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ANNUAL GOVERNANCE REPORT ON FACULTY TENURE

Actions Requested: (1) Consider recommending approval of tenure and promotion recommendations for the 2015-2016 academic year; and (2) Receive the annual governance report on faculty tenure for 2014-2015.

Executive Summary: The Board of Regents Policy Manual §4.07 requires that recommendations for promotion and tenure be approved by the Board and §6.17 requires that an annual report on tenure status be presented to the Board.

Approval of Promotion and Tenure Recommendations (1)

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Total actions	206	195	188	208	209
Percent of actions to males	63%	62%	63%	68%	56%
Percent of actions to females	37%	38%	37%	32%	44%

The University of Iowa has a total of 113 promotion and tenure actions for the 2015-2016 academic year compared to 100 actions in 2014-2015.

	FEMALE	MALE	TOTALS
Promotion with tenure	13	20	33
Promotion (already had tenure)	7	22	29
Promotion without tenure	28	17	45
Tenure without promotion	3	3	6
Totals	51	62	113

Iowa State University has a total of 70 promotion and tenure actions for the 2015-2016 academic year compared to 76 in 2014-2015.

	FEMALE	MALE	TOTALS
Promotion with tenure	17	22	39
Promotion (already had tenure)	8	19	27
Promotion without tenure	0	3	3
Tenure without promotion	0	1	1
Totals	25	45	70

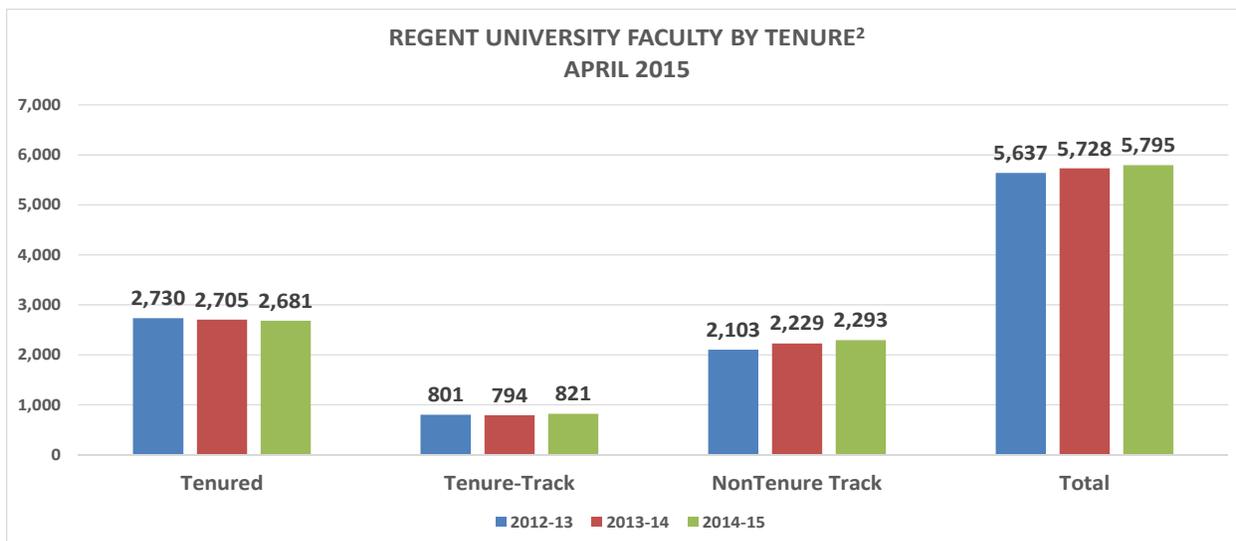
The University of Northern Iowa has a total of 26 promotion and tenure actions for the 2015-2016 academic year compared to 32 in 2014-2015.

	FEMALE	MALE	TOTALS
Promotion with tenure	7	5	12
Promotion (already had tenure)	7	6	13
Promotion without tenure	1	0	1
Tenure without promotion	0	0	0
Totals	15	11	26

Annual Report on Faculty Tenure – 2014-2015

Total faculty. In 2014-2015, the total number of faculty members at the Regent universities was 5,795², an increase of 67 (+1.2%) from the prior year.

