.6%)</b>	<b>2,468</b> <b>(68.9%)</b>	<b>1,113</b> <b>(31.1%)</b>	<b>3,581</b>

Tenure by race/ethnicity. In 2008-09, the total number of minority faculty members at the Regent universities was 790, an increase of 32 (+4.2%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,565, an increase of 153 (+3.5%) from the prior year.

- ### The number of tenured minority faculty members increased by 15 (+4.0%); the number of tenure-track minority faculty members increased by 5 (+2.3%); and the number of non-tenure-track minorities increased by 12 (+7.1%) from the prior year.
- ### The number of tenured non-minority faculty members decreased by 11 (-0.5%); the number of tenure-track non-minority faculty members increased by 42 (+7.2%); and the number of non-tenure-track non-minority faculty members increased by 122 (+8.3%).

**TABLE 5**  
**TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY IN 2008-09**

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	1,111 (40.0%)	172 (6.2%)	290 (10.4%)	99 (3.6%)	988 (35.6%)	116 (4.2%)	2,389 (86.1%)	387 (13.9%)	2,776
ISU	815 (47.3%)	172 (10.0%)	231 (13.4%)	96 (5.6%)	359 (20.8%)	50 (2.9%)	1,405 (81.5%)	318 (18.5%)	1,723
UNI	419 (49.0%)	44 (5.1%)	107 (12.5%)	25 (2.9%)	245 (28.6%)	16 (1.9%)	771 (90.1%)	85 (9.9%)	856
<b>TOTAL</b>	<b>2,345</b> <b>(43.8%)</b>	<b>388</b> <b>(7.3%)</b>	<b>628</b> <b>(11.7%)</b>	<b>220</b> <b>(4.1%)</b>	<b>1,592</b> <b>(29.7%)</b>	<b>182</b> <b>(3.4%)</b>	<b>4,565</b> <b>(85.2%)</b>	<b>790</b> <b>(14.8%)</b>	<b>5,355</b>

- ### The number of tenure-eligible minority faculty members increased by 20 (+3.4%) and the number of tenure-eligible non-minority faculty members increased by 31 (+1.1%) from the prior year. Tenured minority faculty members represent approximately 11% of the tenure-eligible faculty at the Regent universities.

**TABLE 6**  
**TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY IN 2008-09**

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	1,111 (66.5%)	172 (10.3%)	290 (17.3%)	99 (5.9%)	1,401 (83.8%)	271 (16.2%)	1,672
ISU	815 (62.0%)	172 (13.1%)	231 (17.6%)	96 (7.3%)	1,046 (79.6%)	268 (20.4%)	1,314
UNI	419 (70.4%)	44 (7.4%)	107 (18.0%)	25 (4.2%)	526 (88.4)	69 (11.6%)	595
<b>TOTAL</b>	<b>2,345</b> <b>(65.5%)</b>	<b>388</b> <b>(10.8%)</b>	<b>628</b> <b>(17.5%)</b>	<b>220</b> <b>(6.2%)</b>	<b>2,973</b> <b>(83.0%)</b>	<b>608</b> <b>(17.0%)</b>	<b>3,581</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 teacher-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.

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 not allow more than one-half to two-thirds of its faculty to be on tenure appointments.

- # A conclusion by the *Commission on Academic Tenure* 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."
- # Many departments at the Regent institutions exceed this level. While there may be valid reasons for the high percentages, some may be high enough to warrant attention.
  - ☐ At SUI, at least 70% of the tenure-eligible faculty is tenured in 76 out of 103 departments and in 10 of 12 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 40 out of 64 departments and in five of seven Colleges (Agriculture and Life Sciences, Design, Engineering, Human Sciences, Liberal Arts and Sciences), as well as the Library.
  - ☐ At UNI, at least 70% of the tenure-eligible faculty is tenured in 34 out of 41 departments and in all of the Colleges (Business Administration, Education, Humanities and Fine Arts, Natural Sciences, Social and Behavioral Sciences), as well as the Library.

