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ANNUAL GOVERNANCE REPORT ON FACULTY TENURE

Actions Requested: (1) Consider approval of tenure and promotion recommendations for the 2012-2013 academic year; and (2) Receive the annual governance report on faculty tenure for 2011-2012.

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 195 recommendations for tenure and promotion for the 2012-2013 academic year.

	2008-09	2009-10	2010-11	2011-12	2012-13
Total actions	185	209	178	206	195
Percent of actions to males	65%	67%	62%	63%	62%
Percent of actions to females	35%	33%	38%	37%	38%

The University of Iowa has a total of 100 promotion and tenure actions for the 2012-2013 academic year as compared to 99 actions in 2011-2012.

	FEMALE	MALE	TOTALS
Promotion with tenure	16	25	41
Promotion (already had tenure)	9	20	29
Promotion without tenure	10	20	30
Tenure without promotion	0	0	0
Totals	35	65	100

Iowa State University has a total of 68 promotion and tenure actions for the 2012-2013 academic year as compared to 72 in 2011-2012.

	FEMALE	MALE	TOTALS
Promotion with tenure	16	23	39
Promotion (already had tenure)	7	22	29
Promotion without tenure	0	0	0
Tenure without promotion	0	0	0
Totals	23	45	68

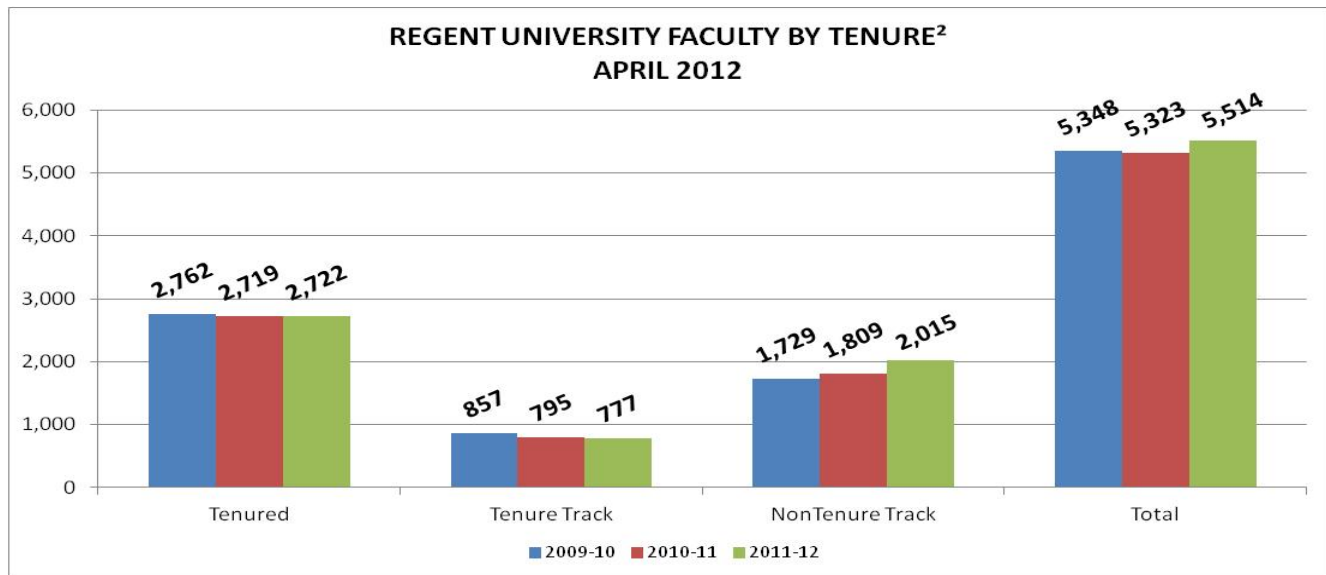
The University of Northern Iowa has a total of 27 promotion and tenure actions for the 2012-2013 academic year as compared to 35 in 2011-2012.

	FEMALE	MALE	TOTALS
Promotion with tenure	7	8	15
Promotion (already had tenure)	10	1	11
Promotion without tenure	0	0	0
Tenure without promotion	0	1	1
Totals	17	10	27

Annual Report on Faculty Tenure – 2011-2012

Total faculty. In 2011-2012, the total number of faculty members at the Regent universities was 5,514², an increase of 191 (+3.6%) from the prior year.

- ††† The number of tenured faculty was 2,722, an increase of 3 (+0.1%) from the prior year.
- ††† The number of tenure-track faculty was 777, a decrease of 18 (-2.3%) from the prior year.
- ††† The number of non-tenure-track faculty was 2,015, an increase of 206 (+11.4%) from the prior year.