- ☛ The number of tenured faculty was 2,681, a decrease of 24 (-0.9%) from the prior year.
- ☛ The number of tenure-track faculty (TT) was 821, an increase of 27 (+3.4%) from the prior year.
- ☛ The number of non-tenure-track faculty (NTT) was 2,293, an increase of 64 (+2.9%) from the prior year.



**TABLE 1
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE
2012-2013 to 2014-2015**

	TENURED	TENURE-TRACK	NON-TEN.-TRK.	TOTAL
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
2013-2014				
SUI	1,243 (40.6%)	381 (12.4%)	1,440 (47.0%)	3,064
ISU	1,012 (54.3%)	294 (15.8%)	557 (29.9%)	1,863
UNI	450 (56.2%)	119 (14.9%)	232 (28.9%)	801
TOTAL	2,705 (47.2%)	794 (13.9%)	2,229 (38.9%)	5,728
2014-2015				
SUI	1,240 (40.1%)	376 (12.1%)	1,478 (47.8%)	3,094
ISU	1,003 (53.1%)	315 (16.7%)	570 (30.2%)	1,888
UNI	438 (53.9%)	130 (16.0%)	245 (30.1%)	813
TOTAL	2,681 (46.3%)	821 (14.2%)	2,293 (39.5%)	5,795

² In 2014-2015, the total number of faculty at the three universities was 8,050 and included 2,255 clinical or adjunct faculty members at SUI who did not receive a salary.

Tenure-eligible faculty. In 2014-2015, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) was 3,502, an increase of three (-0.1%) from the prior year. More than 76% of the tenure-eligible faculty at the Regent universities is tenured.

TABLE 2
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE
2012-2013 to 2014-2015

	TENURED	TENURE-TRACK	TOTAL
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
2013-2014			
SUI	1,243 (76.5%)	381 (23.5%)	1,624
ISU	1,012 (77.5%)	294 (22.5%)	1,306
UNI	450 (79.1%)	119 (20.9%)	569
TOTAL	2,705 (77.3%)	794 (22.7%)	3,499
2014-2015			
SUI	1,240 (76.7%)	376 (23.3%)	1,616
ISU	1,003 (76.1%)	315 (23.9%)	1,318
UNI	438 (77.1%)	130 (22.9%)	568
TOTAL	2,681 (76.6%)	821 (23.4%)	3,502

Tenure levels. There are no national standards regarding the appropriate levels of tenure. However, comprehensive analyses of tenure at the national level have concluded that an institution should provide close oversight when more than one-half to two-thirds of its faculty is on tenure appointments.

☛ A conclusion by the *Commission on Academic Tenure*³ was based on the assumption that “a larger proportion of tenured faculty is likely to curtail opportunities for the appointment and retention of younger faculty, with undesirable effects on institutional vitality...and to diminish opportunities for the recruitment and promotion of an increased number of women and members of minority groups.”

☛ In 2014-2015, 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 68 out of 112 (60.7%) 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 45 out of 65 (69.2%) 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 29 out of 38 (76.3%) departments and in all five (100.0%) Colleges - Business Administration; Education; Humanities, Arts, and Sciences; and Social and Behavioral Sciences; as well as the Library.

³ William Keast, 1973.

Comparison to peer institutions. The data from the 2013-2014 AAUP Faculty Compensation Survey⁴ for full-time faculty on a 9-10 month contract indicate that:

- ☛ At SUI, the tenure rate⁵ is 61.2%. At its peer institutions, the tenure rate range is 57.0% - 77.0%; the median is 63.6% and the mean is 65.5%.
- ☛ At ISU, the tenure rate is 62.5%. At its peer institutions, the tenure rate range is 55.6% - 74.1%; the median is 63.6% and the mean is 64.3%.
- ☛ At UNI, the tenure rate is 76.6%. At its peer institutions, the tenure rate range is 56.5% - 77.4%; the median is 71.1% and the mean is 68.5%.

Tenure trends.