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.
- ### All of the institutions 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” were developed to establish a uniform system of procedures to be used in all academic units of the University, and to help ensure that the decision to grant tenure is based on systematic evaluation and documentation of the faculty member's teaching effectiveness, scholarship, and professional contributions. University policy also states that each academic unit should develop a statement of policies and procedures that are used within that unit for faculty appointments, evaluations, and promotions. Such statements are to provide information that supplements general University policies and procedures and applies them to the department or college. The University currently has a six year probationary period (“tenure clock”). The Provost must approve all Collegiate Procedures.

### Evaluation of Instructional Performance

Evaluation of teaching effectiveness is crucial to a tenure decision because teaching is fundamental to the mission of the University. University policy specifies that only after teaching effectiveness has been ascertained should an individual's scholarly and professional contributions be evaluated.

Methods used to evaluate teaching include assessments by both students and faculty peers. There is extensive use of instruments to obtain student opinions about teaching. Most of the opinion forms are assembled and scored through the auspices of the University Evaluation and Examination Service (EES)<sup>5</sup>, although many departments and colleges have developed their own instruments. Students are also given the opportunity to write comments on the EES and/or local forms, and these are provided anonymously to the faculty.

Systematic methods for peer evaluation of teaching, which involve class visitations by senior faculty, review of course materials, and other techniques, are a major focus of the Procedural Guidelines for Tenure and Promotion Decision-Making. Every college has specific guidelines for peer review of teaching which are tailored to the various types of teaching that occur across the campus (e.g., large classroom, small seminar or laboratory teaching, and clinical teaching). The student and peer evaluations contribute to a dynamic environment for the improvement of teaching. These efforts are enhanced significantly by the Center for Teaching, an important campus resource for faculty seeking to improve their teaching methods or style. The Center for Teaching offers a number of learning opportunities for faculty members, teaching assistants, and others on campus. Faculty are also evaluated regarding their research, scholarship and service.

### Faculty Vitality

A key strategy to faculty vitality is to build an exemplary University community by providing nationally competitive faculty salaries, establishing new faculty positions in critical areas, and promoting professional growth. Achieving more competitive faculty salaries continues as the University's top academic budget priority in FY09.

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<sup>5</sup> In 2007-08, EES processed 153,277 student opinion forms administered in 6,771 classes.

Faculty Development Initiatives. In 2008-09, the following accomplishments occurred:

- ### Increased coordination between the Office of the Provost, Office of the Vice President for Research, Center for Teaching, and other campus offices committed to faculty development.
- ### Development of new resources, such as “Getting off to a good start at the University of Iowa,” and “Getting new faculty off to a good start.”
- ### Review and revision of new faculty orientation programs.
- ### Establishment of Faculty Development Advisory Council.
- ### Collaboration with the University’s Human Resources office to develop campus-wide leadership competencies and resources.
- ### Hosting the CIC (Committee on Institutional Cooperation) Academic Leadership Program.
- ### Assisting with review of University sexual harassment and sexual misconduct policies and oversight of campus-wide compliance with presidential mandate for sexual harassment training.
- ### Specialized programming for faculty of color, international faculty, and women faculty.
- ### Launching of centralized mentoring resources clearinghouse.
- ### Significant contributions to campus-wide flood relief efforts through the development of a “Craig’s List” type exchange service for the University community, assistance with the development of the University Flood website, and coordination of flood relief funds for University employees and students.

The University’s efforts to support early-career faculty success resulted in an “exemplary” designation in three of five categories identified as key to new faculty success by Harvard University’s Graduate School of Education COACHE<sup>6</sup> initiative. The goals for FY 2010 include developing faculty-led learning communities, developing tools and workshops to strengthen faculty recruitment and retention efforts, collaborating with campus offices to increase faculty members’ capacity to secure funding, and increased focus on associate professor needs.

Faculty Development Programs. The UI Faculty Development Program provides opportunities for faculty to pursue programs of research, improvement-of-instruction projects, and other activities related to professional development. In 2007-08, 66 faculty members were on developmental assignment which resulted in 843 “products or outcomes.”