**TABLE 1
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE
2009-2010 to 2011-2012**

	TENURED	TENURE-TRACK	NON-TEN.-TRK.	TOTAL
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
2010-2011				
SUI	1,248 (45.2%)	373 (13.5%)	1,143 (41.3%)	2,764
ISU	1,008 (58.1%)	300 (17.3%)	427 (24.6%)	1,735
UNI	463 (56.2%)	122 (14.8%)	239 (29.0%)	824
TOTAL	2,719 (51.1%)	795 (14.9%)	1,809 (34.0%)	5,323
2011-2012				
SUI	1,249 (42.8%)	364 (12.5%)	1,305 (44.7%)	2,919
ISU	1,007 (57.1%)	286 (16.2%)	470 (26.7%)	1,763
UNI	466 (56.0%)	127 (15.3%)	239 (28.7%)	832
TOTAL	2,722 (49.4%)	777 (14.1%)	2,015 (36.5%)	5,514

² In 2011-2012, the total number of faculty at the three universities was 7,829 and included 2,315 clinical or adjunct faculty members at SUI who did not receive a salary.

Tenure-eligible faculty. In 2011-2012, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) was 3,499, a decrease of 15 (-0.4%) from the prior year. More than 77% of the tenure-eligible faculty at the Regent universities is tenured.

TABLE 2
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE
2009-2010 to 2011-2012

	TENURED	TENURE-TRACK	TOTAL
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
2010-2011			
SUI	1,248 (77.0%)	373 (23.0%)	1,621
ISU	1,008 (77.1%)	300 (22.9%)	1,308
UNI	463 (79.1%)	122 (20.9%)	585
TOTAL	2,719 (77.4%)	795 (22.6%)	3,514
2011-2012			
SUI	1,249 (77.4%)	364 (22.6%)	1,613
ISU	1,007 (77.9%)	286 (22.1%)	1,293
UNI	466 (78.6%)	127 (21.4%)	593
TOTAL	2,722 (77.8%)	777 (22.2%)	3,499

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* 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 2011-2012, 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 75 out of 108 (69.4%) departments and in nine of 12 Colleges (75%) - Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Pharmacy, and Public Health.

◆ At ISU, at least 70% of the tenure-eligible faculty is tenured in 47 out of 63 (74.6%) departments and in six of seven Colleges (86%) - Agriculture and Life Sciences, Design, Engineering, Human Sciences, Liberal Arts and Sciences, Veterinary Medicine, as well as the Library.

◆ At UNI, at least 70% of the tenure-eligible faculty is tenured in 31 out of 38 (81.6%) departments and in all of the Colleges (100%) - Business Administration; Education; Humanities, Arts, and Sciences; Social and Behavioral Sciences; as well as the Library.

Comparison to peer institutions. The data from the 2010-2011 AAUP Faculty Compensation Survey³ for full-time faculty on a 9-10 month contract indicate that:

- ### At SUI, the tenure rate⁴ is 64.3%. At its peer institutions, the tenure rate range is 57.0% - 78.3%; the median is 65.7% and the mean is 66.2%.
- ### At ISU, the tenure rate is 64.2%. At its peer institutions, the tenure rate range is 54.3% - 75.4%; the median is 65.6% and the mean is 65.4%.
- ### At UNI, the tenure rate is 77.3%. At its peer institutions, the tenure rate range is 60.8% - 73.3%; the median is 67.5% and the mean is 67.9%.

Tenure trends.

- ### The number of grand total faculty has increased every year for the past ten years.
- ### During the past ten years, the average number of tenured faculty was 2,735 with a low of 2,719 (2010-2011) and a high of 2,762 (2009-2010). The median during the 10 year period was 2,731.
- ### During the past ten years, the average number of tenure-track faculty was 857 with a low of 777 (2011-2012) and a high of 939 (2003-2004). The median was 853. The lowest number of tenure-track faculty during the past 13 years occurred in 2011-2012.
- ### This is the first year of a decrease in the number of tenure-eligible minority faculty members since 2002-2003. The average number of tenure-eligible minority faculty was 570 during the past ten years.
- ### There was an increase of 24 (+2.1%) in the number of tenure-eligible female faculty members. The average number of tenure-eligible female faculty was 1,099 during the past ten years. The number of tenure-eligible female faculty members is at an all time high in 2011-2012.
- ### 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 (153) 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 12th straight year; it is the highest number (4,330)⁵ 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 2,315 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 priority of “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

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.

⁵ 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 at the recommendation of the universities.

Tenure by gender. In 2011-2012, the total number of female faculty members at the Regent universities was 2,184, an increase of 134 (+6.5%) from the prior year. The total number of male faculty members at the Regent universities was 3,330, an increase of 57 (+1.7%) from the prior year.

- ☛ The number of tenured female faculty members was 798, an increase of 7 (+0.9%); the number of tenure-track female faculty members was 359, an increase of 17 (+5.0%); and the number of non-tenure-track female faculty members was 1,027, an increase of 110 (+12.0%) from the prior year.
- ☛ The number of tenured male faculty members was 1,924, a decrease of 4 (-0.2%); the number of tenure-track male faculty members was 418, a decrease of 35 (-7.7%); and the number of non-tenure-track male faculty members was 988, an increase of 96 (+10.8%) from the prior year.

