

Contact: Diana Gonzalez

ANNUAL GOVERNANCE REPORT ON FACULTY TENURE

Actions Requested: (1) Consider recommending approval of tenure and promotion recommendations for the 2016-2017 academic year; and (2) Receive the annual governance report on faculty tenure for 2015-2016.

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 (1)

The Board is asked to consider approval of 220 recommendations for tenure and promotion for the 2016-2017 academic year compared to 209 in 2015-2016.

	2012-13	2013-14	2014-15	2015-16	2016-17
Total actions	195	188	208	209	220
Percent of actions to males	62%	63%	68%	56%	56%
Percent of actions to females	38%	37%	32%	44%	44%

The University of Iowa has a total of 134 promotion and tenure actions for the 2016-2017 academic year compared to 113 actions in 2015-2016.

	FEMALE	MALE	TOTALS
Promotion with tenure	20	25	45
Promotion (already had tenure)	9	21	30
Promotion without tenure	31	28	59
Tenure without promotion	0	0	0
Totals	60	74	134

Iowa State University has a total of 58 promotion and tenure actions for the 2016-2017 academic year compared to 70 in 2015-2016.

	FEMALE	MALE	TOTALS
Promotion with tenure	12	16	28
Promotion (already had tenure)	11	19	30
Promotion without tenure	0	0	0
Tenure without promotion	0	0	0
Totals	23	35	58

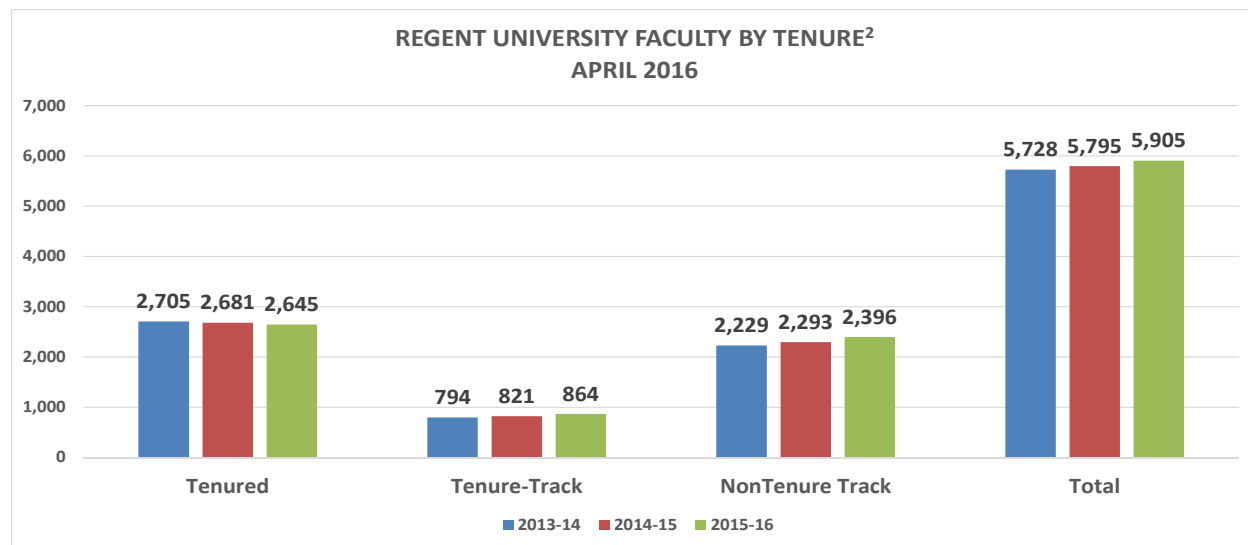
The University of Northern Iowa has a total of 28 promotion and tenure actions for the 2016-2017 academic year compared to 26 in 2015-2016.

	FEMALE	MALE	TOTALS
Promotion with tenure	5	8	13
Promotion (already had tenure)	6	7	13
Promotion without tenure	0	0	0
Tenure without promotion	2	0	2
Totals	13	15	28

Annual Report on Faculty Tenure – 2015-2016 (2)

Total faculty. In 2015-2016, the total number of faculty members at the Regent universities was 5,905², an increase of 110 (+1.9%) from the prior year.

- ☛ The number of tenured faculty was 2,645, a decrease of 36 (-1.3%) from the prior year.
- ☛ The number of tenure-track faculty (TT) was 864, an increase of 43 (+5.2%) from the prior year.
- ☛ The number of non-tenure-track faculty (NTT) was 2,396, an increase of 103 (+4.5%) from the prior year.



**TABLE 1
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE
2013-2014 to 2015-2016**

	TENURED	TENURE-TRACK	NON-TEN.-TRK.	TOTAL
2013-2014				
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
2014-2015				
SUI	1,240 (40.1%)	376 (12.1%)	1,478 (47.8%)	3,094
ISU	1,003 (53.1%)	315 (16.7%)	570 (30.2%)	1,888
UNI	438 (53.9%)	130 (16.0%)	245 (30.1%)	813
TOTAL	2,681 (46.3%)	821 (14.2%)	2,293 (39.5%)	5,795
2015-2016				
SUI	1,201 (38.1%)	363 (11.5%)	1,589 (50.4%)	3,153
ISU	1,020 (51.7%)	370 (18.8%)	582 (29.5%)	1,972
UNI	424 (54.4%)	131 (16.8%)	225 (28.8%)	780
TOTAL	2,645 (44.8%)	864 (14.6%)	2,396 (40.6%)	5,905

² In 2015-2016, the total number of faculty at the three universities was 8,146 and included 2,241 clinical or adjunct faculty members at SUI who did not receive a salary.

