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ANNUAL GOVERNANCE REPORT ON FACULTY TENURE

Actions Requested: (1) Consider recommending approval of tenure and promotion recommendations for the 2013-2014 academic year; and (2) Receive the annual governance report on faculty tenure for 2012-2013.

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 188 recommendations for tenure and promotion for the 2013-2014 academic year.

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-------------------------------|---------|---------|---------|---------|---------|
| Total actions | 209 | 178 | 206 | 195 | 188 |
| Percent of actions to males | 67% | 62% | 63% | 62% | 63% |
| Percent of actions to females | 33% | 38% | 37% | 38% | 37% |

The University of Iowa has a total of 108 promotion and tenure actions for the 2013-2014 academic year compared to 100 actions in 2012-2013.

| | FEMALE | MALE | TOTALS |
|--------------------------------|--------|------|--------|
| Promotion with tenure | 21 | 23 | 44 |
| Promotion (already had tenure) | 6 | 22 | 28 |
| Promotion without tenure | 12 | 24 | 36 |
| Tenure without promotion | 0 | 0 | 0 |
| Totals | 39 | 69 | 108 |

Iowa State University has a total of 56 promotion and tenure actions for the 2013-2014 academic year compared to 68 in 2012-2013.

| | FEMALE | MALE | TOTALS |
|--------------------------------|--------|------|--------|
| Promotion with tenure | 15 | 17 | 32 |
| Promotion (already had tenure) | 6 | 14 | 20 |
| Promotion without tenure | 0 | 1 | 1 |
| Tenure without promotion | 1 | 2 | 3 |
| Totals | 22 | 34 | 56 |

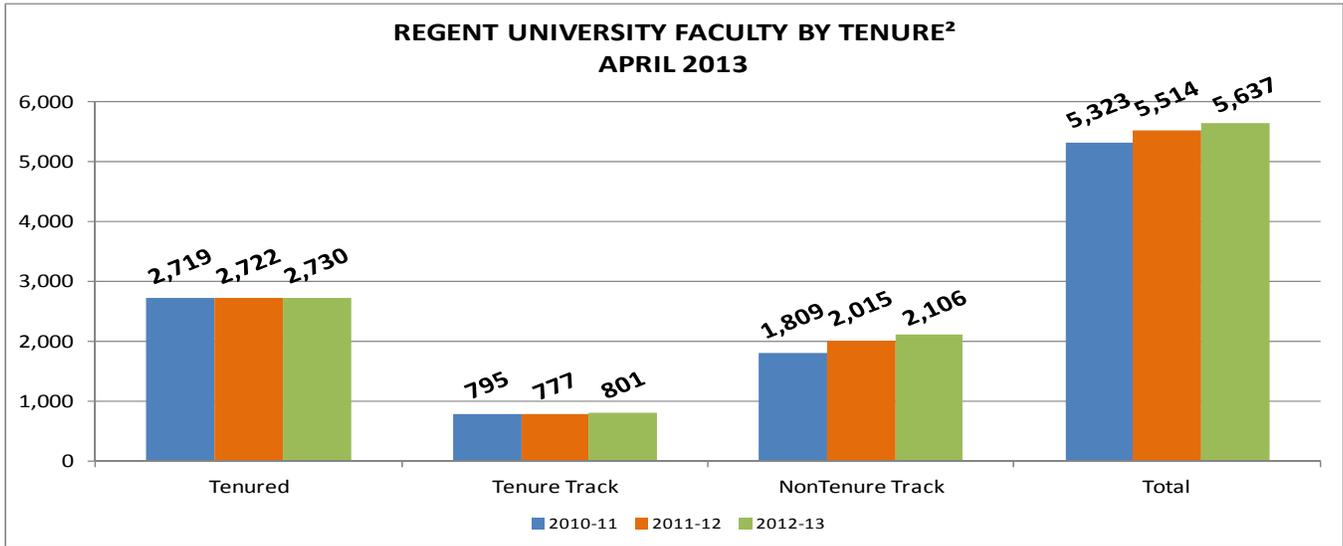
The University of Northern Iowa has a total of 24 promotion and tenure actions for the 2013-2014 academic year compared to 27 in 2012-2013.

| | FEMALE | MALE | TOTALS |
|--------------------------------|--------|------|--------|
| Promotion with tenure | 4 | 9 | 13 |
| Promotion (already had tenure) | 4 | 7 | 11 |
| Promotion without tenure | 0 | 0 | 0 |
| Tenure without promotion | 0 | 0 | 0 |
| Totals | 8 | 16 | 24 |

Annual Report on Faculty Tenure – 2012-2013

Total faculty. In 2012-2013, the total number of faculty members at the Regent universities was 5,637², an increase of 123 (+2.2%) from the prior year.

- ### The number of tenured faculty was 2,730, an increase of 8 (+0.3%) from the prior year.
- ### The number of tenure-track faculty (TT) was 801, an increase of 24 (+3.1%) from the prior year.
- ### The number of non-tenure-track faculty (NTT) was 2,106, an increase of 91 (+4.5%) from the prior year.