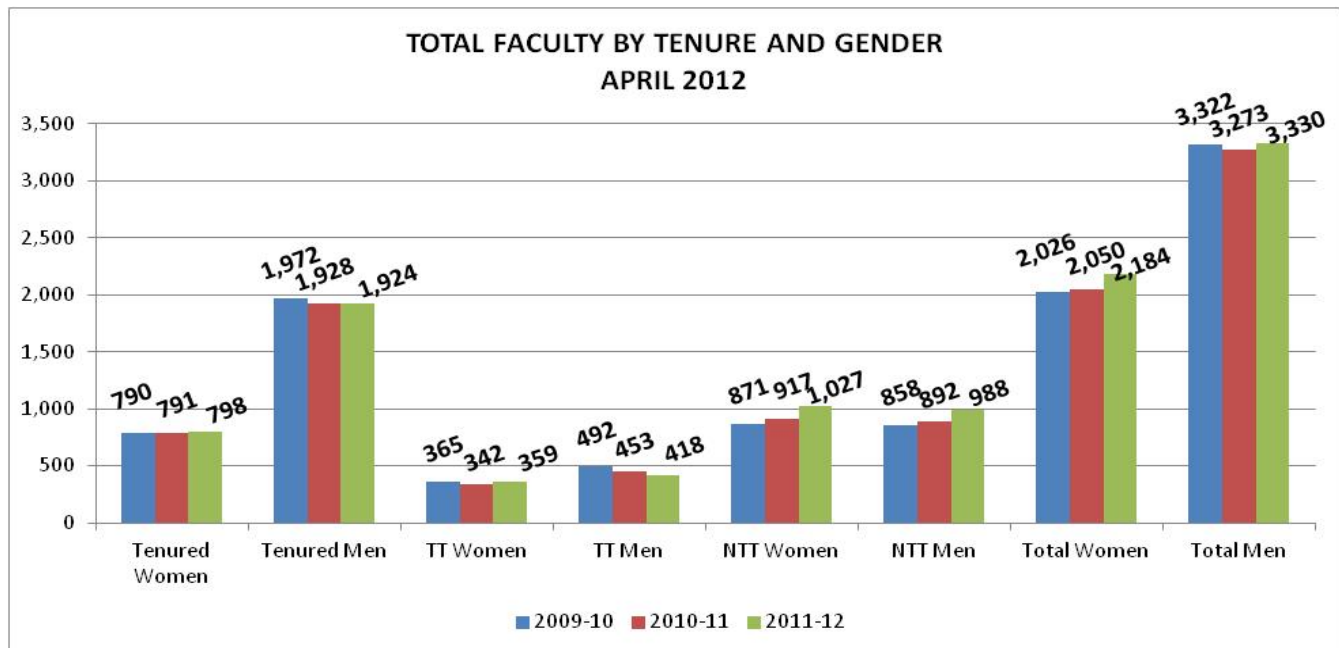


TABLE 3
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER
2011-2012

	TENURED		TENURE-TRACK		NON-TEN-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	897 (30.7%)	352 (12.1%)	192 (6.6%)	172 (5.9%)	688 (23.5%)	618 (21.2%)	1,777 (60.9%)	1,142 (39.1%)	2,919
ISU	742 (42.1%)	265 (15.0%)	170 (9.6%)	116 (6.6%)	199 (11.3%)	271 (15.4%)	1,111 (63.0%)	652 (37.0%)	1,763
UNI	285 (34.3%)	181 (21.8%)	56 (6.7%)	71 (8.5%)	101 (12.1%)	138 (16.6%)	442 (53.1%)	390 (46.9%)	832
TOTAL	1,924 (34.9%)	798 (14.5%)	418 (7.6%)	359 (6.5%)	988 (17.9%)	1,027 (18.6%)	3,330 (60.4%)	2,184 (39.6%)	5,514

††† The number of tenure-eligible male faculty members was 2,342, a decrease of 39 (-1.6%) and the number of tenure-eligible female faculty members was 1,157, an increase of 24 (+2.1%) from the prior year. Tenured female faculty members represent 22.8% of the tenure-eligible faculty at the Regent universities.