- ☛ The number of grand total faculty has increased every year for the past 13 years.
- ☛ During the past ten years, the average number of tenured faculty was 2,725 with a low of 2,681 (2014-2015) and a high of 2,762 (2009-2010). The median during the 10 year period was 2,729.
- ☛ During the past ten years, the average number of tenure-track faculty was 824 with a low of 777 (2011-2012) and a high of 901 (2005-2006). The median during the ten year period was 811.
- ☛ There was an increase of nine (+5.9%) in the number of tenure-eligible minority faculty members in 2014-2015. During the past ten years, the average number of tenure-eligible minority faculty was 619 with a low of 540 (2005-2006) and a high of 669 (2014-2015) which is an all time high.
- ☛ There was an increase of 19 (+1.6%) in the number of tenure-eligible female faculty members. During the past ten years, the average number of tenure-eligible female faculty was 1,141 with a low of 1,090 (2007-2008) and a high of 1,205 (2014-2015) 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 (142) decreased by 10 (-6.6%) from the prior year; this represents 66% of the total number of departments at the Regent universities.
- ☛ The total number of non-tenure track faculty remained the same as the prior year; it is the highest number (4,548)⁶ during the past 23 years. The number of non-tenure-track faculty members represents more than 56% of the total faculty. The total number of non-tenure-track faculty includes 2,255 clinical or adjunct faculty at SUI who do not receive a salary.
- ☛ The majority of tenured and tenure-track faculty is employed on a full-time basis, while the majority of non-tenure-track faculty is employed on a part-time basis.

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

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

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

⁶ Includes both paid and unpaid faculty.

Background:

Definition of tenure.

- ☛ Tenure is a contractual employment status under which faculty appointments are continued indefinitely. At most institutions, tenured faculty members are subject to dismissal only for cause or financial exigency.
- ☛ Tenure is typically awarded to a faculty member in a tenure-track position who serves a probationary period that lasts approximately seven years. After a series of annual retention proceedings, the awarding of tenure requires an affirmative recommendation based on an extensive evaluation process that typically involves reviews by peers in the field and reviews at the departmental, college, and university levels. The third year review is especially critical.
- ☛ Each year, the Board of Regents formally confers tenure upon individual faculty who are recommended for tenure by the universities.

Tenure by gender. In 2014-2015, the total number of female faculty members at the Regent universities was 2,399, an increase of 92 (+4.0%) from the prior year. The total number of male faculty members at the Regent universities was 3,396, a decrease of 25 (-0.7%) from the prior year.

- ☛ The number of tenured female faculty members was 830, which was the same as the prior year; the number of tenure-track female faculty members was 375, an increase of 19 (+5.1%); and the number of non-tenure-track female faculty members was 1,194, an increase of 73 (6.5%) from the prior year.
- ☛ The number of tenured male faculty members was 1,851, a decrease of 24 (-1.3%); the number of tenure-track male faculty members was 446, an increase of eight (+1.8%); and the number of non-tenure-track male faculty members was 1,099, a decrease of nine (-0.8%) from the prior year.

