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ANNUAL GOVERNANCE REPORT ON FACULTY TENURE

Actions Requested: (1) Consider approval of tenure and promotion recommendations for the 2010-2011 academic year; and (2) Receive the annual governance report on faculty tenure for 2009-2010.

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 178 recommendations for tenure and promotion for the 2010-2011 academic year.

	2006-07	2007-08	2008-09	2009-10	2010-11
Total actions	225	205	185	209	178
Percent of actions to males	64%	60%	65%	67%	62%
Percent of actions to females	36%	40%	35%	33%	38%

The University of Iowa has a total of 94 promotion and tenure actions for the 2010-2011 academic year as compared to 106 actions in 2009-2010.

	FEMALE	MALE	TOTALS
Promotion with tenure	14	22	36
Promotion (already had tenure)	13	16	29
Promotion without tenure	16	11	27
Tenure without promotion	1	1	2
Totals	44	50	94

Iowa State University has a total of 61 promotion and tenure actions for the 2010-2011 academic year as compared to 71 in 2009-2010.

	FEMALE	MALE	TOTALS
Promotion with tenure	10	23	33
Promotion (already had tenure)	6	20	26
Promotion without tenure	0	0	0
Tenure without promotion	0	2	2
Totals	16	45	61

The University of Northern Iowa has a total of 23 promotion and tenure actions for the 2010-2011 academic year as compared to 32 in 2009-10.

	FEMALE	MALE	TOTALS
Promotion with tenure	7	7	14
Promotion (already had tenure)	0	8	8
Promotion without tenure	0	0	0
Tenure without promotion	1	0	1
Totals	8	15	23

Annual Report on Faculty Tenure – 2009-2010

Total faculty. In 2009-2010, the total number of faculty members at the Regent universities was 5,348², a decrease of 7 (-0.1%) from the prior year.

††† The number of tenured faculty was 2,762, an increase of 29 (+1.1%) from the prior year.

††† The number of tenure-track faculty was 857, an increase of 9 (+1.1%) from the prior year.

††† The number of non-tenure-track faculty was 1,729, a decrease of 45 (-2.5%) from the prior year.

**TABLE 1
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE
2008-2009 to 2009-2010**

	TENURED	TENURE-TRACK	NON-TEN.-TRK.	TOTAL
2008-2009				
SUI	1,283 (46.2%)	389 (14.0%)	1,104 (39.8%)	2,776
ISU	987 (57.3%)	327 (19.0%)	409 (23.7%)	1,723
UNI	463 (54.1%)	132 (15.4%)	261 (30.5%)	856
TOTAL	2,733 (51.1%)	848 (15.8%)	1,774 (33.1%)	5,355
2009-2010				
SUI	1,277 (45.7%)	402 (14.4%)	1,115 (39.9%)	2,794
ISU	1,018 (58.4%)	328 (18.8%)	398 (22.8%)	1,744
UNI	467 (57.6%)	127 (15.7%)	216 (26.7%)	810
TOTAL	2,762 (51.7%)	857 (16.0%)	1,729 (32.3%)	5,348

Tenure-eligible faculty. In 2009-2010, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) increased by 37 (+1.0%) 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
2008-09 to 2009-10**

	TENURED	TENURE-TRACK	TOTAL
2008-2009			
SUI	1,283 (76.7%)	389 (23.3%)	1,672
ISU	987 (75.1%)	327 (24.9%)	1,314
UNI	463 (77.8%)	132 (22.2%)	595
TOTAL	2,733 (76.3%)	848 (23.7%)	3,582
2009-2010			
SUI	1,277 (76.1%)	402 (23.9%)	1,679
ISU	1,018 (75.6%)	328 (24.4%)	1,346
UNI	467 (78.6%)	127 (21.4%)	594
TOTAL	2,762 (76.3%)	857 (23.7%)	3,619

² In 2009-2010, the total number of faculty at the three universities was 7,539 and included 2,191 clinical or adjunct faculty members at SUI who did not receive a salary.