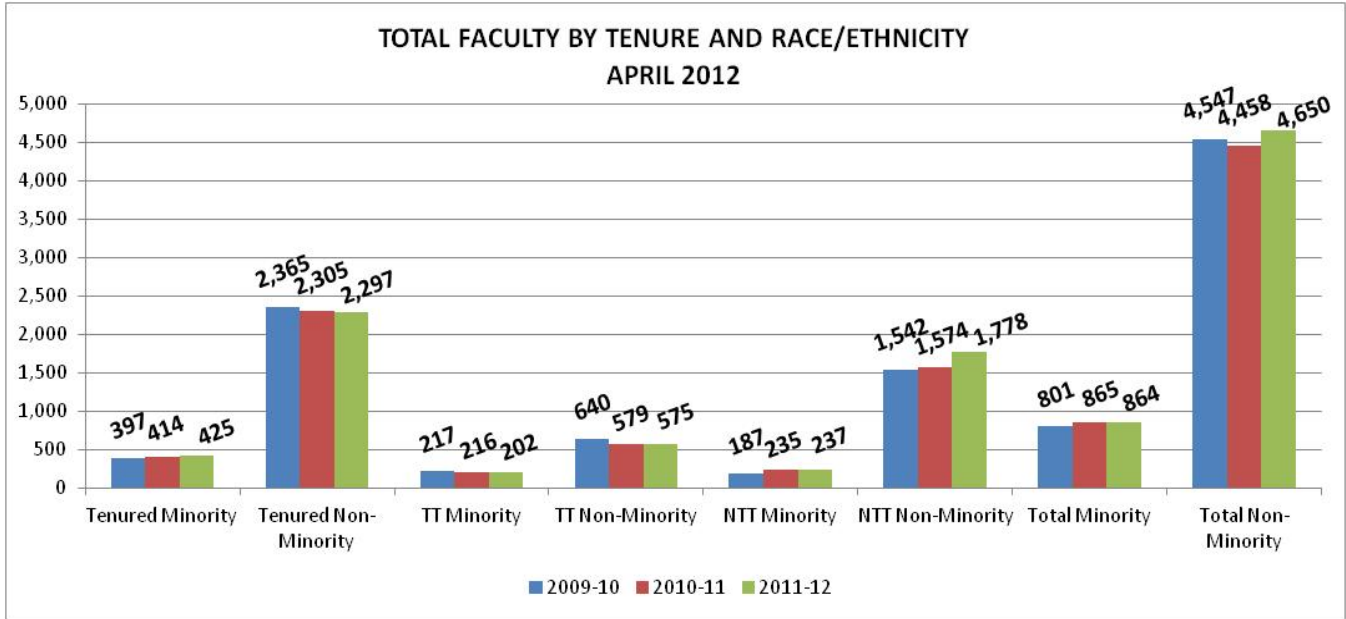
TABLE 4
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER
2011-2012

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	897 (55.6%)	352 (21.8%)	192 (11.9%)	172 (10.7%)	1,089 (67.5%)	524 (32.5%)	1,613
ISU	742 (57.4%)	265 (20.5%)	170 (13.1%)	116 (9.0%)	912 (70.5%)	381 (29.5%)	1,293
UNI	285 (48.1%)	181 (30.5%)	56 (9.4%)	71 (12.0%)	341 (57.5%)	252 (42.5%)	593
TOTAL	1,924 (55.0%)	798 (22.8%)	418 (11.9%)	359 (10.3%)	2,342 (66.9%)	1,157 (33.1%)	3,499

Tenure by race/ethnicity. In 2011-2012, the total number of minority faculty members at the Regent universities was 864, a decrease of 1 (-0.1%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,650, an increase of 192 (+4.3%) from the prior year.

††† The number of tenured minority faculty members was 425, an increase of 11 (+2.7%); the number of tenure-track minority faculty members was 202, a decrease of 14 (-6.5%); and the number of non-tenure-track minority faculty members was 237, an increase of 2 (+0.9%) from the prior year.

††† The number of tenured non-minority faculty members was 2,297, a decrease of 8 (-0.3%); the number of tenure-track non-minority faculty members was 575, a decrease of 4 (-0.7%); and the number of non-tenure-track non-minority faculty members was 1,778, an increase of 204 (+13.0%) from the prior year.



**TABLE 5
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY
2011-2012**

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	1,073 (36.8%)	176 (6.0%)	271 (9.3%)	93 (3.2%)	1,159 (39.7%)	147 (5.0%)	2,503 (85.7%)	416 (14.3%)	2,919
ISU	816 (46.3%)	191 (10.8%)	200 (11.3%)	86 (4.9%)	398 (22.6%)	72 (4.1%)	1,414 (80.2%)	349 (19.8%)	1,763
UNI	408 (49.0%)	58 (7.0%)	104 (12.5%)	23 (2.8%)	221 (26.5%)	18 (2.2%)	733 (88.1%)	99 (11.9%)	832
TOTAL	2,297 (41.7%)	425 (7.7%)	575 (10.4%)	202 (3.7%)	1,778 (32.2%)	237 (4.3%)	4,650 (84.3%)	864 (15.7%)	5,514

The number of tenure-eligible minority faculty members was 627, a decrease of 3 (-0.5%) and the number of tenure-eligible non-minority faculty members was 2,872, a decrease of 12 (-0.4%) from the prior year. Tenured minority faculty members represent 12.4% of the tenure-eligible faculty at the Regent universities.

TABLE 6
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY
2011-2012

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	1,073 (66.5%)	176 (10.9%)	271 (16.8%)	93 (5.8%)	1,344 (83.3%)	269 (16.7%)	1,613
ISU	816 (63.1%)	191 (14.8%)	200 (15.4%)	86 (6.7%)	1,016 (78.6%)	277 (21.4%)	1,293
UNI	408 (68.8%)	58 (9.8%)	104 (17.5%)	23 (3.9%)	512 (86.3%)	81 (13.6%)	593
TOTAL	2,297 (30.7%)	425 (12.4%)	575 (16.4%)	202 (5.8%)	2,872 (82.1%)	627 (-17.9%)	3,499

Availability of tenure.

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

Post-tenure review and faculty vitality.

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

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

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Policies and Procedures Relating to Tenure

The "Procedures for Tenure and Promotion Decision-Making" are used in 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 should develop a statement of policies and procedures to be used by that unit for faculty appointments, evaluations, and promotions that supplements general University policies and procedures.