During 2008-09, approximately 100 faculty members, most of whom are tenured, are or will be on developmental assignments. A number of these faculty members were able to extend their assignments by obtaining external support. Proposals for 108 new developmental assignments were received for 2009-10. In December 2008, the Board approved a request for 66 developmental assignments. There will also be 16 continuing Faculty or Global Scholar Awards.

Beginning in 1997, all new academic year probationary faculty members have been guaranteed an Old Gold Summer Fellowship upon presentation of a satisfactory written proposal to their collegiate dean. During Summer 2008, 23 faculty pursued research and instructional development efforts through this program. All such opportunities increase the intellectual vitality of the faculty and enhance the teaching and research programs of the University.

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<sup>6</sup> Collaborative on Academic Careers in Higher Education.

Conference Participation and Research Collaborations. Each year, the University provides travel funds (through the offices of the Provost, Vice-President for Research, and collegiate deans) for faculty to present their work at conferences and to visit colleagues at other institutions for collaboration or learning opportunities.

Activity Insight Project. This project, which is an electronic curriculum vita, is progressing. It allows faculty and staff to track information, such as their accomplishments in teaching, research, and service, found on their curriculum vitae. After the data are loaded into the system, reports can be prepared, including custom reports for annual reviews, promotion and tenure, accreditation, and assessment. Currently, six colleges are in the process of implementing this system.

### **Post-Tenure Review**

The University of Iowa's post-tenure review policy has been in place since 1989. "Each academic unit is charged with developing and implementing a plan for peer review of each tenured full professor in the unit. Such peer review should be done periodically, at least once every five years. The review should address the quality of the faculty member's performance in the areas of teaching, scholarship, and service and should result in recommendations that help to enhance that performance."

The policy permits "variations in the combination of teaching, research, and service for a limited period of time through which faculty can make their maximum contribution to the University's mission. Because the efforts of all faculty will be marshaled in ways to assure that the talents of all at a given time are used most effectively, use of individualized portfolios and portfolios consistent with unit norms should only have a positive impact on the quality of faculty teaching and research."

Associate professors are reviewed at least every seven years. Every college has a specific policy that details the review schedule (e.g., several colleges review faculty more frequently than the minimum requirement), materials, and procedures (e.g., review committee selection), as well as how the committee's recommendations are communicated and mechanisms for the faculty member to respond. The policy works in tandem with faculty development programs and the post-tenure effort allocation policy implemented in 1997 to enhance faculty vitality. For example, reviews may result in a recommendation for a developmental assignment, a revised portfolio that increases a faculty member's effort in an area of strength, or a plan for phased retirement.

Post-tenure review and implementation of review committee recommendations are delegated to the colleges rather than centrally managed, but informal communication from deans indicates that the policy works well to provide senior faculty with feedback and advice regarding their career development. By Spring 2009, 85.8% of all eligible tenured professors (in the sixth year or beyond for full professors; in the eighth year or beyond for associate professors) had been reviewed within the designated time period.

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

Clinical Track. These are typically full-time on-campus faculty with renewable contracts; they devote a significant portion of their time to providing or overseeing the delivery of professional services to individual patients or clients. Teaching students, residents, or fellows of the University is an essential job function for clinical-track faculty; they 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 devote almost all of their time to performing externally supported research and are expected to submit or assist in the submission of research grants. Teaching is an essential function of all faculty, but for research-track faculty, it occurs predominantly in the form of service on doctoral committees with the approval of the Graduate College.

Adjunct. Adjunct faculty hold another position as their primary employment, which may be a University staff position or in the surrounding community, and typically have areas of expertise that are insufficiently represented on the faculty. In almost all cases, they 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 hold another position as their primary appointment, which is typically 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 vast majority serve as preceptors for professional student practica or externships.

Visiting. These faculty typically 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 sabbaticals from their home institution. Their functions span a wide range depending upon the individual's areas of expertise, and usually include teaching and/or research. Appointments are generally limited to three years.