**TABLE 1
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE
2010-2011 to 2012-2013**

| | TENURED | TENURE-TRACK | NON-TEN.-TRK. | TOTAL |
|------------------|---------------|--------------|---------------|-------|
| 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 |
| 2012-2013 | | | | |
| SUI | 1,249 (41.6%) | 386 (12.8%) | 1,372 (45.6%) | 3,007 |
| ISU | 1,028 (55.8%) | 303 (16.5%) | 511 (27.7%) | 1,842 |
| UNI | 453 (57.5%) | 112 (14.2%) | 223 (28.3%) | 788 |
| TOTAL | 2,730 (48.4%) | 801 (14.2%) | 2,106 (37.4%) | 5,637 |

² In 2012-2013, the total number of faculty at the three universities was 7,961 and included 2,324 clinical or adjunct faculty members at SUI who did not receive a salary.

Tenure-eligible faculty. In 2012-2013, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) was 3,531, an increase of 32 (+0.9%) 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
2010-2011 to 2012-2013

| | TENURED | TENURE-TRACK | TOTAL |
|------------------|---------------|--------------|-------|
| 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 |
| 2012-2013 | | | |
| SUI | 1,249 (76.4%) | 386 (23.6%) | 1,635 |
| ISU | 1,028 (77.2%) | 303 (22.8%) | 1,331 |
| UNI | 453 (80.2%) | 112 (19.8%) | 565 |
| TOTAL | 2,730 (77.3%) | 801 (22.7%) | 3,531 |

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 2012-2013, 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 67 out of 108 (62.0%) departments and in nine of 12 (75.0%) Colleges - 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 49 out of 66 (74.2%) departments and in five of seven (71.4%) Colleges - Agriculture and Life Sciences, Design, Engineering, Liberal Arts and Sciences, and Veterinary Medicine, as well as the Library.
- ◆ At UNI, at least 70% of the tenure-eligible faculty is tenured in 34 out of 38 (89.5%) departments and in all (100.0%) of the Colleges - Business Administration; Education; Humanities, Arts, and Sciences; and Social and Behavioral Sciences; as well as the Library.

Comparison to peer institutions. The data from the 2011-2012 AAUP Faculty Compensation Survey³ for full-time faculty on a 9-10 month contract indicate that:

- ### At SUI, the tenure rate⁴ is 62.5%. At its peer institutions, the tenure rate range is 57.3% - 78.2%; the median is 65.2% and the mean is 66.4%.
- ### At ISU, the tenure rate is 60.5%. At its peer institutions, the tenure rate range is 51.1% - 75.1%; the median is 60.7% and the mean is 62.8%.
- ### At UNI, the tenure rate is 76.7%. At its peer institutions, the tenure rate range is 59.8% - 75.6%; the median is 69.7% and the mean is 68.7%.

Tenure trends.

- ### The number of grand total faculty has increased every year for the past 11 years.
- ### During the past ten years, the average number of tenured faculty was 2,734 with a low of 2,719 (2010-2011) and a high of 2,762 (2009-2010). The median during the 10 year period was 2,730.
- ### During the past ten years, the average number of tenure-track faculty was 847 with a low of 777 (2011-2012) and a high of 939 (2003-2004). The median during the ten year period was 846. The lowest number of tenure-track faculty during the past 14 years occurred in 2011-2012.
- ### There was an increase of 25 (+4.0%) in the number of tenure-eligible minority faculty members in 2012-2013 after a decrease the prior year. During the past ten years, the average number of tenure-eligible minority faculty was 587 with a low of 512 (2003-2004) and a high of 652 (2012-2013) which is an all time high.
- ### There was an increase of 23 (+2.0%) in the number of tenure-eligible female faculty members. During the past ten years, the average number of tenure-eligible female faculty was 1,114 with a low of 1,066 (2003-2004) and a high of 1,180 (2012-2013) which is an all time high.
- ### The largest percentage of total faculty by tenure status and gender continues to be tenured male faculty members.
- ### The number of departments with 70% or more of tenure-eligible faculty who are tenured (150) decreased by three (-2.0%) from the prior year; this represents approximately 71% of the total number of departments at the Regent universities.
- ### The total number of non-tenure track faculty increased again this year for the 13th straight year; it is the highest number (4,430)⁵ during the past 21 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 2,324 clinical or adjunct faculty at SUI who do not receive a salary.
- ### The majority of tenured and tenure-track faculty is employed on a full-time basis, while the majority of non-tenure-track faculty is employed on a part-time basis.

Board of Regents Strategic Plan. The Annual Faculty Tenure Report addresses the Board of Regents Strategic Plan priority of “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

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 who are recommended for tenure by the universities.

Tenure by gender. In 2012-2013, the total number of female faculty members at the Regent universities was 2,246, an increase of 62 (+2.8%) from the prior year. The total number of male faculty members at the Regent universities was 3,391, an increase of 61 (+1.8%) from the prior year.