Evaluation of Instructional Performance

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

Methods used to evaluate teaching include assessments by both students and faculty peers. There is a variety of methods used to assess student experiences in the classroom. Many academic units use a standard questionnaire that is compiled and scored by the University Evaluation and Examination Service (EES). During the 2010-2011 fall and spring semesters, EES processed 178,149 student opinion forms administered in 7,624 classes. These numbers represent conservative estimates of student input because many units process their evaluation instrument and obtain student views through less quantitative methods. Students are also given the opportunity to write comments on the EES forms. Student identities are kept confidential; faculty members are provided the results of their students' evaluations.

The Procedural Guidelines for Tenure and Promotion Decision-Making require colleges to develop processes for peer review of faculty teaching. Colleges require peer evaluation of classroom teaching 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. Faculty members under consideration for tenure are also evaluated extensively and systematically on their scholarship and service contributions.

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, graduate teaching assistants, and others on campus. The Center hosts the Iowa Outcomes Assessment website, which is designed to help faculty and departments demonstrate what students are learning in their programs. In 2010-11, the University also piloted the Senior Exit Survey and invited first-year students and seniors to participate in the National Study of Student Engagement (NSSE). Data from these sources will be used to assess students' experiences and prioritize areas for development.

Faculty Vitality

The University encourages the vitality and excellence of its faculty through multiple means at the university, college, and departmental levels. Selected highlights of AY 2011-12 efforts to promote faculty excellence and vitality include programs in the areas of (1) faculty advancement; (2) faculty development programs and workshops; and (3) faculty development awards programs.

☛ Faculty advancement.

- ◆ **Cluster Hire Initiative.** In 2009, the University embarked on an ambitious initiative to hire 100 new tenured and tenure-track faculty to join existing faculty in addressing significant societal challenges. Thus far, clusters have been formed in the areas of water sustainability, the aging mind and brain, digital public humanities, genetics, and obesity. In addition to the research, teaching, and outreach benefits of focusing faculty talent on pressing problems, the clusters create valuable professional support networks for the participating faculty. For example, 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 SUI.
- ◆ **Obermann Center for Advanced Studies (OCAS).** As stated in its mission statement, the Obermann Center for Advanced Studies is dedicated to advancing the research mission of the University of Iowa by encouraging innovation, cross-disciplinary exchange of ideas, imaginative collaborations, and engagement with local and global communities. In the past two years, the OCAS has undertaken strategic planning to enhance the Center's ability to meet the changing needs of faculty members. This included a relocation of the Center from the historic Oakdale Hall, which was located on the research campus, to a more centralized location on the main campus. The Obermann Center provides three categories of support and connection to achieve its mission:
 - ⇒ Fellows-in-Residence Program - individual faculty fellows receive space and limited funding to focus concentrated effort on a research project.
 - ⇒ Affiliated Scholars Program to encourage imaginative interdisciplinary collaborations among faculty members and graduate students from diverse fields and parts of the world.
 - ⇒ Public programming and support for networks of artists, scholars, researchers, local citizens, and international colleagues.
- ◆ **Academic and Professional Record.** The Academic and Professional Record (APR) project (formerly known as the eCV Project) is a joint initiative of the Office of the Associate Provost for Faculty and University colleges to 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. All SUI colleges are expected to use the APR as their definitive source of faculty activities by December 2012. This will create efficiencies at the time of faculty reviews, as well as allow for recognition of the variety of projects in which faculty members are engaged, including public engagement within the State and beyond.

☛ 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. This 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, posted online) and continues to serve as a useful and efficient tool to support faculty vitality through coordinated faculty development.
- ◇ **New Faculty Orientation.** The Office of the Provost coordinates an annual **New Faculty Orientation**, in collaboration with the eleven colleges, Central HR, and University Benefits. New faculty members participate in a resource fair and receive orientation materials that include the "[Getting Off to a Good Start at the University of Iowa](#)" guide developed by the Provost's office. The Office of the Provost and SUI Human Resources also collaborate to ensure that campus-wide "onboarding" efforts directed at new employees and their supervisors are relevant and useful to faculty members.
- ◇ **Research/Scholarship.** The [Office of the Vice President for Research](#) assists faculty in obtaining funding for their research and scholarly activities. OVPR facilitates institutional nominations, internal funding initiatives, interdisciplinary research, and communication with research constituencies both internal and external to the University of Iowa. The office also assists faculty and staff by hosting proposal development workshops, providing examples of successful proposals, and connecting faculty and staff with resources across campus. In academic year 2010-2011, the Office of the Vice President for Research sponsored or co-sponsored at least seven programs for faculty development. The 2010-2011 development programming, which drew approximately 500 participants (faculty, staff, and graduate students), included an annual orientation session for new faculty, a full-day seminar on grant writing and proposal reviews by Dr. David Morrison, and several additional workshops on topics such as effective scientific writing, developing campus-community partnerships, proposals to the Iowa Arts Council, and more. The Office of the Vice President for Research also provided support for faculty projects in all areas of scholarly endeavor through its competitive [Internal Funding Initiatives \(IFI\)](#): (Arts and Humanities, Biological Sciences, Mathematical and Physical Sciences, and Social Sciences). Additionally, the Office of the Provost continues to offer its "Write-on-Site" faculty writing groups, which meet weekly to support junior faculty in maintaining productive writing habits, and hosts faculty development workshops on writing productivity and time management for new faculty members.
- ◇ **Teaching.** The **UI Center for Teaching (CfT)** provides numerous learning opportunities that enhance faculty teaching effectiveness and creativity. SUI Center for Teaching [AY 11-12 programs](#) included courses in the following areas:
 - ⇒ Foundational skills for new instructors (e.g., tips for new teachers, leading discussions, time management techniques),
 - ⇒ Facilitating engaged learning (e.g., innovative teaching in science courses, service learning, teaching with writing),
 - ⇒ Teaching with technology (e.g., engaging students' digital lives to enrich learning, humanities and technology, use of digital learning portfolios), and