Tenure-eligible faculty. In 2015-2016, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) was 3,509, an increase of seven (+0.2%) from the prior year. More than 75% of the tenure-eligible faculty at the Regent universities is tenured.

TABLE 2
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE
2013-2014 to 2015-2016

	TENURED	TENURE-TRACK	TOTAL
2013-2014			
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
2014-2015			
SUI	1,240 (76.7%)	376 (23.3%)	1,616
ISU	1,003 (76.1%)	315 (23.9%)	1,318
UNI	438 (77.1%)	130 (22.9%)	568
TOTAL	2,681 (76.6%)	821 (23.4%)	3,502
2015-2016			
SUI	1,201 (76.8%)	363 (23.2%)	1,564
ISU	1,020 (73.4%)	370 (26.6%)	1,390
UNI	424 (76.4%)	131 (23.6%)	555
TOTAL	2,645 (75.3%)	864 (24.6%)	3,509

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*³ 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 2015-2016, 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 78 out of 112 (69.6%) departments and in nine of 12 (75.0%) Colleges - Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, and Pharmacy.
 - ◆ At ISU, at least 70% of the tenure-eligible faculty is tenured in 41 out of 65 (63.1%) departments and in three of seven (42.9%) Colleges - Agriculture and Life Sciences, Engineering, and Liberal Arts and Sciences, as well as the Library.
 - ◆ At UNI, at least 70% of the tenure-eligible faculty is tenured in 27 out of 38 (71.1%) departments and in all four (100.0%) Colleges - Business Administration; Education; Humanities, Arts, and Sciences; and Social and Behavioral Sciences; as well as the Library.

³ William Keast, 1973.
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Comparison to peer institutions. The data from the 2014-2015 AAUP Faculty Compensation Survey⁴ for full-time faculty on a 9-10 month contract indicate that:

- ☛ At SUI, the tenure rate⁵ is 74.9%. At its peer institutions, the tenure rate range is 73.0% - 87.8%; the median is 77.1% and the mean is 77.5%.
- ☛ At UNI, the tenure rate is 75.1%. At its peer institutions, the tenure rate range is 59.4% - 76.5%; the median is 66.7% and the mean is 67.7%.

Tenure trends.

- ☛ The number of grand total faculty has increased every year for the past 14 years.
- ☛ During the past 10 years, the average number of tenured faculty was 2,715 with a low of 2,645 (2015-2016) and a high of 2,762 (2009-2010). The median during the 10 year period was 2,725.
- ☛ During the past 10 years, the average number of tenure-track faculty was 820 with a low of 777 (2011-2012) and a high of 864 (2015-2001). The median during the 10 year period was 811.
- ☛ The number of tenure-eligible minority faculty members in 2015-2016 was 717; this was an increase of 18 (+2.6%) from the prior year. During the past 10 years, the average number of tenure-eligible minority faculty was 637 with a low of 572 (2006-2007) and a high of 717 (2015-2016) which is an all-time high.
- ☛ The number of tenure-eligible women faculty members in 2015-2016 was 1,219 which was an increase of 14 (+1.2%) from the prior year. During the past 10 years, the average number of tenure-eligible female faculty was 1,153 with a low of 1,090 (2007-2008) and a high of 1,219 (2015-2016) 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 (146) increased by four (+2.8%) from the prior year; this represents 68% of the total number of departments at the Regent universities.
- ☛ The number of non-tenure track faculty in 2015-2016 was 4,637⁶ which was an increase of 89 (+2.0%) from the prior year; it is the highest number during the past 24 years. The number of non-tenure-track faculty members represents 57% of the total faculty. The total number of non-tenure-track faculty includes 2,241 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.”

⁴ The data do not include medical school faculty or librarians.

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

⁶ Includes both paid and unpaid faculty.