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.”
- ### In 2009-2010, 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 74 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 42 out of 63 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 35 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.

Comparison to peer institutions. The data from the 2008-2009 AAUP Faculty Compensation Survey³ for full-time faculty on a 9-10 month contract indicate that:

- ### At SUI, the tenure rate⁴ is 65.5%. At its peer institutions, the tenure rate range is 54.1% - 77.5%; the median is 64.6%.
- ### At UNI, the tenure rate is 75.7%. At its peer institutions, the tenure rate range is 57.8% - 69.7%; the median is 66.4%.

Tenure trends.

- ### The number of total faculty has increased every year for the past eight years.
- ### During the past ten years, the average number of tenured faculty is 2,755 with a low of 2,728 (2004-2005 & 2006-2007) and a high of 2,826 (2000-2001). There has been an increase every year during the last three years.
- ### During the past ten years, the average number of tenure-track faculty is 883 with a low of 801 (2007-2008) and a high of 939 (2003-2004). There has been an increase every year during the last two years.
- ### The number of tenure-eligible minority faculty members is at an all-time high (614) with yearly increases since 2002-03.
- ### The number of tenure-eligible female faculty members is at an all-time high (1,155). Although there have been yearly fluctuations, there have been increases during the past two years.

³ The data do not include medical school faculty or librarians.

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

- ### 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 (151) increased from the prior year; this represents approximately 73% of the total number of departments at the Regent universities.
- ### The total number of non-tenure track faculty increased again this year for the tenth straight year; it is the highest number (3,920) 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 2,191 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.”

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

Tenure by gender. In 2009-2010, the total number of female faculty members at the Regent universities was 2,026, an increase of 36 (+1.8%) from the prior year. The total number of male faculty members at the Regent universities was 3,322, a decrease of 43 (-1.3%) from the prior year.

- ### The number of tenured female faculty members was 790, an increase of 19 (+2.5%); the number of tenure-track female faculty members was 365, an increase of 23 (+6.7%); and the number of non-tenure-track female faculty members was 871, a decrease of 6 (-0.7%) from the prior year.
- ### The number of tenured male faculty members was 1,972, an increase of 10 (+0.5%); the number of tenure-track male faculty members was 492, a decrease of 14 (-2.8%); and the number of non-tenure-track male faculty members was 858, a decrease of 39 (-4.3%) from the prior year.

TABLE 3
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER
2009-2010

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	933 (33.4%)	344 (12.3%)	233 (8.3%)	169 (6.1%)	593 (21.2%)	522 (18.7%)	1,759 (63.0%)	1,035 (37.0%)	2,794
ISU	757 (43.4%)	261 (15.0%)	200 (11.5%)	128 (7.3%)	175 (10.0%)	223 (12.8%)	1,132 (64.9%)	612 (35.1%)	1,744
UNI	282 (34.8%)	185 (22.8%)	59 (7.3%)	68 (8.4%)	90 (11.1%)	126 (15.6%)	431 (53.2%)	379 (46.8%)	810
TOTAL	1,972 (36.9%)	790 (14.8%)	492 (9.2%)	365 (6.8%)	858 (16.0%)	871 (16.3%)	3,322 (62.1%)	2,026 (37.9%)	5,348

The number of tenure-eligible male faculty members was 2,464, a decrease of 4 (-0.2%) and the number of tenure-eligible female faculty members was 1,155, an increase of 42 (+3.8%) from the prior year. Tenured female faculty members represent 21.8% of the tenure-eligible faculty at the Regent universities.