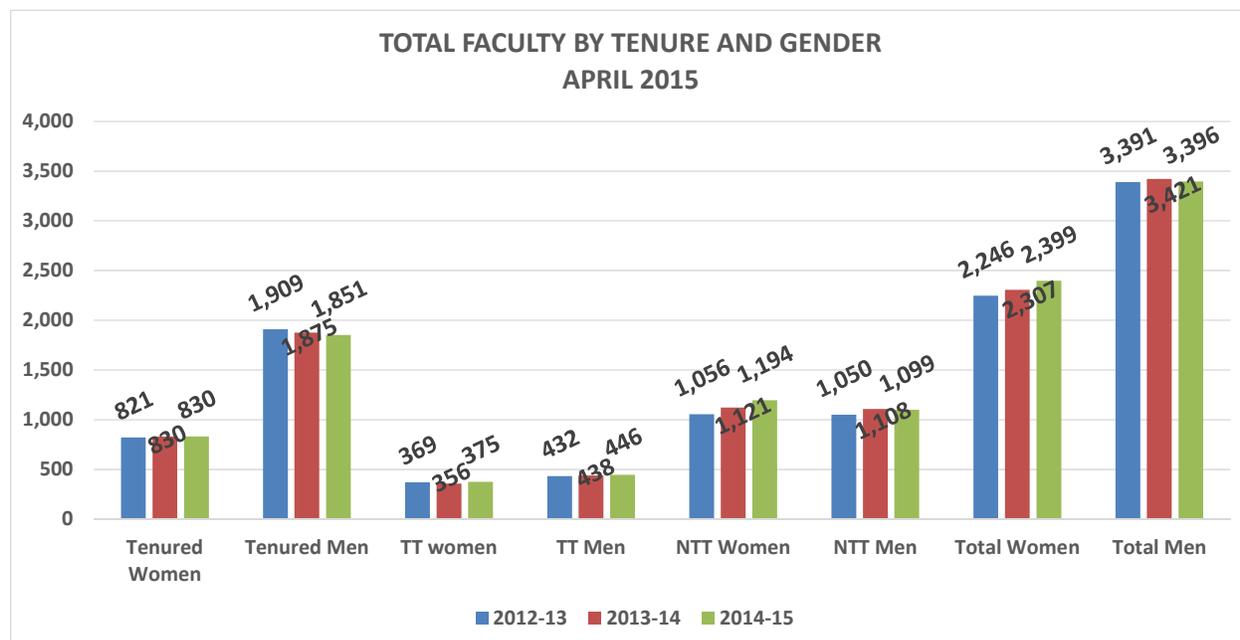


TABLE 3
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER
2014-2015

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	869 (28.1%)	371 (12.0%)	221 (7.1%)	155 (5.0%)	760 (24.6%)	718 (23.2%)	1,850 (59.8%)	1,244 (40.2%)	3,094
ISU	726 (38.5%)	277 (14.6%)	172 (9.1%)	143 (7.6%)	248 (13.1%)	322 (17.1%)	1,146 (60.7%)	742 (39.3%)	1,888
UNI	256 (31.5%)	182 (22.4%)	53 (6.5%)	77 (9.5%)	91 (11.2%)	154 (18.9%)	400 (49.2%)	413 (50.8%)	813
TOTAL	1,851 (31.9%)	830 (14.3%)	446 (7.7%)	375 (6.5%)	1,099 (19.0%)	1,194 (20.6%)	3,396 (58.6%)	2,399 (41.4%)	5,795

¶¶ The number of tenure-eligible male faculty members was 2,297, a decrease of 16 (-0.7%) and the number of tenure-eligible female faculty members was 1,205, an increase of 19 (+1.6%) from the prior year. Tenured female faculty members represent 23.7% of the tenure-eligible faculty at the Regent universities.

TABLE 4
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER
2014-2015

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	869 (53.8%)	371 (23.0%)	221 (13.7%)	155 (9.6%)	1,090 (67.5%)	526 (32.5%)	1,616
ISU	726 (55.1%)	277 (21.0%)	172 (13.1%)	143 (10.8%)	898 (68.1%)	420 (31.9%)	1,318
UNI	256 (45.1%)	182 (32.0%)	53 (9.3%)	77 (13.6%)	309 (54.4%)	259 (45.6%)	568
TOTAL	1,851 (52.9%)	830 (23.7%)	446 (12.7%)	375 (10.7%)	2,297 (65.6%)	1,205 (34.4%)	3,502

Tenure by race/ethnicity. In 2014-2015, the total number of minority faculty members at the Regent universities was 1,003, an increase of 67 (+7.2%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,792, which was the same as the prior year.

¶¶ The number of tenured minority faculty members was 478, an increase of 12 (+2.6%); the number of tenure-track minority faculty members was 221, an increase of 27 (+13.9%); and the number of non-tenure-track minority faculty members was 304, an increase of 28 (+10.1%) from the prior year.

¶¶ The number of tenured non-minority faculty members was 2,203, a decrease of 36 (-1.6%); the number of tenure-track non-minority faculty members was 600 which was the same as the prior year; and the number of non-tenure-track non-minority faculty members was 1,989, an increase of 36 (+1.8%) from the prior year.