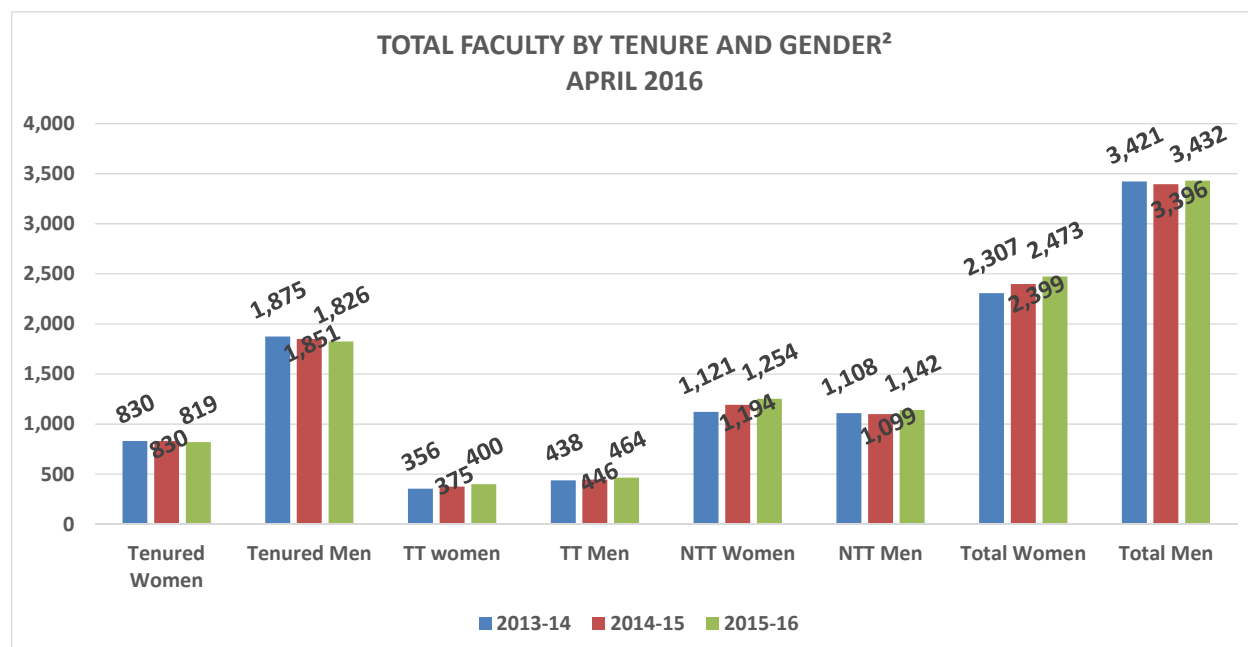
Background:

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 2015-2016, the total number of female faculty members at the Regent universities was 2,473, an increase of 74 (+3.1%) from the prior year. The total number of male faculty members at the Regent universities was 3,432, an increase of 36 (+1.1%) from the prior year.

- ☛ The number of tenured female faculty members was 819, which was a decrease of 11 (-1.3%) from the prior year; the number of tenure-track female faculty members was 400, an increase of 25 (+6.7%); and the number of non-tenure-track female faculty members was 1,254, an increase of 60 (+5.0%) from the prior year.
- ☛ The number of tenured male faculty members was 1,826, a decrease of 25 (-1.4%); the number of tenure-track male faculty members was 464, an increase of 18 (+4.0%); and the number of non-tenure-track male faculty members was 1,142, an increase of 43 (+3.9%) from the prior year.



²Includes paid faculty only.

TABLE 3
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER
2015-2016

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	847 (26.9%)	354 (11.2%)	208 (6.6%)	155 (4.9%)	803 (25.5%)	786 (24.9%)	1,858 (58.9%)	1,295 (41.1%)	3,153
ISU	733 (37.2%)	287 (14.6%)	203 (10.3%)	167 (8.5%)	252 (12.8%)	330 (16.6%)	1,188 (60.2%)	784 (39.8%)	1,972
UNI	245 (31.4%)	178 (22.8%)	54 (6.9%)	78 (10.0%)	87 (11.2%)	138 (17.7%)	386 (49.5%)	394 (50.5%)	780
TOTAL	1,825 (30.9%)	819 (13.9%)	465 (7.9%)	400 (6.8%)	1,142 (19.3%)	1,254 (21.2%)	3,432 (58.1%)	2,473 (41.9%)	5,905

☛ The number of tenure-eligible male faculty members was 2,290, a decrease of seven (-0.3%) and the number of tenure-eligible female faculty members was 1,219, an increase of 14 (+1.2%) from the prior year. Tenured female faculty members represent 23.3% of the tenure-eligible faculty at the Regent universities.

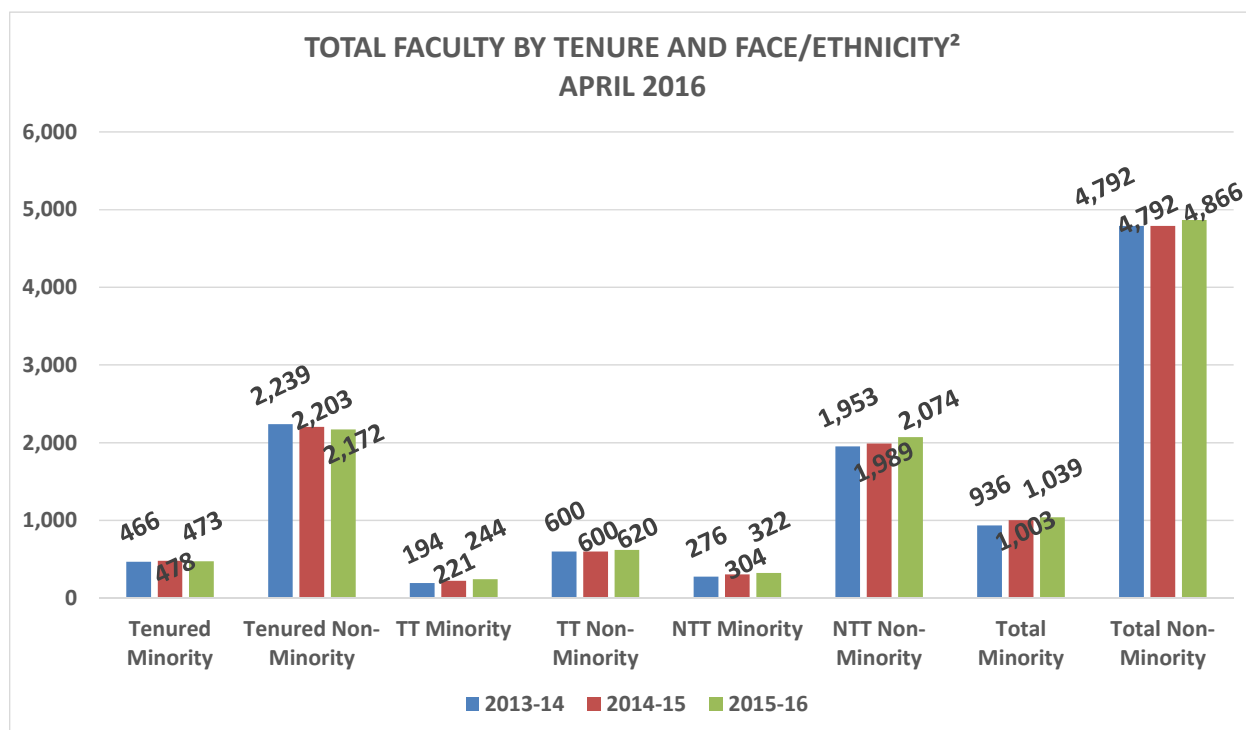
TABLE 4
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER
2015-2016