- # The number of tenured female faculty members was 821, an increase of 23 (+2.9%); the number of tenure-track female faculty members was 369, an increase of 10 (+2.8%); and the number of non-tenure-track female faculty members was 1,056, an increase of 29 (+2.8%) from the prior year.
- # The number of tenured male faculty members was 1,911, a decrease of 13 (-0.7%); the number of tenure-track male faculty members was 432, an increase of 14 (+3.3%); and the number of non-tenure-track male faculty members was 1,050, an increase of 62 (+6.3%) from the prior year.

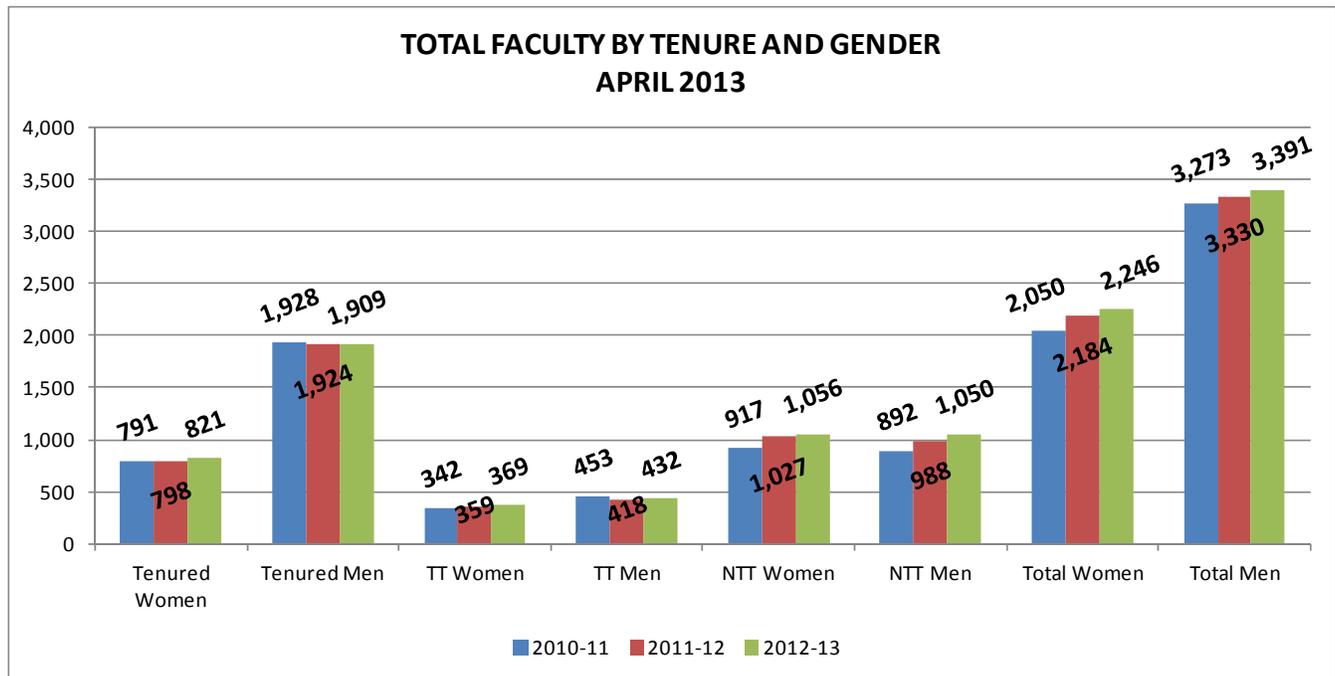


TABLE 3
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER
2012-2013

| | TENURED | | TENURE-TRACK | | NON-TEN-TRK | | TOTAL | | GRAND TOTAL |
|--------------|--------------------------------|------------------------------|-----------------------------|-----------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------|
| | Male | Female | Male | Female | Male | Female | Male | Female | |
| SUI | 888 (29.5%) | 361 (12.0%) | 216 (7.2%) | 170 (5.7%) | 731 (24.3%) | 641 (21.3%) | 1,835 (61.0%) | 1,172 (39.0%) | 3,007 |
| ISU | 746 (40.5%) | 282 (15.3%) | 170 (9.2%) | 133 (7.2%) | 227 (12.3%) | 284 (15.4%) | 1,143 (62.1%) | 699 (37.9%) | 1,842 |
| UNI | 275 (34.9%) | 178 (22.6%) | 46 (5.8%) | 66 (8.4%) | 92 (11.7%) | 131 (16.6%) | 413 (52.4%) | 375 (47.6%) | 788 |
| TOTAL | 1,909 (33.9%) | 821 (14.6%) | 432 (7.7%) | 369 (6.5%) | 1,050 (18.6%) | 1,056 (18.7%) | 3,391 (60.2%) | 2,246 (39.8%) | 5,637 |

††† The number of tenure-eligible male faculty members was 2,343, an increase of one (+0.1%) and the number of tenure-eligible female faculty members was 1,190, an increase of 33 (+2.9%) from the prior year. Tenured female faculty members represent 23.2% of the tenure-eligible faculty at the Regent universities.