TABLE 4
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER
2009-2010

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	933 (55.6%)	344 (20.5%)	233 (13.9%)	169 (10.1%)	1,166 (69.4%)	513 (30.6%)	1,679
ISU	757 (56.2%)	261 (19.4%)	200 (14.9%)	128 (9.5%)	957 (71.1%)	389 (28.9%)	1,346
UNI	282 (47.5%)	185 (31.1%)	59 (9.9%)	68 (11.4%)	341 (57.4%)	253 (42.6%)	594
TOTAL	1,972 (54.5%)	790 (21.8%)	492 (13.6%)	365 (10.1%)	2,464 (68.1%)	1,155 (31.9%)	3,619

Tenure by race/ethnicity. In 2009-2010, the total number of minority faculty members at the Regent universities was 801, an increase of 11 (+1.4%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,547, a decrease of 18 (-0.4%) from the prior year.

The number of tenured minority faculty members was 397, an increase of 9 (+2.3%); the number of tenure-track minority faculty members was 217, a decrease of 3 (-1.4%); and the number of non-tenure-track minorities was 187, an increase of 5 (+2.7%) from the prior year.

The number of tenured non-minority faculty members was 2,365, an increase of 20 (+0.9%); the number of tenure-track non-minority faculty members was 640, an increase of 12 (+1.9%); and the number of non-tenure-track non-minority faculty members was 1,542, a decrease of 50 (-3.1%) from the prior year.

TABLE 5
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY
2009-2010

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	1,112 (39.8%)	165 (5.9%)	303 (10.8%)	99 (3.5%)	1,000 (35.8%)	115 (4.1%)	2,415 (86.4%)	379 (13.6%)	2,794
ISU	835 (47.9%)	183 (10.5%)	236 (13.5%)	92 (5.3%)	345 (19.8%)	53 (3.0%)	1,416 (81.2%)	328 (18.8%)	1,744
UNI	418 (51.6%)	49 (6.0%)	101 (12.5%)	26 (3.2%)	197 (24.3%)	19 (2.3%)	716 (88.4%)	94 (11.6%)	810
TOTAL	2,365 (44.2%)	397 (7.4%)	640 (12.0%)	217 (4.1%)	1,542 (28.8%)	187 (3.5%)	4,547 (85.0%)	801 (15.0%)	5,348

¶¶ The number of tenure-eligible minority faculty members was 614, an increase of 6 (+1.0%) and the number of tenure-eligible non-minority faculty members was 3,005, an increase of 32 (+1.1%) from the prior year. Tenured minority faculty members represent 11.0% of the tenure-eligible faculty at the Regent universities.

TABLE 6
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY
2009-2010

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	1,112 (66.2%)	165 (9.8%)	303 (18.0%)	99 (5.9%)	1,415 (84.3%)	264 (15.7%)	1,679
ISU	835 (62.0%)	183 (13.6%)	236 (17.5%)	92 (6.8%)	1,071 (79.6%)	275 (20.4%)	1,346
UNI	418 (70.4%)	49 (8.2%)	101 (17.0%)	26 (4.4%)	519 (87.4%)	75 (12.6%)	594
TOTAL	2,365 (65.3%)	397 (11.0%)	640 (17.7%)	217 (6.0%)	3,005 (83.0%)	614 (17.0%)	3,619

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.

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.

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), although many departments and colleges have developed their own instruments. During the 2008-2009 fall and spring semesters, EES processed 161,731 student opinion forms administered in 7,460 classes. Students are also given the opportunity to write comments on the EES forms. Faculty members can use the results of their students' evaluations to improve their teaching. The identity of students is kept confidential.

The Procedural Guidelines for Tenure and Promotion Decision-Making require colleges to develop processes for peer review of faculty teaching. Colleges require peer evaluation of classroom teaching by senior faculty members and a thorough review of course materials. College guidelines for peer review of teaching are tailored to the different types of teaching in the college, including large classroom, small seminar or laboratory teaching, and clinical teaching. The student and peer evaluations provide substantial information to help faculty members improve their teaching and help senior faculty members and administrators to make promotion and tenure decisions. An important resource for faculty seeking to improve their teaching is the Center for Teaching which offers group workshops, individual assessments and assistance, and other learning opportunities for faculty members, teaching assistants, and others on campus. Faculty members are also evaluated extensively and systematically regarding their scholarship and service contributions.