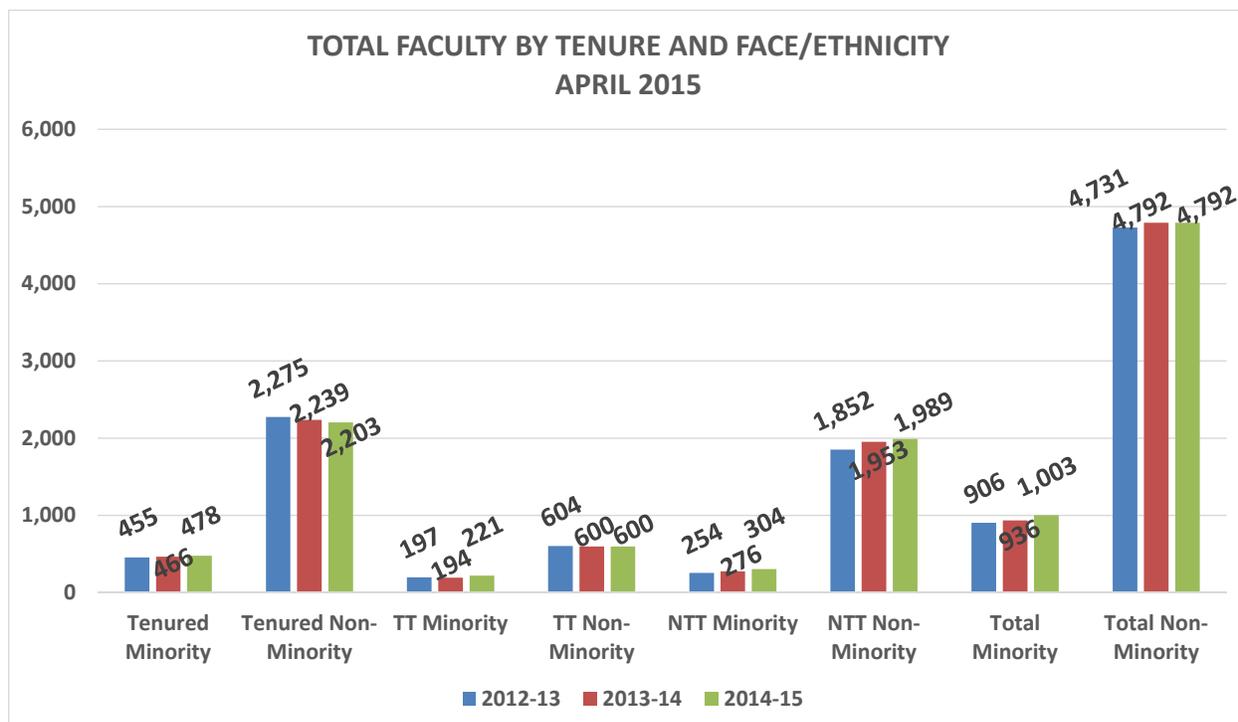


TABLE 5
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY
2014-2015

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	1,041 (33.7%)	199 (6.4%)	285 (9.2%)	91 (2.9%)	1,286 (41.6%)	192 (6.2%)	2,612 (84.4%)	482 (15.6%)	3,094
ISU	783 (41.5%)	220 (11.7%)	214 (11.3%)	101 (5.3%)	482 (25.5%)	88 (4.7%)	1,479 (78.3%)	409 (21.7%)	1,888
UNI	379 (46.6%)	59 (7.3%)	101 (12.4%)	29 (3.5%)	221 (27.2%)	24 (3.0%)	701 (86.2%)	112 (13.8%)	813
TOTAL	2,203 (38.0%)	478 (8.3%)	600 (10.4%)	221 (3.8%)	1,989 (34.3%)	304 (5.2%)	4,792 (82.7%)	1,003 (17.3%)	5,795

††† The number of tenure-eligible minority faculty members was 699, an increase of 39 (+5.9%) and the number of tenure-eligible non-minority faculty members was 2,803, a decrease of 36 (-1.3%) from the prior year. Tenured minority faculty members represent 20.0% of the tenure-eligible faculty at the Regent universities.

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

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	1,041 (64.4%)	199 (12.3%)	285 (17.6%)	91 (5.6%)	1,326 (82.1%)	290 (17.9%)	1,616
ISU	783 (59.4%)	220 (16.7%)	214 (16.2%)	101 (7.7%)	997 (75.6%)	321 (24.4%)	1,318
UNI	379 (66.7%)	59 (10.4%)	101 (17.8%)	29 (5.1%)	480 (84.5%)	88 (15.5%)	568
TOTAL	2,203 (62.9%)	478 (13.6%)	600 (17.1%)	221 (6.3%)	2,803 (80.0%)	699 (20.0%)	3,502

Availability of tenure.