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	847 (54.2%)	354 (22.6%)	208 (13.3%)	155 (9.9%)	1,055 (67.5%)	509 (32.5%)	1,564
ISU	733 (52.7%)	287 (20.6%)	203 (14.6%)	167 (12.0%)	936 (67.1%)	454 (32.7%)	1,390
UNI	245 (44.1%)	178 (32.1%)	54 (9.7%)	78 (14.1%)	299 (53.9%)	256 (46.1%)	555
TOTAL	1,825 (52.0%)	819 (23.3%)	465 (13.3%)	400 (11.4%)	2,290 (65.3%)	1,219 (34.7%)	3,509

Tenure by race/ethnicity. In 2015-2016, the total number of minority faculty members at the Regent universities was 1,050, an increase of 47 (+4.7%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,855, an increase of 63 (+1.3%) from the prior year.

☛ The number of tenured minority faculty members was 473, a decrease of 5 (-1.0%); the number of tenure-track minority faculty members was 244, an increase of 23 (+10.4%); and the number of non-tenure-track minority faculty members was 333, an increase of 29 (+9.5%) from the prior year.

☛ The number of tenured non-minority faculty members was 2,172, a decrease of 31 (-1.4%); the number of tenure-track non-minority faculty members was 620, an increase of 20 (+3.3%) from the prior year; and the number of non-tenure-track non-minority faculty members was 2,063, an increase of 74 (+3.7%) from the prior year.



²Includes paid faculty only.

TABLE 5
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY
2014-2015

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	1,006 (31.9%)	195 (6.2%)	273 (8.7%)	90 (2.9%)	1,374 (43.6%)	215 (6.8%)	2,653 (84.1%)	500 (15.9%)	3,153
ISU	794 (40.3%)	226 (11.5%)	245 (12.4%)	125 (6.3%)	489 (24.8%)	93 (4.7%)	1,528 (77.5%)	444 (22.5%)	1,972
UNI	372 (47.7%)	52 (6.7%)	102 (13.1%)	29 (3.7%)	200 (25.6%)	25 (3.2%)	674 (86.4%)	106 (13.6%)	780
TOTAL	2,172 (36.8%)	473 (8.0%)	620 (10.5%)	244 (4.1%)	2,063 (34.9%)	333 (5.7%)	4,855 (82.2%)	1,050 (17.8%)	5,905

††† The number of tenure-eligible minority faculty members was 717, an increase of 18 (+2.6%) and the number of tenure-eligible non-minority faculty members was 2792, a decrease of 11 (-0.4%) from the prior year. Tenured minority faculty members represent 20.4% of the tenure-eligible faculty at the Regent universities.

TABLE 6
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY
2014-2015

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	1,006 (64.3%)	195 (12.5%)	273 (17.5%)	90 (5.7%)	1,279 (81.8%)	285 (18.2%)	1,564
ISU	794 (57.1%)	226 (16.3%)	245 (17.6%)	125 (9.0%)	1,039 (74.7%)	351 (25.3%)	1,390
UNI	372 (67.0%)	52 (9.4%)	102 (18.4%)	29 (5.2%)	474 (85.4%)	81 (14.6%)	555
TOTAL	2,172 (61.9%)	473 (13.5%)	620 (17.7%)	244 (6.9%)	2,792 (79.6%)	717 (20.4%)	3,509

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 University of Iowa and Iowa State University 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.

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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

Teaching is fundamental to the mission of the University; therefore, evaluation of teaching effectiveness is a critical part of the tenure decision. University policy states that only after a faculty member’s teaching has been determined to be effective should his or her scholarly and professional contributions be evaluated. Selected highlights of AY2014-15 efforts to evaluate instructional performance include: (1) “Assessing the Classroom Environment (ACE)” student evaluations; (2) Peer review of teaching; and (3) the Office of Assessment.