Faculty Vitality

The Office of the Provost supports faculty excellence and vitality through its faculty development program and resources. This effort has particularly focused on programs for new and early career faculty, as well as for department executive officers (DEOs). The faculty development goals for 2009-2010 included (1) developing faculty-led learning communities; (2) improving faculty recruitment and retention efforts; and (3) collaborating with other campus offices and units to promote faculty success.

In 2009-2010, the following progress occurred in addressing the faculty development goals.

Developing faculty-led learning communities.

- ◇ Write-on site groups – three junior faculty writing communities met weekly to support junior faculty in maintaining productive writing habits.
- ◇ Tips of the trade – senior faculty members led a monthly discussion group with junior faculty members to share advice on writing/research.
- ◇ DEO First Friday discussion groups – a monthly DEO-led group discussed different topics important to effect departmental leadership using the book, *The College Administrator's Survival Guide* (Gunsalus, 2006).
- ◇ The Center for Teaching provided numerous learning opportunities to enhance faculty vitality and promote faculty leadership.

Improving faculty recruitment and retention.

- ◇ In Spring 2010, the Office of the Provost was reorganized to combine faculty human resources and faculty development functions to facilitate greater communication across functions and strengthen the Office's ability to support faculty and administrators in recruiting, retaining, and supporting faculty.
- ◇ The Office of the Provost participated in several initiatives to enhance campus climate, including (1) coordination of the presidential mandate to train staff and faculty members in the University's sexual harassment policy and procedures (98% of staff and faculty have completed the training); (2) coordination of a brown-bag series to enhance instructors' abilities to address issues of diversity in the classroom; and (3) participation in a University-wide Task Force on Outreach and Engagement to encourage civic engagement by faculty members.
- ◇ The Office of Equal Opportunity and Diversity developed a series of resources titled "Best Practices for Identifying and Recruiting Diverse Faculty." The Office of the Provost provided input into the development of the materials and assisted with their distribution.
- ◇ The Office of the Provost supported several faculty networking opportunities, including an end-of-semester reception, new faculty welcome reception and dinner, and presented seminars at several campus and community events, including the annual Women Faculty in the Health Sciences and Engineering Development Conference and the annual Symposium on Promotion and Tenure to Associate Professor.

Collaborations with other campus offices and units.

- ◇ The Office of the Provost's Faculty Development Program coordinated and distributed a calendar of campus-wide programs available to faculty. The calendar includes workshops offered by the Office of the Provost, Office of the Vice-President for Research, Center for Teaching, ITS-Instructional Services, University of Iowa Human Resources, Office of the Ombudsperson, and University Foundation. Feedback is positive for this one-stop approach to informing the campus about workshop opportunities.
- ◇ The Office of the Provost coordinated the 2009 New Faculty Orientation, in collaboration with the colleges, Central Human Resources, and University Benefits.

- ◆ The Office of the Provost draws on local expertise in faculty development programs and intends to make better use of campus talent by developing a resource pool of faculty members who can offer their expertise to the faculty development efforts.

The faculty development goals for 2010-2011 will build upon existing programs and will focus on (1) more actively engaging faculty members in planning the faculty development programs, e.g., solicit input through surveys, focus groups, faculty reflection groups, and Faculty Development Advisory Council; (2) developing programs and resources that address the challenges, opportunities, and expectations of mid-career faculty; and (3) strengthening the DEO program by benchmarking best practices programs, using focus groups to provide feedback about program offerings, and launching a comprehensive workshop series in Fall 2010.

The SUI Faculty Development Awards Program provides opportunities for faculty to pursue programs of research, improvement-of-instruction projects, and other activities related to professional development. In 2008-2009, 86 faculty members were on developmental assignment which resulted in 899 “products or outcomes,” including books or monographs, grant applications, and presentations/performances.