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

Post-tenure review and faculty vitality.

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

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

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Policies and Procedures Relating to Tenure

The “Procedures for Tenure and Promotion Decision-Making” are used by all academic units of the University to ensure that the decision to grant tenure is based on systematic evaluation and documentation of faculty members’ teaching effectiveness, scholarship, and service contributions. University policy also states that each academic unit may develop a statement of policies and procedures to be used by that unit for faculty appointments, evaluations, and promotions that supplements the general University policies and procedures.

Evaluation of Instructional Performance

Teaching is fundamental to the mission of the University; therefore, evaluation of teaching effectiveness is a critical part of the tenure decision. University policy states that only after a faculty member’s teaching has been determined to be effective should his or her scholarly and professional contributions be evaluated. Selected highlights of AY2013-14 efforts to evaluate instructional performance include: (1) “Assessing the classroom environment” student evaluations; (2) Peer review of teaching; and (3) the Office of Assessment.

1. Methods used to evaluate teaching include assessments by both students and faculty peers.
 - ⇒ Various methods are used to assess student experiences. During the AY2013-14 fall and spring semesters, Evaluation and Examination Service (EES) processed 167,324 student opinion paper forms administered in 7,402 classes. These numbers represent conservative estimates of the extent to which student input is solicited, since many units (e.g., Division of Continuing Education, College of Engineering) process their own evaluation instruments and obtain student views using other assessment tools. Faculty members are provided the results of their students’ evaluations with safeguards to protect student confidentiality.
 - ⇒ A new “**Assessing the Classroom Environment**” (**ACE**) **Online**, using software from CollegeNET, was installed in Summer 2014 and piloted for the fall semester in December 2014. Ninety-five (95) courses with twenty-eight (28) faculty/TAs participated in the pilot. The goal is to move away from the decades-old, paper-based system, to a modern, more accessible and sustainable online system that provides better data tracking. Presentations have been provided at various advisory groups, including the Academic Technology Advisory Council (ATAC), Faculty Council, College of Liberal Arts and Sciences Faculty Assembly, and Student Academic Users Group. Several colleges will move to the online system in the coming year, including Engineering, Business, Dentistry, Nursing, and the Division of Continuing Education. The other colleges are in the process of determining when to move to the online system.

2. Peer Review of Teaching: The *Procedural Guidelines for Tenure and Promotion Decision-Making* instruct colleges to develop processes for peer review of faculty teaching. Generally, colleges require senior faculty members in units to evaluate classroom teaching and review written and electronic course materials. College guidelines for peer review of teaching are tailored to the various types of teaching that occur in the units of that college (e.g., large classroom, small seminar or laboratory teaching, clinical teaching). The student and peer evaluations provide substantial information to help faculty members improve their teaching and help senior faculty members and administrators make promotion and tenure decisions. For faculty seeking to improve their teaching skills, the UI Center for Teaching is a key resource. The Center offers group workshops, individual assessments and assistance, and many other forms of help to faculty members, graduate teaching assistants, and others on campus.
3. The Office of Assessment in the Provost's Office supports outcomes assessment in departments by:
 - ⇒ Consulting on design and use of assessment strategies;
 - ⇒ Facilitating access to institutional data that help address department assessment questions;
 - ⇒ Providing department-specific reports of campus survey data; and
 - ⇒ Compiling department summaries of lessons learned and actions taken based on their assessment efforts.