1. Methods used to evaluate teaching include assessments by students.

- ⇒ During the AY2013-14 fall and spring semesters, Evaluation and Examination Service (EES) processed 156,090 student opinion paper ACE forms administered in 7,163 classes. These numbers represent conservative estimates of the extent to which student input is solicited, since many units (e.g., Division of Continuing Education, College of Engineering) process their own evaluation instruments and obtain student views using other assessment tools. Faculty members receive the results of their students’ evaluations with safeguards to protect student confidentiality.
- ⇒ A new online student evaluation system, **ACE Online** was installed in Summer 2014 and piloted in December 2015. Ninety-five courses with 28 faculty/TAs participated in the pilot. ACE Online allows students to complete course evaluation forms on any computer or mobile device as opposed to a printed course evaluation form. Beginning in Spring 2016, paper evaluation forms will no longer be used. In addition to eliminating paper waste and expense, ACE Online is customizable, which makes changing questions easy for faculty. Its digital nature also provides immediate results that allow faculty to see how many students are responding in real time. It is anticipated that this tool will cost the university \$350,000. TIER@IOWA featured the migration of the College of Engineering as one of its success stories.⁷

All but three colleges will migrate to the new ACE Online system effective AY 15-16. The Carver College of Medicine uses its own evaluation system; the College of Pharmacy will use the ACE Online system for its undergraduate students but will use its own system for graduate and professional systems; and the College of Dentistry which piloted the ACE Online system but will explore a comprehensive system similar to the one used by the College of Pharmacy.

⁷ <http://tier.uiowa.edu/new-online-course-evaluation-tool-saves-departments-time-money>.

2. Peer Review of Teaching: The *Procedural Guidelines for Tenure and Promotion Decision-Making* instruct 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). The student and peer evaluations provide substantial information to help faculty members assess and improve their teaching and help senior faculty members and administrators make promotion and tenure decisions. The UI Center for Teaching is a key resource for teaching assessment and development. The Center offers group 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.
3. 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.

The Office of Assessment is a resource for faculty members and departments who want to demonstrate what students are learning in their programs, both to help maintain program excellence and to prioritize areas for program development. They consult with individual faculty on innovative projects, such as teaching innovations in TILE classrooms, interdisciplinary team-teaching and gateway courses that serve as prerequisites for numerous departments. The Office consults with department on strategies for collecting evidence of student learning and success, helps departments identify and access relevant institution-level data, and assists with analysis of assessment data. The Office also coordinates outcomes assessment in departments and collects campus-wide data on how students see their experiences at UI. The Office hosts a website which serves as a portal to resources on designing and learning from assessments and also links to a number of Institutional Reports and Campus Surveys.

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 2015-16 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 a cluster hire initiative to hire up to 100 new tenured and tenure-track faculty to join existing faculty in addressing significant societal challenges. Thus far, almost 60 new faculty have been hired in the following cluster areas: 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 by encouraging innovation, cross-disciplinary exchange of ideas, imaginative collaborations, and engagement with local and global communities. The Obermann Center provides four 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.
 - ⇒ Support for research collaborations, symposia, and working groups.
 - ⇒ Annual faculty-led institute and workshops to train graduate students across the university in best practices of public engagement.
 - ⇒ Public programming to build networks of artists, scholars, researchers, local citizens, and international colleagues in and beyond the University.
- ◇ *Academic and Professional Record.* The Academic and Professional Record (APR) project is a collaborative initiative of the Office of the Associate Provost for Faculty, Information Technology Services, and University colleges to capture and tell the story of faculty excellence on campus. The APR serves as an online portfolio of individual 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, determine merit increases, populate web profiles, and produce other administrative reports. In 2014, the Office of the Provost and ITS created the Faculty Administrative Applications Workgroup to provide central support for this and other projects, with a particular goal to migrate all of the individual collegiate databases into a single instrument called the APR-University tool. To date, five colleges have migrated their faculty activities data into the APR-U database; the current goal is to migrate all colleges into the APR-U database by July 2017.

††† 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 11 colleges, Central HR, and University Benefits. During the orientation, new faculty members participate in an informational resource fair and receive faculty development materials, including the “Getting Off to a Good Start at the University of Iowa” guide.
- ◇ Research/Scholarship. The Office of the Vice President for Research and Economic Development assists faculty in obtaining funding for their research and scholarly activities and supports Iowa economic development through tech transfer activities, small business assistance, and entrepreneurial training. OVR&ED facilitates institutional nominations, internal funding initiatives, and interdisciplinary research. In AY 2014-2015, the Office of the Vice President for Research & Economic Development sponsored faculty development programs for more than 1,900 participants. Programming included an annual orientation session for new faculty, grant writing workshops, science communication training sessions, Lunch and Learns with legislators, an informational session about NEH Summer Stipends, Team Science Workshops, Grant Resources for the Arts and Humanities, two Ideas and Intersections dinners on the topics of Privacy in the Digital Age and Epidemics, the Hawkeye Innovation Summit, and a presentation about working with Venture Capitalists.
- ◇ Faculty Productivity and Career Development. In AY 2014-2015, the Office of the Provost and the Chief Diversity Office renewed 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. The NCFDD offers numerous benefits to faculty, staff, postdoctoral scholars, and graduate 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 Office of Teaching, Learning and Technology (OTLT) was formed in 2014 to reorganize three separate instructional support units into one consolidated and revitalized unit. The OTLT offers professional development opportunities, including workshops and multi-day institutes open to anyone who teaches at the University, including graduate students, lecturers, adjunct faculty, and tenure-track faculty. OTLT supports the teaching and learning mission of the University by:
 - ⇒ Enhancing faculty and graduate student professional development related to teaching and learning;
 - ⇒ Collaborating with faculty to improve course instructional design and curriculum development;
 - ⇒ Developing and supporting teaching environments and student learning spaces;
 - ⇒ Conducting research to iteratively improve teaching, programs, and services;
 - ⇒ Providing enterprise-wide instructional technology solutions, including support for effective student and faculty assessment; and
 - ⇒ Supporting and encouraging faculty teaching innovations.