Lecturer. These faculty principally hold teaching appointments, which may be full- or part-time, and also may provide programmatic support. A full-time lecturer typically will teach at a 50% greater load than regular faculty who also conduct research and are involved in service and outreach activities.

Associate. These faculty 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 these faculty may apply for positions on the tenure- or clinical-track, or take positions at other institutions or in private practice.

Assistant in Instruction. There are very few of these faculty, who typically hold a baccalaureate degree or equivalent. Their appointment is for a specific teaching, research, or patient care service. For example, a native-speaker of a foreign language may assist in language instruction.

**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 areas of responsibility, and (4) the 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 the award of tenure, faculty members undergo annual reviews and post-tenure review. When appropriate, an individual may undergo a review for promotion in rank, to full professor.

The criteria by which probationary faculty in a department are evaluated 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. Criteria are consistent with a commitment to excellence in scholarship and apply to the position responsibilities of probationary faculty.

In 1998, the Board of Regents approved a new document describing performance criteria and evaluative processes for faculty review at the University. The document describes the interrelationships among teaching, research/creative activities, and extension/professional practice as mutually supportive endeavors. It takes into account a broader range of faculty activities than had previously been considered. Faculty must show excellence in scholarship (this includes 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. Promotion and tenure review also includes an evaluation of the faculty member's ability to sustain scholarly contributions.

**Evaluation of Instructional Performance**

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 adjustments to develop the skills of the faculty.

Faculty members are reviewed annually with respect to their responsibilities and at the same time expectations for the coming year are determined. These annual evaluations include evidence of teaching performance as well as evidence of productivity in research/creative activities and extension/professional practice as appropriate. Evidence concerning teaching performance may include student evaluations (both formal and informal) as well as visits to classes and other methods of peer evaluation.

### **Faculty Vitality**

Iowa State University offers tenured and tenure-eligible faculty a number of opportunities to ensure productive engagement in all areas of faculty work. The Center for Excellence in Learning and Teaching provides workshops and seminars in addition to resources for improving 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. In addition, new junior faculty are encouraged to participate in a grant-writing workshop offered by the University to help facilitate successful grantsmanship.

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. Academic colleges and departments continue to address the issue of faculty vitality by conducting evaluations of senior faculty as described in the Post-Tenure Review Policy.

#### **Faculty Development Initiatives.**

- ### The focus of the ISU ADVANCE<sup>7</sup> Program is to increase the number of female faculty in science, technology, engineering, and mathematics (STEM) disciplines.
- ### In October 2008, the University hosted a conference, funded in part by the National Science Foundation, on flexibility in faculty careers, with a focus on STEM disciplines.

### **Post-Tenure Review**

The current Post Tenure Review Policy was approved by the Board of Regents in June 1999. It ensures that all faculty who are tenured undergo a post tenure review at least once every seven years. Exceptions to this policy may be granted. For instance, if a faculty member has taken a leave of absence, or if, as part of the annual review process, there is a less-than-satisfactory evaluation, the post tenure review period may be shortened. During 2007-08, 98 tenured faculty members were reviewed. During 2008-09, 104 more reviews will be concluded.

In the past, criticism of the policy had focused on the administration's inability to require a change in the PRS, or the distribution of effort, through the post-tenure review process. A new policy implemented in 2007 provides for mediation regarding any disagreement in the PRS modification for an individual faculty member. The mediation outlet will assure a fair process for the faculty member and yet allow the department chair to manage more effectively the demands and priorities of the department.

The post-tenure review process is seen by many as a productive process that leads to a good discussion and reflection on goal setting, productivity and impact as well as a projection of future plans and activities. These mandated reviews complement well the annual review process, and ensure that ISU faculty members are fully engaged with their responsibilities in scholarship, teaching, research/creative activities, extension/professional practice, and institutional service. The University continues to monitor the effectiveness of the post-tenure review process.

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<sup>7</sup> Increasing the participation and advancement of women in academic science and engineering careers.