TABLE 4
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER
2012-2013

| | TENURED | | TENURE-TRACK | | TOTAL | | GRAND TOTAL |
|--------------|--------------------------------|------------------------------|------------------------------|------------------------------|--------------------------------|--------------------------------|--------------|
| | Male | Female | Male | Female | Male | Female | |
| SUI | 888 (54.3%) | 361 (22.1%) | 216 (13.2%) | 170 (10.4%) | 1,104 (67.5%) | 531 (32.5%) | 1,635 |
| ISU | 746 (56.0%) | 282 (21.2%) | 170 (12.8%) | 133 (10.0%) | 916 (68.8%) | 415 (31.2%) | 1,331 |
| UNI | 275 (48.7%) | 178 (31.5%) | 46 (8.1%) | 66 (11.7%) | 321 (56.8%) | 244 (43.2%) | 565 |
| TOTAL | 1,909 (54.1%) | 821 (23.2%) | 432 (12.2%) | 369 (10.5%) | 2,341 (66.3%) | 1,190 (33.7%) | 3,531 |

Tenure by race/ethnicity. In 2012-2013, the total number of minority faculty members at the Regent universities was 906, an increase of 42 (+4.9%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,733, an increase of 83 (+1.8%) from the prior year.

††† The number of tenured minority faculty members was 455, an increase of 30 (+7.1%); the number of tenure-track minority faculty members was 197, a decrease of 5 (-2.5%); and the number of non-tenure-track minority faculty members was 254, an increase of 17 (+7.2%) from the prior year.

††† The number of tenured non-minority faculty members was 2,277, a decrease of 20 (-0.9%); the number of tenure-track non-minority faculty members was 604, an increase of 29 (+5.0%); and the number of non-tenure-track non-minority faculty members was 1,852, an increase of 74 (+4.2%) from the prior year.