- ⇒ Increasing classroom effectiveness (e.g., academic integrity in the classroom, outcomes assessment, use of drawing in the classroom, examining student learning data, teaching international students, deterring cheating on multiple choice tests).
- ◇ **Service.** The [University of Iowa Faculty Engagement Corps](#) continues to advance SUI faculty members' service to the State of Iowa. The Engagement Corps is a "listening tour" that gives selected faculty members and administrators the opportunity to spend several days immersed in one region of Iowa. During the trip, the group visits with constituencies of the university, such as community members, alumni, current and prospective students, representatives of educational agencies (both secondary and collegiate), health care professionals, area legislators, and members of the business community. The 2011 Faculty Engagement Corps traveled to Marshalltown, Webster City, Goodell and Des Moines with 29 participants, who developed a new understanding of the economic, cultural, educational and environmental challenges facing rural Iowans. Follow-up projects are still in development at this time. The 2012 Faculty Engagement Corps will take approximately 32 faculty members to Waterloo, Tripoli, New Hampton, Decorah, West Union and Sumner in May. SUI's campus-wide online faculty activities database project, the Academic and Professional Record (APR), will enable a more complete capturing and reporting on faculty public engagement activities as of AY 2012-13.
- ◇ **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 2011-12. The CIC-ALP is noted by the CIC as one of its most successful leadership initiatives. Established in 1989, this intensive professional development experience is designed to develop the leadership and managerial skills of faculty members who have demonstrated exceptional ability and academic promise. 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 event that draws approximately 50 department heads and chairs from CIC universities each year.

◆◆ Faculty development awards program.

- ◇ The University of Iowa Faculty Development Awards Program provides opportunities for faculty members to pursue programs of research, improvement-of-instruction projects and other activities related to professional development. In 2010-11, 50 faculty members were on professional development assignment which resulted in 705 "products or outcomes." Specifically, the faculty produced or engaged in the following:
 - ⇒ Journal Articles or Chapters (256) – published or accepted for publication (109); submitted, still under review (75); began or continued writing (72).
 - ⇒ Books or Monographs (37) – published or accepted for publication (10); submitted, still under review (3); began or continued writing (24).
 - ⇒ Grant applications (54) – funded (19); submitted, still under review (23); submitted, not funded; will revise/resubmit (12).
 - ⇒ Course Materials (90) – developed new undergraduate course (15); developed new graduate course (34); revised existing undergraduate course (10); revised existing graduate course (31).
 - ⇒ Presentations, Performances, and Exhibits (210).
 - ⇒ Other (58).

- ◇ **AY 2011-2012 Professional Development Awards.** During 2011-2012, SUI requested approval for 58 faculty members to receive Professional Development Assignments. The actual number of faculty members who have been or are on developmental assignments during 2011-2012 is 60 (due to deferrals from a prior year). A number of these faculty members were able to extend their assignments by obtaining external support. Seventy new proposals for developmental assignments were received for 2012-2013. In December 2011, the Board approved the request for 64 of these developmental assignments which included one Faculty Scholar Award (postponed from two years ago).
- ◇ **Old Gold Summer Fellowships (OGSF).** Since 1997, SUI has provided all new academic year probationary tenure-track faculty members an Old Gold Summer Fellowship (OGSF) upon presentation of a satisfactory written proposal to their collegiate dean. The OGSF provides a \$6000 summer stipend offered by the college as summer salary support, research funds, or a combination of salary and research funds. The college determines how the funds will be dispersed to its faculty members. During Summer 2011, 22 faculty pursued research and instructional development efforts through the program. These fellowships increase the intellectual vitality of the faculty and thus enhance the teaching and research programs of the University.

Post-Tenure Review Implementation

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

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

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

In AY 2010-11 (under the prior policy), 157, or 85%, of the eligible tenured faculty members received a review. In AY 2011-12, the Office of the Provost has worked with all colleges to develop collegiate procedures, as specified in the policy, as well as departmental annual review processes and expected standards of performance for their individual units. The Office of the Provost is developing online reporting mechanisms through the SUI Workflow system to make conducting and monitoring of post-tenure reviews more efficient and transparent. Workshops for Unit Heads and departmental staff have also been designed and conducted and additional tools will continue to be developed for AY 2012-13.