**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 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.

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 Provost's Office monitors the percentage of teaching done by non-tenure-eligible faculty on an annual basis. During Fall 2008 and Spring 2009, a Faculty Senate task force studied the percent of teaching done by non-tenure-eligible faculty and will issue a report in late Spring 2009.

In Fall 2008, there were 329 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 310 in Fall 2007. 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 difficult budget times. Several lecturers and clinicians have served multiple terms and have been evaluated for advancement to senior lecturer and senior clinician. To date, 73 faculty members have been advanced to the senior status and have been offered the longevity that the revised non-tenure-eligible system was designed to provide.

Following Board approval in 2008, ISU implemented the new titles of research professor, research associate professor, and research assistant professor. The new designations are likely to offer more flexibility in hiring to academic departments and allow the University to compete with peer institutions in the recruitment, retention, and partner accommodation of high-quality research faculty. The policy outlines general guidelines for appointment, funding criteria, and review of faculty members. Funding for these positions is external to the University and is not part of the University base budget. The policy stipulates that such appointments will be limited to no more than 10% of total FTE tenured and tenure-track faculty in the University and to no more than 20% of total FTE tenured and tenure-track faculty in any given department.

## UNIVERSITY OF NORTHERN IOWA

### Policies and Procedures Relating to Tenure

Policies and procedures relating to tenure at the University of Northern Iowa are defined in the Master Agreement between the Board of Regents, State of Iowa, and the UNI United Faculty which defines standards and evaluation procedures relating to tenure.

### Evaluation of Instructional Performance

The evaluation of faculty teaching performance is accomplished by peer review, student assessment, and administrative evaluation. The Professional Assessment Committee (PAC) of each department is primarily responsible for assessing the teaching, scholarship and service of all probationary faculty and candidates for promotion and tenure. Teaching evaluations include classroom observations by members of the PAC, data derived from student assessments, and evidence of effective teaching compiled by faculty in individual portfolios. The student assessment instrument consists of items concerning the various elements of effective teaching performance and the opportunity for general written comments. Comprehensive assessment is conducted annually for all probationary faculty and at least every third year for tenured faculty, according to the master agreement. All faculty portfolios are reviewed by the department head on an annual basis for the purposes of awarding merit and assigning teaching and other responsibilities.

### Faculty Vitality

More than 79% of all tenure-eligible faculty are tenured, with the highest percentage of tenured faculty in the College of Business Administration (82.0%) and the College of Education (80.7%). Tenured faculty are expected to be productively engaged in teaching, scholarship and service and, as such, provide excellent models of engagement and accomplishment for new faculty. Many tenured faculty provide leadership for important University initiatives and University governance, as well as mentoring experiences for both untenured faculty and students. The University provides a variety of opportunities for both tenured and tenure-track faculty to advance their teaching and scholarly interests, including professional development assignments, summer research grants, travel support for participation in academic conferences, and the opportunity to teach special courses and seminars for honors students and presidential scholars.

Faculty members are also continuously invigorated by interactions with students in relatively small classes, through their academic advising duties, and through their sponsorship of a number of student organizations and activities. Many tenured faculty have maintained their vitality and increased student engagement in learning through the integration of new technology in their courses. Faculty utilize workshops and institutes offered through UNI's Center for Educational Technology to introduce students to such innovations as Web CT, discussion boards, streaming video, and an increasing number of library resources available electronically. Studio IT, an innovative teaching and demonstration space in Lang Hall, is a recent addition to the available technology resources that contribute to faculty vitality.

**Post- Tenure Review**

Policies and procedures relating to performance reviews for tenured faculty at UNI are defined in the Master Agreement. Evaluation files are maintained in departmental offices and tenured faculty are reviewed by the department head on an annual basis for the purposes of awarding merit and assigning teaching and other responsibilities. Tenured faculty members are assessed by students at least every third year, excluding semesters on PDA and non-teaching assignments. Previously, the Master Agreement required post-tenure reviews every fifth year. The department heads and/or deans may also review a faculty member annually at their discretion.