The OTLT promotes innovative and excellent teaching through many means, including showcasing excellent teaching through its The Extraordinary Teaching Project to showcase the rich array of pedagogies and teaching philosophies instructors incorporate into their teaching. The project uses online videos to highlight specific teaching strategies and inspire innovation. A recent video highlighted Art Bettis, Professor of Earth & Environmental Sciences, for his use of peer review of writing in large lecture courses to promote analysis, synthesis, and evaluation of course concepts and to engage with the process of scientific knowledge creation. Previous Extraordinary Teaching Project features have included: service-learning, engaging students online, blogging science in the university classroom, and group work strategies.

The OTLT supports the innovative use of technology in the classroom and offers an array of centrally supported instructional tools for individual instructors and groups, including departments, interest groups, and non-collegiate units involved in teaching and learning. Each year, the instructors are encouraged and recognized through the Innovations in Teaching with Technology Awards. The OTLT also offers technology support programs, including Student Instructional Technology Assistants (SITA) that pairs a student and instructor to work one-on-one on projects that enhance instruction with technology. The OTLT communicates its offerings and provides teaching tips to a wide campus audience through its online newsletter.

- ◇ The UI Center for Teaching is a unit of the OTLT that provides numerous resources to enhance instructional effectiveness on campus for faculty and graduate students. Some of the resources are “just in time” online resources on topics that include – Tips for New Teachers; Leading a Discussion; Syllabus Construction; Teaching Portfolios; Service Learning; and Dealing with Challenging Students. The Center also hosts workshops led by national and peer experts to enhance faculty teaching effectiveness and creativity across career stages. In AY 14-15, the Center launched a comprehensive program tailored to graduate teaching assistants and in AY15-16, it launched the Early Career Instructor Program, which is designed for instructors in their first three years of teaching at the University.

UI Center for Teaching programs provided in AY14-15 included courses in the following areas:

- ⇒ Teaching strategies for new instructors, including tips for new instructors, designing and leading good classroom discussions, creating a professional portfolio, writing assignments and assessment;
- ⇒ Professional development for teaching assistants and post-doctoral scholars (e.g., new TA orientation, micro-teaching, successful classroom management techniques, strengths-based leadership in the classroom, teaching tough texts, assessing student learning, facilitating lab and problem set sections, working with student writing, creating an inclusive classroom environment);
- ⇒ Facilitating engaged and effective learning (e.g., calibrated peer review, engaging students in e-texts, cultivating student motivation, game-based learning in higher education, students as creators, collaborators, and “consumers” of their education); and
- ⇒ Teaching with technology (e.g., digital media and the creation, use, and publication of texts, the digital divide and teaching, game-based learning, TILE labs program).

- ◇ *Service.* To carry out the University’s teaching, research, and service mission, faculty members are engaged in multiple forms of public, professional, and University service. This service enables the University to serve as a resource for the community and for the state of Iowa – for education, health care, culture, and economic development. In Spring 2013, the Office of the Provost established the Office of Outreach and Engagement to promote collaboration between faculty, staff, and students and community partners across the state. The Office of Outreach and Engagement houses six programs: Arts Share; Grant Wood Art Colony; Hawkeye Lunch and Learn; Iowa Initiative for Sustainable Communities; Resource Conservation and Development Partnership; and Theme Semester. Faculty are actively engaged in each of these programs, extending the reach of the University’s academic, cultural, and health care resources and enhancing economic development opportunities.

The **Iowa Initiative for Sustainable Communities (IISC)** is a campus-wide program that works to improve the sustainability and quality of life of communities across the state. In AY14-15, faculty and students worked with three communities: Decorah, Iowa City and Sioux City. IISC worked on 11 projects in each community, with a total of 33 projects completed by 275 students and 22 faculty advisors. Approximately 35,000-40,000 hours of work were completed by faculty and students throughout the year on these projects, with 41 different community partners in the three cities. Faculty across 11 different departments and colleges worked on these 33 projects, including: School of Urban and Regional Planning, College of Engineering (Civil and Environmental Engineering), School of Library and Information Science, College of Public Health, College of Business (Department of Marketing), School of Journalism and Mass Communication, School of Art and Art History, Department of Geographic and Sustainability Sciences, Department of Earth and Environmental Sciences, College of Law, and the Department of Statistics.