During 2009-2010, approximately 82 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 88 new developmental assignments were received for 2010-2011. In December 2009, the Board approved a request for 52 developmental assignments. This included 16 faculty members with continuing Faculty or Global Scholar Awards received in 2008-2009 or 2009-2010.

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 2009, 39 faculty pursued research and instructional development efforts through this program. These fellowships increase the intellectual vitality of the faculty and enhance the teaching and research programs of the University.

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 plan is to include (1) selection of the peer review committee; (2) committee procedures and timelines; (3) materials to be reviewed; (4) distribution and use of the committee’s written report; and (5) mechanisms for the faculty member to respond.”

The policy permits variations in how faculty members allocate their time among teaching, research, and service to maximize their effectiveness and better achieve unit goals and the University's mission. The University also has a review process for tenured associate professors. To supplement these policies, each college has developed a review schedule, a list of required materials for the review, and specific procedures, as well as guidelines, for how the committee's recommendations are communicated and mechanisms for faculty members under review to respond. The review of the faculty works in tandem with faculty development programs and the post-tenure effort allocation policy implemented in 1997 to enhance faculty vitality. By Spring 2010, 85% of all eligible tenured faculty had been reviewed within the designated time period.

Non-Tenure Track Faculty Positions

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

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. 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 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 in the form of service on doctoral committees with the approval of the Graduate College.

Adjunct. Adjunct faculty members hold another position as their primary employment, which may be a University staff position or in the surrounding community. They typically have areas of expertise that are insufficiently represented on the faculty and generally 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 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 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 sabbatical from their home institution. Their functions span a wide range depending upon the individual's areas of expertise, and usually include teaching and 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. These faculty 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 foreign 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 areas of responsibility, and (4) positive evaluation of performance resulting in the award of tenure. The awarding of tenure requires an affirmative decision, based upon an explicit judgment of qualifications resulting from continuous evaluation of the faculty member during the probationary period in light of the applicable criteria. After 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. 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. These policies are reviewed annually by a joint Faculty Senate/Executive Vice-President and Provost task force.

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 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, extension/professional practice, and institutional service, 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.

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 2008-2009, 102 tenured faculty members were reviewed per this policy; this represents 10.3% of all tenured faculty. During 2009-2010, 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 useful for tenured faculty overall, but many department chairs report a desire to develop a meaningful way to reward quality performance, and to sanction less-acceptable performance. A Faculty Senate task force is reviewing the current policy and a proposal for policy revision will likely be reviewed during the 2010-2011 academic year. The current budget situation has allowed faculty and administrators to see a strong post-tenure review as a good way to manage scarce resources.

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 annually monitors the percentage of teaching done by non-tenure-eligible faculty. A Faculty Senate task force studied the percent of teaching done by non-tenure-eligible faculty and a report was issued in late Spring 2009. A Faculty Senate task force is currently reviewing salary data for non-tenure-eligible faculty.

Following Board approval in 2008, ISU implemented the new titles of research professor, research associate professor, and research assistant professor. The new non-tenure-eligible 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 such term 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 non-tenure-eligible 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.

In Fall 2009, there were 322 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 329 in Fall 2008. 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, 86 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.

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 2009-2011 Master Agreement and tenure policies and procedures are specified in Appendix F. The criteria for promotion to associate professor are identical to the criteria for tenure. 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 and service will only be considered after a positive judgment is made about teaching.

Because academic disciplines vary widely in determining the specifics of accomplishment in teaching, scholarship, and service, each academic department is expected to develop its own specific criteria for tenure and promotion evaluations. In 2008, the former Interim Provost convened a committee to review the departmental criteria to judge scholarly and creative work in the tenure process. The committee included a faculty member from each college, a department head, dean, and member of United Faculty. The Committee issued two reports; one on the tenure and promotion criteria for scholarly/creative work and one on the tenure and promotion criteria for service. The committee recommended that each department review and revise the criteria being used to evaluate teaching, scholarship/creative activities, and service. This work is currently underway. The expected outcome will be clearer, more consistent criteria across all departments and colleges.