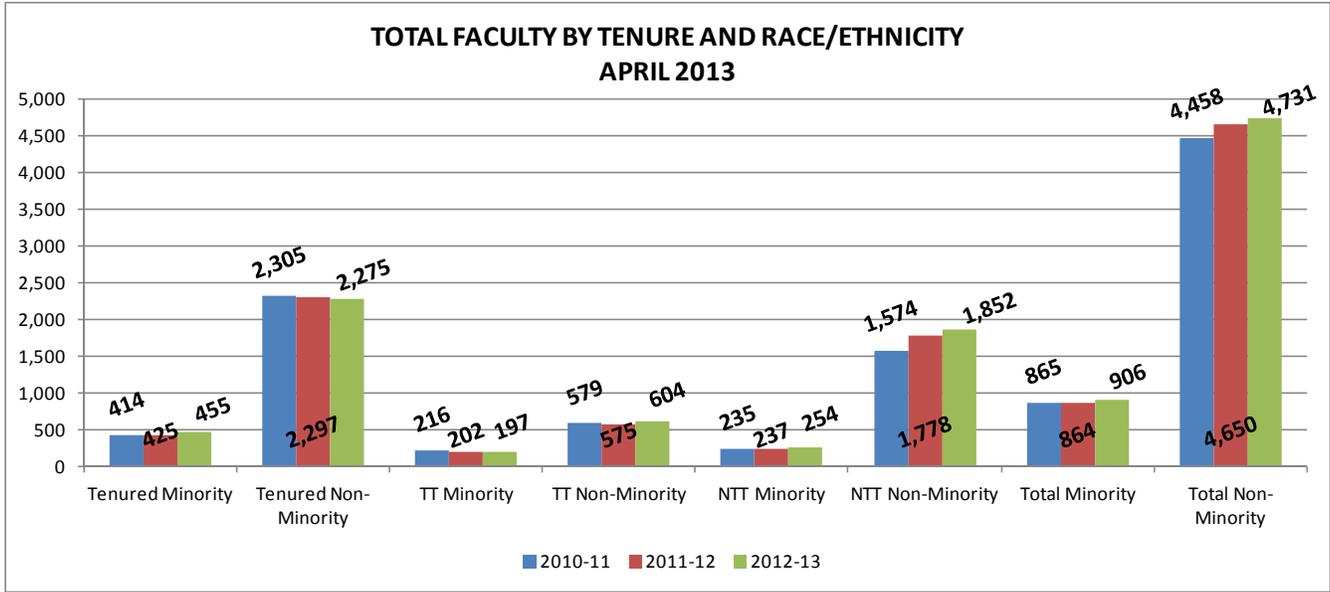


TABLE 5
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY
2012-2013

| | TENURED | | TENURE-TRACK | | NON-TEN.-TRK | | TOTAL | | GRAND TOTAL |
|--------------|--------------------------------|-----------------------------|------------------------------|-----------------------------|--------------------------------|-----------------------------|--------------------------------|------------------------------|--------------|
| | NonMin | Min | NonMin | Min | NonMin | Min | NonMin | Min | |
| SUI | 1,063 (35.4%) | 186 (6.2%) | 294 (9.8%) | 92 (3.0%) | 1,211 (40.3%) | 161 (5.3%) | 2,568 (85.4%) | 439 (14.6%) | 3,007 |
| ISU | 820 (44.5%) | 208 (11.3%) | 217 (11.8%) | 86 (4.7%) | 436 (23.7%) | 75 (4.0%) | 1,473 (80.0%) | 369 (20.0%) | 1,842 |
| UNI | 392 (49.8%) | 61 (7.7%) | 93 (11.8%) | 19 (2.4%) | 205 (26.0%) | 18 (2.3%) | 690 (87.6%) | 98 (12.4%) | 788 |
| TOTAL | 2,275 (40.4%) | 455 (8.1%) | 604 (10.7%) | 197 (3.5%) | 1,852 (32.8%) | 254 (4.5%) | 4,731 (83.9%) | 906 (16.1%) | 5,637 |

††† The number of tenure-eligible minority faculty members was 652, an increase of 25 (+4.0%) and the number of tenure-eligible non-minority faculty members was 2,881, an increase of 9 (+0.3%) from the prior year. Tenured minority faculty members represent 12.9% of the tenure-eligible faculty at the Regent universities.

TABLE 6
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY
2012-2013

| | TENURED | | TENURE-TRACK | | TOTAL | | GRAND TOTAL |
|--------------|--------------------------------|------------------------------|------------------------------|-----------------------------|--------------------------------|------------------------------|--------------|
| | Non-Min | Min | Non-Min | Min | Non-Min | Min | |
| SUI | 1,063 (65.0%) | 186 (11.4%) | 294 (18.0%) | 92 (5.6%) | 1,357 (83.0%) | 278 (17.0%) | 1,635 |
| ISU | 820 (61.6%) | 208 (15.6%) | 217 (16.3%) | 86 (6.5%) | 1,037 (77.9%) | 294 (22.1%) | 1,331 |
| UNI | 392 (69.4%) | 61 (10.8%) | 93 (16.5%) | 19 (3.3%) | 485 (85.8%) | 80 (14.2%) | 565 |
| TOTAL | 2,275 (64.4%) | 455 (12.9%) | 604 (17.1%) | 197 (5.6%) | 2,879 (81.5%) | 652 (18.5%) | 3,531 |

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 may 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 a faculty member's teaching effectiveness has been ascertained should that 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 2011-2012 fall and spring semesters, EES processed 166,332 student opinion forms administered in 4,847 classes. These numbers represent conservative estimates of student input because many units process their evaluation instruments 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.

An important resource for faculty seeking to improve their teaching is the University of Iowa 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 Associate Provost for Undergraduate Education also supports the Student Learning Outcomes Assessment program. The Council on Student Learning (COSL) serves as the coordinating body for student learning outcomes assessment efforts. The program hosts the Iowa Outcomes Assessment website, which is designed to help faculty and departments demonstrate what students are learning in their programs, with an objective to help maintain program excellence and to prioritize areas for program development. The website serves as a portal to resources on designing and learning from assessment and provides ready access to outcomes assessment at the University.

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 Academic Year 2012-13 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 cluster hire 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 the University.
- ◆ *Obermann Center for Advanced Studies (OCAS).* As described in its mission statement, the Obermann Center for Advanced Studies is dedicated to advancing the research mission of the University 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) is a joint initiative of the Office of the Associate Provost for Faculty and University colleges to describe faculty excellence on campus. The APR is as an online portfolio of faculty members' academic and professional activities, including up-to-date records of teaching, research, and service to their professions and the public. Most colleges have successfully implemented the APR and use the database as their source for recording and reporting on faculty activities, including use of the APR to generate faculty materials for annual reviews.

The APR has made the faculty review process more efficient for both the faculty member and the department. Colleges are using the APR to generate accreditation reports and other administrative documents. In 2013, the Office of the Provost will ensure that all colleges and departments complete inputting all faculty members' CV data into the APR and fully adopt the APR. A system for capturing faculty members' publicly engaged activities will continue to be developed and implemented also.

†† Faculty development programs and workshops.

- ◇ *Comprehensive [Faculty Development Calendar](#).* The Office of the Provost coordinates and distributes a calendar of campus-wide programs available to faculty. The calendar includes workshops offered by the Office of the Provost, the Office of the Vice President for Research, the Center for Teaching, ITS-Instructional Services, SUI Human Resources, International Programs, and others. The calendar is distributed through multiple venues (e.g., new faculty orientation, department chair mailings, online posting) and continues to serve as a useful and efficient tool to support faculty vitality through coordinated faculty development.
- ◇ *New Faculty Orientation.* The Office of the Provost coordinates an annual New Faculty Orientation, in collaboration with the 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 AY 2011-2012, the Office of the Vice President for Research sponsored a variety of faculty development programming for approximately 600 participants (faculty, staff, and graduate students). Programming, included an annual orientation session for new faculty, three half-day sessions on grant writing, a visit by a National Science Foundation Program Official, a workshop on communicating research to media and the general public, and a workshop on writing for publication. 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.