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 primarily full-time on-campus faculty members 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 in addition to 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. Adjunct 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 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, 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 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 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 the Position Responsibility Statement (PRS), and (4) positive evaluation of performance resulting in the award of tenure. The awarding of tenure requires an affirmative decision, based upon an explicit judgment of qualifications resulting from continuous evaluation of the faculty member during the probationary period in light of the applicable criteria. After tenure is awarded, faculty members undergo annual performance reviews and post-tenure review. When appropriate, an individual may undergo a review for promotion in rank to full professor.

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

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

Annual Evaluation of Faculty

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

Faculty members are reviewed annually with respect to their responsibilities and at goals for the coming year are determined. These annual performance evaluations include evidence of teaching performance as well as evidence of productivity in research/creative activities, extension/professional practice, and institutional service, as appropriate. Evidence concerning teaching performance must include student evaluations (both formal and informal) as well as evidence of peer evaluation.

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 and Economic Development 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 2011-12 included the following:

- ➔ An Effective Teaching Workshop for new faculty, both tenure-eligible and non-tenure-eligible, was offered in August to assist with the transition to ISU.
- ➔ A day-long New Faculty Orientation was held in Mid-August to provide new tenure-eligible faculty with an introduction to university programs and resources.
- ➔ College-peer mentoring programs support the newest cohort of tenure-eligible faculty through small group interactions and conversations with college leadership.
- ➔ New faculty workshops included a fall presentation on Effective Mentoring and a spring workshop on Promotion and Tenure.
- ➔ The Center for Excellence in Arts and Humanities and its support of faculty efforts at external grant writing was strengthened. The grants coordinator is working with cross-disciplinary faculty teams on a number of grant proposals.
- ➔ Grant-writing workshops were offered by the Office of the Vice President for Research and Economic Development to facilitate successful grantsmanship.
- ➔ New CELT-sponsored Academic Writing Workshop Series was offered in Spring 2012 and attracted more than 100 participants (new faculty and graduate students).
- ➔ Individual academic colleges offered career development workshops on advancing to promotion and tenure for both tenure-eligible and mid-career faculty.
- ➔ ADVANCE workshops for chairs and deans were offered on recruiting and retaining excellent faculty through policies that support flexible faculty careers.
- ➔ Monthly department chair leadership workshops were offered on topics ranging from budgets to working with student affairs and managing conflict.
- ➔ The Emerging Leaders Academy (ELA) was offered in 2012 to a cohort of faculty and staff interested in enhancing their leadership skills and a focus on career development.

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

Post-Tenure Review

Academic colleges and departments address the issue of faculty vitality by conducting evaluations of senior faculty as described in the Post-Tenure Review Policy. The policy ensures that all faculty who are tenured undergo a post-tenure review at least once every seven years. In Spring 2011, a revised Post-tenure Review Policy was approved. The new policy has more tangible and defined outcomes. It is formative and provides all tenured faculty with

opportunities to improve their performance. The revised policy contains three new sections that delineate timeline, specific outcomes, and the roles of administrators. The timeline stipulates that the PTR 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 contains the words "president," "provost," or "dean." The required outcomes include an action plan for a post tenure review that is deemed "below expectations." The policy requires justification for the plan, a time table to evaluate acceptable progress, a description of consequences for not meeting expectations, and consequences of non-action. An unsatisfactory annual review could result in a charge of acceptable performance of duty.

During 2010-2011, 73 tenured faculty members were reviewed as a result of this policy; this represents 7.2% of all tenured faculty. Academic departments estimate that 107 additional reviews were concluded during 2011-2012.

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 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. The Faculty Senate, following the recommendation of an appointed task force, approved a new policy which will become effective in AY 2013 for setting limits on the percentage of non-tenure-eligible faculty who teach for individual departments and colleges. Although the University follows AAUP guidelines which recommend that no more than 15% of total instruction be provided by non-tenure-eligible faculty, the new policy will provide greater flexibility among departments. In 2010, the College of Liberal Arts and Sciences undertook a comprehensive review of the salaries of its non-tenure-eligible faculty using comparative data from other institutions of higher education in Iowa. As a result, non-tenure-eligible teaching loads in CLAS were reevaluated upward and salaries were adjusted and increased.

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 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 2011 there were 373 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 334 in Fall 2010. 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. Since implementation of the policy, 98 faculty members have been advanced to the senior status.

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 2011-2013 Master Agreement and tenure policies and procedures are specified in Appendix F of the Master Agreement. 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 be considered only 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 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 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 the faculty member's department head. The college dean and the Provost review the files and the evaluations of the PAC and department head in making their own judgments about faculty performance. Departmental PACs develop their own procedures for evaluating teaching but generally include review of teaching materials, classroom observation, and review of student assessments of teaching. Tenured faculty members who apply for promotion in rank are also evaluated by the PAC.

Student assessments of teaching for probationary, term, and 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. Beginning in the 2010-2011 academic year, the academic deans implemented policies in their respective colleges requiring course assessments to be conducted in all courses for both fall and spring semesters to be considered for merit pay.

The current student assessment instrument measures student satisfaction with a faculty member's instruction and an evaluation of a faculty member's effectiveness. Dissatisfaction with the instrument led to the formation of a labor-management-student committee as specified in Article Three of the Master Agreement. A committee which included three administrators, three faculty members designated by UNI-United Faculty and three students met to review and consider alternative student assessment procedures.