Thirty-eight faculty and staff participated in the May 2015 University of Iowa Engagement Tour and traveled to Atlantic, Fort Dodge, and Boone, 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 including community members, alumni, current and prospective students, representatives of educational agencies (both secondary and collegiate), health care professionals, area legislators, and members of the business community.

- ◇ *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 2014-2015. 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 70 department heads and chairs from CIC universities each year.
- ◇ *DEO Leadership Development.* The Office of the Provost partnered with the Organizational Effectiveness unit of University Human Resources to pilot a DEO Leadership Development Program in Spring 2015. The DEO Leadership Development Program is designed for departmental executive officers in their first two years of service as they transition to this key campus leadership role and is designed to be complementary to collegiate support for DEOs, as well as existing University programs, such as the CIC-DEO and CIC-Academic Leadership Programs. Competency-based content is delivered through small cohorts and tailored leadership coaching is provided to address individual needs and goals. Program topics include:
 - ⇒ Making the transition from faculty to DEO.
 - ⇒ Understanding and drawing upon personal leadership styles.
 - ⇒ Leading and managing departmental faculty and staff.
 - ⇒ Unit goal formation and attainment.
 - ⇒ Positioning the unit within the institution and external constituencies.

The Office of the Provost is working with a graduate students from the College of Education’s Higher Education and Student Affairs program to conduct an evaluation of the pilot program for internship credit. The feedback to date has been very positive and plans are in place to continue the program in AY16-17 with a new cohort of DEOs.

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 2014-2015, 63 faculty members were on professional development assignment which resulted in 622 “products or outcomes.” Specifically, the faculty produced or engaged in the following:

- ⇒ Journal Articles or Chapters (229) – published or accepted for publication (111); submitted, still under review (54); began or continued writing (64).
 - ⇒ Books or Monographs (40) – published or accepted for publication (9); submitted, still under review (4); began or continued writing (27).
 - ⇒ Grant applications (61) – funded (24); not funded (6); submitted, still under review (18); grants planned to submit (13).
 - ⇒ Course Materials (84) – developed new undergraduate course (15); developed new graduate course (8); revised existing undergraduate course (38); revised existing graduate course (23).
 - ⇒ Presentations, Performances, and Exhibits (149).
 - ⇒ Other (59).
- ◇ *AY 2015-2016 Professional Development Assignments.* During 2015-2016, 55 faculty members were or are on professional development assignments. This includes two faculty members who deferred their AY14-15 assignment until AY15-16, and two faculty members who deferred their assignment in AY15-16, and one who declined the assignment. A number of the faculty members were able to extend their assignments by obtaining external support. Proposals for 63 new professional development assignments were received for 2016-2017. In December 2015, the Board of Regents approved the request for 53 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 faculty members upon presentation of a satisfactory written proposal to their collegiate dean. During Summer 2015, 26 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 2011.⁸

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.

⁸ [http://opsmanual.uiowa.edu/human-resources/faculty/review-tenured-faculty members](http://opsmanual.uiowa.edu/human-resources/faculty/review-tenured-faculty%20members).

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 for a significant period of time below the expected standard of performance for the faculty member's unit.

To ensure full compliance with the policy, the Office of the Provost created reports to inform colleges of the faculty members who are due to receive a tenured faculty review in a given academic year and a college must enter all tenured faculty review (annual and five-year peer) into an online Faculty Review System by June 30 of each year.

In AY 2014-2016, 134 five-year tenured peer reviews were conducted. Of the five-year peer reviews that were due to be conducted (143), 10 colleges reported 100% of the reviews were conducted or deferred due to an allowable reason, such as serving in an administrative role, promotion review, or leave, and the Carver College of Medicine (CCOM) reported an 86% completion rate. The Office of the Provost will continue to work with the CCOM to ensure that all tenured faculty members receive a five-year review in a timely manner.

Non-Tenure Track Faculty Positions

While tenured and tenure-track faculty, with portfolios of teaching, scholarship, and service, remain the foundation of the faculty at the University, colleges also have the option to employ non-tenure-track faculty who provide specialized contributions in teaching, research, or service to the mission of the University. There are eight types of non-tenure-track faculty at the University. The qualifications and types of responsibilities of each type are listed below.

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 a semester to several years, and range from 0-100% effort. Lecturer appointments are 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 awarding 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 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). 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 processes for faculty evaluation. It emphasizes the interrelationships among teaching, research/creative activities, and extension/professional practice as mutually supportive endeavors. Faculty members must demonstrate excellence in scholarship (including scholarly contributions to teaching, research/creative activity, and/or extension/professional practice), perform effectively in all categories of responsibility, and engage in institutional service activities 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. A Faculty Senate/Provost task force reviewed the PRS in 2014, affirming its role in the faculty evaluation process. The task force proposed more consistency in format and content of the PRSs, and recommended that language about collegiality and professional behavior be added to each PRS in future revisions.