- ◇ *Faculty Productivity and Career Development.* In AY 2012-13, the Office of the Provost and the Office of the Chief Diversity Office co-sponsored an institutional membership in the National Center for Faculty Development and Diversity (NCFDD) which is an independent faculty development center dedicated to supporting academics in making successful transitions throughout their careers. The University has a longstanding relationship with the director of the center, Dr. Kerry Rockquemore, who has facilitated a number of campus workshops on faculty productivity and received high acclaim from participants. The NCFDD institutional membership offers numerous benefits, including access to:
 - ⇒ Monthly core training tele-workshops facilitated by Dr. Rockquemore;
 - ⇒ Monthly guest expert tele-workshops;
 - ⇒ Weekly productivity tips through the *Monday Motivator* e-newsletter;
 - ⇒ Moderated monthly writing challenges on a private discussion forum;
 - ⇒ Monthly mentor match; and
 - ⇒ Multi-week online *Facilitated Learning Communities*.
- ◇ *Teaching.* The 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 postsecondary), health care professionals, area legislators, and members of the business community. The 2012 Faculty Engagement Corps traveled to Waterloo, Tripoli, New Hampton, Decorah, West Union, and Sumner with 33 participants, who developed a new understanding of the economic, cultural, educational and environmental challenges facing rural Iowans. As a result of this trip, the University of Iowa "adopted" the PBDA (at risk) English classrooms at Waterloo East and Waterloo West High Schools. The 2013 Faculty Engagement Corps will take approximately 30 faculty members to Spencer, Okoboji, Estherville, rural Lyon County, Orange City, LeMars, Sioux City, and Sergeant Bluff in May 2013.

- ◇ *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 2012-13. 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 2011-12, 54 faculty members were on professional development assignment which resulted in 671 "products or outcomes." Specifically, the faculty produced or engaged in the following:
 - ⇒ Journal Articles or Chapters (245) – published or accepted for publication (127); submitted, still under review (61); began or continued writing (57).
 - ⇒ Books or Monographs (43) – published or accepted for publication (10); submitted, still under review (4); began or continued writing (29).
 - ⇒ Grant applications (59) – funded (19); submitted, still under review (30); submitted, not funded; will revise/resubmit (10).
 - ⇒ Course Materials (96) – developed new undergraduate course (12); developed new graduate course (40); revised existing undergraduate course (10); revised existing graduate course (34).
 - ⇒ Presentations, Performances, and Exhibits (162).
 - ⇒ Other (66).
- ◇ *AY 2011-2012 Professional Development Assignments.* During 2012-2013, 61 faculty members were or are on professional development assignments. A number of the faculty members were able to extend their assignments by obtaining external support. Proposals for 71 new professional development assignments were received for 2013-2014. In December 2012, the Board of Regents approved the request for 65 professional development assignments which included one continuing Faculty Scholar Award.
- ◇ *Old Gold Summer Fellowships (OGSF).* Since 1997, SUI has provided an Old Gold Summer Fellowship to all new academic year probationary tenure-track faculty members upon presentation of a satisfactory written proposal to their collegiate dean. During Summer 2012, 39 faculty pursued research and instructional development efforts through the program. These fellowships increase the intellectual vitality of the faculty and enhance the teaching and research programs of the University.

Post-Tenure Review Implementation

SUI received Board of Regents approval for its revised [Review of Tenured Faculty Members](#) policy in April 2011 (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 also provides guidance for cases in which, as a result of an annual review, the unit head concludes that there are significant deficiencies related to teaching, research, or service.

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 2011-12, the Office of the Provost 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 also developed and launched an online workflow system to ensure standardized scheduling, effective monitoring, and consistent record-keeping for all faculty reviews, including post-tenure reviews. The new system will allow the Office of the Provost to run centralized reports to monitor review completion; evaluation documents will be electronically routed to the relevant parties for approval and automatically uploaded to faculty members' ePersonnel files. All tenured faculty reviews (annual and five-year peer) must be entered into this system by June 30 of each year. It is projected that 224 five-year peer reviews of tenured faculty will be conducted and entered into the system in AY 2012-2013.

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 beyond clinical service is required for promotion beyond the assistant professor level.

Research Track. These faculty members devote almost all of their time to performing externally supported research and are expected to submit or assist in the submission of research grants. They are also expected to disseminate their research and be active in professional activities. Their teaching activities are very limited and consist predominantly of service on doctoral committees with the approval of the Graduate College.