After a review of the literature on student course assessments and instruments used by peers and other higher education institutions, the committee recommended adoption of the Student Assessment of Learning Gains (SALG) instrument developed by the University of Wisconsin-Madison. Performance dimensions were developed based on research identifying characteristics of effective collegiate instruction. UNI conducted a pilot study in Spring and Fall 2011. Approximately 35 faculty volunteers used the SALG to conduct their course evaluations including the 10 instructors of the new Cornerstone course. Faculty members who participated in the pilot indicated satisfaction with the instrument and particularly liked the ability to customize questions to measure the effectiveness of pedagogical methods and materials used in each of their courses. The Cornerstone faculty developed a common set of questions to be able to compare instruction across all sections. Next steps will involve meetings with department heads to begin development of a set of common institutional questions which will be recommended to the provost for adoption. The goal is to have a new campus-wide instrument by Spring 2013.

In addition to annual and tenure and promotion reviews for probationary faculty, each faculty member's teaching performance is evaluated annually for purposes of awarding merit pay. All faculty members must administer student course assessments in all courses during the academic year to be eligible for merit pay consideration.

The associate provost, with the assistance of an administrative fellow, has trained a small group of faculty to conduct the Small Group Instructional Diagnosis (SGID) procedure. The process involves a consensus building group process with students to allow a faculty mentor to provide in-depth feedback on teaching effectiveness to a colleague. While not used in formal reviews of teaching conducted by PACs, department heads, deans, or the provost, the SGID promotes faculty development of teaching through consultation.

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, 14 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 \$373,288 will be expended to support faculty participation in professional conferences. A professional development effort devoted to enhancing the pedagogical skills of faculty members in the area of teaching with technology is sponsored by Continuing Education and Special Programs. The initiative engages faculty members with the *Quality Matters* program, which builds skills for quality online instruction and obligates them to develop and teach an online course. During the 2011-2012 academic year, 80 faculty members participated in the *Quality Matters* workshop and developed or are developing fully online courses or blended instruction courses.

The provost's office sponsored several faculty development initiatives for Summer 2011 using one-time funds. These include course development workshops and initiatives related to integration of service learning and sustainability into the curriculum. A major initiative involved a month-long development workshop which prepared 10 faculty members to teach a pilot Cornerstone course as part of a strategic initiative on the first-year experience for students. The

course integrates the written and oral communication requirements of the liberal arts core and first-year experience course content. An additional eight faculty members will participate in the development workshop scheduled for Summer 2012, allowing UNI to double the number of sections of Cornerstone offered during the 2012-2013 academic year. In Summer 2011, the provost awarded 31 summer fellowships to support scholarly, research, and/or creative work of tenure-track faculty. During September, the faculty recipients presented their work at fall symposium which was open to the campus.

In 2010, the University became an affiliate of the National Coalition Building Institute which provides a “train-the-trainer” model for prejudice reduction and diversity initiatives. Two faculty members have been serving as Diversity Fellows and are working with the associate provost to manage a program of diversity and prejudice reduction workshops. Nineteen faculty members have attended the “train-the-trainer” program and are now certified to conduct training programs on campus. More than 50 faculty members have participated in workshops.

In Fall 2010, the University held its first fall workshop for faculty. An invited speaker presented pedagogical techniques for teaching critical thinking. The workshop was attended by approximately 200 faculty members.

Although budgetary limitations have prevented the revival of the Center for Teaching and Learning, an administrative fellow in the provost’s office developed a series of faculty development “brown bag” workshops. Fifteen workshops were offered during the year on such topics as promoting productive class discussions, creating a faculty writing group, using service learning to promote student engagement and engaging millennial students. College level faculty development efforts also include mentoring programs, reading groups, and research symposia.

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. (1) A tenured assistant or associate professor may apply for a promotion review to either associate or full professor. (2) 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. More than 550 faculty members received merit pay evaluations in May 2011. (3) 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. After discussions with the deans, a labor-management committee was formed to discuss post-tenure procedures with United Faculty. Four meetings were held and a general agreement about the parameters of a formal post-tenure review process was developed. Next steps involve discussions with department heads and deans about a process.

Definition of Non-Tenure-Track

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

- ☛ Temporary appointments for one year or less. Temporary appointments automatically terminate at the end of the stipulated term with no expectation of renewal. Faculty members with these appointments are commonly referred to as adjunct professors and are only expected to teach assigned courses.
- ☛ Term appointments are full time for a minimum of two and a maximum of four years. These appointments expire automatically at the end of the specified term and a search must be conducted if the position is to be refilled after expiration. Faculty members on term appointments primarily engage in teaching activities, although many departments also have service expectations. Some term faculty also voluntarily engage in scholarly/creative activities as a means of enhancing their future prospects in the academic market.
- ☛ Renewable term appointments. These appointments carry an initial term of two years and 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 during the second year of their initial appointment. Subsequent appointments are for one year but assuming the individual is appropriately evaluated each year, renewal contracts can be issued indefinitely.
- ☛ Clinical appointments. 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.