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 their department head. The college dean and the Provost review the files and the evaluations of the PAC and department head in making their own judgments about faculty performance. Departmental PACs develop their own procedures for evaluating teaching but generally include review of teaching materials, classroom observation, and review of student assessments of teaching. Tenured faculty members who apply for promotion in rank are also evaluated by the PAC.

Student assessments of teaching for probationary, term, and full-time temporary faculty members are conducted in all courses during each spring semester. Tenured faculty members are required to conduct student assessments of teaching every three years during the spring semester. The student assessment instrument measures student satisfaction with a faculty member's instruction and an evaluation of a faculty member's effectiveness.

In addition to annual and tenure and promotion reviews, each faculty member's teaching performance is evaluated annually for purposes of awarding merit pay.

Faculty Vitality

An engaged, active, and renewed faculty is essential to effective teaching and productive scholarship and service. Faculty members have a variety of opportunities available that help maintain vitality, including Professional Development Assignments (PDAs), summer research fellowships, support for travel to professional conferences, and faculty development activities. This year, 20 faculty members received professional development assignments for a semester or academic year to pursue scholarly and creative projects. Under the terms of the Master Agreement, at least 27 eight-week summer research fellowships will be funded. At least \$352,287 will be expended to support faculty participation in professional conferences. A portion of ARRA funds has been devoted to providing professional development of faculty members in the area of technology enhancement of their teaching, including supporting faculty members in their efforts to develop and design wholly online course offerings. Programs have included faculty pilot programs for integration of lecture capture technology and conferencing software, weeklong workshops to assist faculty in making effective use of learning management systems, and a two-week summer session focusing on development of pedagogical and technical skills for online course delivery. Although budgetary limitations have prevented the revival of the Center for Teaching and Learning, college-level faculty development efforts include mentoring programs, reading groups, and research symposia. Plans are underway for university-wide faculty development efforts, including diversity training, under the direction of the new associate provost for faculty affairs.

Post-Tenure Review

Under the evaluation provisions of Article Three of the Master Agreement, there are three mechanisms for post-tenure review of faculty members. First, a tenured assistant or associate professor may apply for a promotion review 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 work load. Department heads distribute evaluation standards each fall and in the spring faculty members receive evaluation letters explaining how they were evaluated using the departmental standards. Third, department heads may conduct other evaluations, including collection and review of student assessment data for any and all semesters and an assessment by the departmental PAC. This spring, the Provost and Associate Provost for Faculty Affairs met with the college deans to begin development of a procedure for utilizing the "other evaluations" provision of the Master Agreement for a systematic and comprehensive post-tenure review.

Definition of Non-Tenure-Track

The Master Agreement with UNI-United Faculty recognizes three types of non-tenure-track appointments, including:

- ### 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 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, which carry an initial term of two years, are a new category of faculty appointment added to the 2009-2011 Master Agreement. These appointments are only made at the instructor rank. 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. Subsequent appointments are for one year but assuming the individual is appropriately evaluated each year, renewal contracts can be issued indefinitely.

- ### Clinical appointments. In addition to the above, the 2009-2011 Master Agreement created a new category of non-tenure-eligible faculty. Faculty members on clinical appointments contribute to the teaching, service, and/or outreach missions of the University through clinical teaching, supervision or direction. Clinical faculty may be part-time, term or renewable term appointments and may only be appointed in Communication Sciences and Disorders; Health, Physical Education and Leisure Services; Curriculum and Instruction; and Social Work. Clinical faculty appointments cannot be made in cases where the individual faculty member is expected to be engaged primarily in traditional classroom instruction.