Faculty members are reviewed annually to evaluate performance with respect to their responsibilities and to determine goals for the coming year. These annual 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. In 2013, the Faculty Senate approved revisions to the annual performance evaluation policy to ensure more consistency in the process across units. The policy also established guidelines on the development and implementation of an action plan as a consequence 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 (VPR) 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 2015-2016 included the following:

- ☛ The Provost appointed four Faculty Fellows to lead faculty development efforts in the areas of Early career faculty, departmental leadership (Department Chairs), women and underrepresented faculty (through ADVANCE), and awards/recognition.
- ☛ An Effective Teaching Workshop for new faculty, both tenure-eligible and non-tenure eligible, was offered by CELT in August to assist faculty with the transition to ISU.
- ☛ A day-long New Faculty Orientation was held in mid-August to provide all new faculty with an introduction to university programs and resources with a particular emphasis on scholarship. In addition, for the first time, the Office of the Provost offered a similar New Faculty Orientation session in January for faculty hired and starting mid-year.
- ☛ 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. A Grants Hub in the Vice President's Office was established to help new faculty administer their first grants.
- ☛ The New Faculty Scholars Program, coordinated by the Provost's Office, CELT, and the Office of the Vice President for Research, is offered as a learning community for new faculty.
- ☛ Individual academic colleges offered career development workshops on advancing to promotion and tenure for both tenure-eligible and mid-career faculty.
- ☛ ADVANCE offers a workshop each semester for associate professors on effective strategies for building a case for promotion. In Fall 2015, a panel of associate deans led the discussion.

☛ The Emerging Leaders Academy (ELA) was offered in 2015-2016 to a cohort of 32 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 continue to 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 tenured faculty undergo a post-tenure review at least once every seven years.

The Post-Tenure Review Policy, approved in 2011 and revised in 2014, provides all tenured faculty with a formative peer evaluation of their accomplishments. The peer 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 required outcome that, when any aspect of performance is deemed “below expectations,” that the department chair with input from the peer review committee must develop an action plan for improvement. 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 2014-2015, 87 tenured faculty members were reviewed as a result of this policy; this represents 8.7% of all tenured faculty. Academic departments estimate that 67 additional reviews will have been concluded during 2015-2016.

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 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 input 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 monitors the percentage of teaching done by non-tenure-eligible faculty on an annual basis. Although the University follows AAUP guidelines which recommend that no more than 15% of total instruction be provided by non-tenure-eligible faculty, the Faculty Senate policy provides greater flexibility across departments.

In Fall 2015, there were 477 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 467 in Fall 2014. In addition to teaching, these term faculty members also plan and coordinate other educational programs, advise undergraduates, supervise practica and internships, provide clinical services, 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.

By now, several lecturers and clinicians have served multiple terms and have been evaluated for advancement to senior lecturer and senior clinician. Since implementation of the non-tenure-eligible policy offering the titles of senior lecturer and senior clinician, 153 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 2015-2017 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.

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 are required during the fall or spring semester of each academic year for all probationary, term, renewable term, and temporary faculty members. Tenured faculty members are required to conduct student assessments of teaching every two years during the fall or spring semester. The new student assessment instrument that was created by the provision of the 2013-2015 Master Agreement includes both summative and formative items. This means that faculty have access not only to feedback about their overall performance but also to feedback that will assist them to improve their teaching methods.

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 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 2015-16 academic year, 16 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, 33 faculty received summer research fellowships in 2015 for either four or eight weeks. During 2015-2016, 20 pre-tenure faculty applied for and received Provost-office grants of up to \$1,500 each to support research and creative activity.

Following the practice of the past several years, in Fall 2015, 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.

In addition to support of new faculty, all faculty were invited to participate in the Fall Faculty Workshop which hosted renowned pedagogical expert, Dr. Susan K. Wolcott, who presented sessions on teaching critical thinking skills in various classroom settings.

The Center for Excellence in Teaching and Learning (CETL) is in its third year of operation, led by Dr. Susan Hill, Director of the Center. Since August 2015, 450 faculty and graduate students have attended one or more 23 faculty development workshops and discussions sponsored or co-sponsored by the Center. Topics explored included developing multiple choice questions for critical thinking; what makes effective teaching; and strategies for productive class discussions. Twenty faculty members have taken advantage of a mid-term, formative evaluation program. Thirty probationary and tenured faculty are working toward their *Teach UNI* faculty teaching certificate, a program open designed by the Center and open to all UNI faculty who wish to develop, enhance and/or revitalize their teaching. Forty-five faculty, staff, and students have attended reading groups on such subjects as self-regulated learners, gender inequality in higher education, and teaching about privilege, power and difference. Continuing and consistent interest in the Center programs demonstrates the value of this faculty development program at UNI.

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.

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. Workshops associated with NCBI and sponsored by the Provost's Office are held regularly with the goal of having more campus community members participate in activities that foster inclusion and understanding.

In Fall 2016, a faculty fellow in the Provost's office continued the work that started the previous year with an African-American Affinity group for faculty and staff. In addition, the fellow began two other affinity groups – one for Hispanic faculty and staff, and one for Asian faculty and staff. Members of these groups provide a support system for each other through social occasions during the year. In addition, faculty search committee can offer candidates for faculty positions the opportunity to meet with members of these groups when they interview for positions on campus.

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 each fall 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). The dean and/or the Provost may conduct a review of a faculty member (Article 3, Section 3.5).

Definition of Non-Tenure-Track

The 2015-2017 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 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 at a time following a satisfactory performance evaluation by the Professional Assessment Committee and the University Administration.

- ☛ 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.