Adjunct. These faculty members hold another position as their primary employment, which may be a University staff position or in the surrounding community. They possess areas of expertise that are insufficiently represented on the faculty and which enrich the education of students in their field of practice. They typically hold the terminal degree in the field. Responsibilities may involve teaching, teaching support, research, patient care, or clinical/practicum supervision. The appointment must be less than 50% and may or may not be compensated.

Adjunct Clinical. These faculty members are similar to adjunct faculty in that they also typically hold another position as their primary appointment, which is often in a clinical or professional practice setting either within the University or at a satellite facility. These positions are customarily 0% appointments and are not compensated. The majority of the adjunct clinical faculty members serve as preceptors for professional student practica or externships.

Visiting. These faculty members hold primary appointments at other academic institutions and are visiting the University of Iowa for a specific period of time for a particular purpose, such as collaborating with SUI faculty or as part of a departmental faculty exchange program. They may be on developmental assignment or sabbatical from their home institution. Their functions vary depending on the individual's areas of expertise, and usually include teaching and research. Appointments are generally limited to three years.

Lecturer. These faculty members hold teaching appointments may provide programmatic support. These appointments range in length from one week to a semester or a year and range from 0-100% effort. Lecturer appointments made for a specified term (e.g., one academic year) and may be renewed for up to five years. A full-time lecturer typically will teach at a 50% greater load than regular faculty members who also conduct research and are involved in service and outreach activities.

Associate. These faculty members hold appointments primarily in the College of Medicine to fulfill specific teaching, research, or patient care service needs. Appointments are generally limited to three years, after which time these faculty members may apply for positions on the tenure- or clinical-track, or take positions at other institutions or in private practice.

Assistant in Instruction. These faculty members hold a baccalaureate degree or equivalent and are appointed for a specific teaching, research, or patient care service. For example, a native-speaker of a 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 goals for the coming year are determined at the same time. 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. During Fall 2012, the Faculty Senate proposed revisions to the faculty performance evaluation policy to provide more consistency in the annual evaluation process across colleges and departments. The new policy, which was approved in Spring 2013, formalizes the steps involved in the annual evaluation process and includes guidelines on the consequences for faculty performance that does not meet expectations.

Faculty Vitality

Iowa State University offers tenured and tenure-eligible faculty members a number of opportunities to ensure productive engagement in all areas of faculty work. The Center for Excellence in Learning and Teaching (CELT) provides workshops and seminars in addition to resources that support innovation or improvement in teaching. The Center also offers advice and a forum for discussions as well as scholarly support for continued learning. Faculty members are encouraged to use instructional development facilities and other special programs to improve and modernize their teaching. The Office of the Vice President for Research 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 by CELT in August to assist faculty with the transition to ISU.
- ☛ A day-long New Faculty Orientation was held in Mid-August to provide new tenure-eligible faculty with an introduction to university programs and resources with a particular emphasis on scholarship.
- ☛ A one-on-one mentoring program is coordinated by the Provost's Office for all first-year tenure-eligible faculty.
- ☛ College-peer mentoring programs support the newest cohort of tenure-eligible faculty through small group interactions and conversations with college leadership.
- ☛ A series of New Faculty Workshops included presentations on Effective Mentoring, Flexible Faculty Policies, and Promotion and Tenure.
- ☛ The Center for Excellence in Arts and Humanities (CEAH) supports faculty efforts for external grant writing through targeted programming; for example, a Fulbright Core Scholar Program workshop was held in the fall. The CEAH grants coordinator worked with cross-disciplinary faculty teams on several grant proposals.
- ☛ Grant-writing workshops were offered by the Office of the Vice President for Research and Economic Development to facilitate successful grantsmanship among faculty at all ranks.
- ☛ CELT-initiated a New Faculty Scholars Academy in collaborations with the Provost's Office and the Office of the Vice President for Research and Economic Development; more than 30 probationary faculty are participating in the first cohort.
- ☛ More than 100 participants (new faculty and graduate students) participated in the CELT-sponsored Academic Writing Workshop series.
- ☛ Individual academic colleges offered career development workshops on advancing to promotion and tenure for both tenure-eligible and mid-career faculty.
- ☛ ADVANCE offered a workshop for department chairs on recruiting and retaining excellent faculty; Department Chair Leadership Workshops are offered monthly on topics ranging from budgets to working with students affairs to managing conflict.

☛ The Emerging Leaders Academy (ELA) was offered in 2012 to a cohort of 30 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 (PTRP). The policy ensures that all faculty who are tenured undergo a post-tenure review at least once every seven years.

In April 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 contain 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 unacceptable performance of duty.

During 2011-2012, 82 tenured faculty members were reviewed as a result of this policy; this represents 8.1% of all tenured faculty. Academic departments estimate that 103 additional reviews will be concluded during 2012-2013.

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 Office of the Senior Vice President and Provost 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 for setting limits on the percentage of non-tenure-eligible faculty teaching for individual departments and colleges. This policy became effective in AY 2013. 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 Fall 2012, there were 411 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 373 in Fall 2011. 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 periods of enrollment growth.

Several lecturers and clinicians have served multiple terms and have been evaluated for advancement to senior lecturer and senior clinician. Since implementation of the NTE policy offering the titles of senior lecturer and senior clinician, 110 faculty members have been advanced to the senior status through a peer-review process.

UNIVERSITY OF NORTHERN IOWA

Policies and Procedures Relating to Tenure

The University of Northern Iowa faculty are unionized and represented by UNI-United Faculty. General evaluation procedures are defined in Article Three of the 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. As indicated in Appendix F, 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.

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.

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 agreement in the 2013-2015 Master Agreement with United Faculty to develop a new instrument. A similar effort was made in Accordance with Article Three of the 2009-2011 Master Agreement. That effort resulted in the recommendation to pilot the use of the Student Assessment of Learning Gains (SALG) instrument. The SALG was developed by faculty members at the University of Wisconsin-Madison with support from a National Science Foundation grant. Performance dimensions have been developed based on research identifying characteristics of effective collegiate instruction. Faculty members who participated in the pilot indicated that the instrument is not user-friendly, and this prevented widespread adoption.

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. A small group of faculty members are trained to conduct the Small Group Instructional Diagnosis (SGID) procedure. The process involves a consensus building group process with students in a course which allows 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, 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, 17 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 were funded. At least \$373,288 was 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, approximately 125 faculty members participated in the *Quality Matters* workshop and developed or are developing fully online courses or blended instruction courses.

The provost sponsored several faculty development initiatives for summer 2012 using one-time funds. These include initiatives related to integration of service learning and sustainability into the curriculum. A major initiative is the preparation of faculty members to teach an on-going 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 participated in the development workshop in summer 2012, allowing UNI to double the number of sections of Cornerstone offered during the 2012–2013 academic year.

Professional development efforts for faculty who teach in the Liberal Arts Core are also a priority. The university sends a contingent each year to the Higher Learning Commission annual conference to give presentations on course development and assessment, as well as to have discussions on best practices in liberal arts education. The provost also provides funding for faculty to travel to other conferences to present findings from the on-going Cornerstone pilot course and to learn about developing successful strategies for assessing learning in the Liberal Arts Core.

For Summer 2013, the provost will again be awarding summer fellowships to support scholarly, research and/or creative work of pre-tenure faculty. Previously, 30 fellowships were awarded. Faculty participated in a poster session during the fall semester to discuss their research projects with other faculty. A similar event will be held in Fall 2013.

The Office of Research and Sponsored Programs hosts a Campus Connexus each year. This event is designed to help faculty network and make meaningful scholarly connections with other faculty from across campus. The Office of Research and Sponsored Programs also hosts a biennial Symposium on Research and Creative Activity. The goals of the Symposium are to showcase current research, scholarship, and creative activity by UNI faculty, and to foster dialogue on current topics related to scholarship in higher education. In addition to a keynote address, there are breakout sessions that allow faculty to participate in these discussions.

Since 2010, the University has been 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 leaders from Student Affairs and Administration and Finance to manage a campus-wide program of diversity and prejudice reduction workshops. Twenty-two faculty members have attended the “train-the-trainer” program and are now certified to conduct training programs on campus.

In Fall 2012, the University held its third fall workshop for faculty. An invited speaker presented on “How Students Learn: Strategies for Teaching from the Psychology of Learning.” Over 100 faculty members attended the workshop. The day-long event included breakout sessions to address strategies for engaging students in the classroom and new methods for teaching. Other workshops continue throughout the academic year. Topics have included: teaching first-year students, “flipping” the classroom, developing better research paper assignments, and strategies for fostering critical thinking.

The Center for Excellence in Teaching and Learning will be re-established in Fall 2013 to promote a culture of teaching and learning throughout the University; an internal search for a director is underway. During the current academic year, one of the administrative fellows in the provost’s office promoted faculty development by organizing a series of faculty development “brown bag” workshops. Fourteen workshops were offered this year on topics, such as teaching large classes, working with first-year students, using polling technology, and preparing students to give oral presentations. In addition, college level faculty development efforts include mentoring programs, reading groups, and research symposia.

The University also hosts a new faculty orientation meeting, over one and a half days, for those beginning their careers at UNI. The program provides information on working with students, the library, eLearning tools, and faculty governance. Importantly, the orientation is also a partnership with other offices such as Human Resource Services and includes social events so that new faculty have a chance to network with each other and with more experienced colleagues, department heads, deans, and institutional officials.

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. (3) Department heads may conduct other evaluations.

In Fall 2012, a committee consisting of the chairs of each college senate, the chair of the university faculty senate, the chair of the Council of Academic Department Heads, and an associate dean revised the “active scholar” standard. This is to be applied by department heads in determining whether a faculty member should be awarded a four course teaching load. This process is an additional form of post-tenure review meant to encourage scholarly and creative vitality. As this program develops, department heads will work with faculty members who have not maintained the expected level of scholarly or creative work on a development plan.

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 are made only at the instructor rank and carry an initial term of two years. 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.