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

Faculty Vitality

The University encourages the vitality and excellence of its faculty through multiple means at the university, college, and department levels. Selected highlights of Academic Year 2014-15 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, digital public arts, genetics, obesity, and informatics. In addition to the research, teaching, and outreach benefits of focusing faculty talent on areas of societal importance, the clusters create valuable professional support networks for the participating faculty - tenure-track faculty members in clusters have an immediate cadre of fellow faculty members, many of whom are senior scholars, to mentor and involve them in new and ongoing research projects. Furthermore, strong social ties often develop in clusters which also help new faculty integrate into the University.
- ◇ *Obermann Center for Advanced Studies (OCAS).* As described in its mission statement, the Obermann Center for Advanced Studies is dedicated to advancing the research mission of the University of Iowa by encouraging innovation, cross-disciplinary exchange of ideas, imaginative collaborations, and engagement with local and global communities. The Obermann Center provides three categories of support and connection to achieve its mission:
 - ⇒ Fellows-in-Residence Program which provides space and limited funding to focus concentrated effort on a research project for individual faculty fellows.
 - ⇒ Support for research collaborations, symposia, and working groups.
 - ⇒ Annual faculty-led institute and workshops to train graduate students across the university in best practices of public engagement.
 - ⇒ Public programming to build networks of artists, scholars, researchers, local citizens, and international colleagues in and beyond the University.
- ◇ *Academic and Professional Record.* The Academic and Professional Record (APR) project is a collaborative initiative of the Office of the Associate Provost for Faculty, Information Technology Services, and University colleges to capture and tell the story of faculty excellence on campus. The APR serves as an online portfolio of individual faculty members' academic and professional activities, including up-to-date records of teaching, research, and service to their professions and the public. Colleges use the database as their source for recording and reporting on faculty activities, including use of the APR to generate faculty materials for annual reviews. The APR has made the faculty review process more efficient for both the faculty member and the department. Colleges also use the APR to generate accreditation reports and other administrative documents. In AY 2013-2014, the Office of the Provost partnered with the University's Administrative Information Services to hire a Senior Application Developer to lead the APR Project and work with colleges to transfer their existing data into a centralized APR-U database. Progress continues with this transition and the goal is to have all 11 colleges migrate to a singular database by December 2016.

††† 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 and Economic Development](#) assists faculty in obtaining funding for their research and scholarly activities and supports Iowa economic development through tech transfer activities, small business assistance, and entrepreneurial training. OVPR&ED facilitates institutional nominations, internal funding initiatives, and interdisciplinary research. In AY 2013-2014, the Office of the Vice President for Research & Economic Development sponsored faculty development programs for more than 1000 participants. Programming included an annual orientation session for new faculty, Ideations summits, and informational grants sessions on the overall federal funding landscape, NSF CAREER awards, National Endowment for the Humanities awards, and DOD Health awards, among others. The Office of the Vice President for Research & Economic Development also provided science communications workshops for more than 200 faculty and research staff.
- ◇ *Faculty Productivity and Career Development*. In AY 2013-2014, the Office of the Provost and the Chief Diversity Office renewed an institutional membership in the National Center for Faculty Development and Diversity (NCFDD) which is an independent faculty development center dedicated to helping faculty succeed in their careers. The University has a longstanding relationship with the director of the center, Dr. Kerry Rockquemore. The NCFDD offers numerous benefits to faculty, staff, postdoctoral students, and other students, including:
 - ⇒ Monthly core training tele-workshops facilitated by Dr. Rockquemore;
 - ⇒ Monthly guest expert tele-workshops;
 - ⇒ Weekly productivity tips through the *Monday Motivator* e-newsletter;
 - ⇒ Moderated monthly writing challenges on a private discussion forum;
 - ⇒ Monthly mentor match; and
 - ⇒ Multi-week online *Facilitated Learning Communities*.

- ◇ *Teaching.* In 2014, three instructional support units on campus were consolidated – ITS Instructional Services (ITS-IS), the Center for Teaching (CfT), and Evaluation and Examination Services (EES) – into the “Office of Teaching, Learning, and Technology.” The reorganization was part of the University’s strategy to support, develop, and encourage faculty and TA professional teaching and learning strategies, including active-learning pedagogies, and to leverage and expand the University’s position as a national leader in active-learning. The question, “What academic learning experience do you want your students to have?” became the focus of what the office does. Under the auspices of the new office, the process of answering that question spans pedagogy, faculty and TA professional development, facilities, and technology.
- ◇ The UI Center for Teaching (CfT) provides numerous resources to enhance instructional effectiveness. Some of the resources are “just in time” online resources on topics that include – Design a Course; Teach a Course; Assessment; Technology in the Classroom; Assisting Students at Risk. The Center also hosts workshops led by national and peer experts to enhance faculty teaching effectiveness and creativity across career stages. In AY 14-15, the Center launched new programs designed specifically for graduate teaching assistants. UI Center of Teaching AY 14-15 programs included courses in the following areas:
 - ⇒ Foundational skills for new instructors (e.g., tips for new teachers, designing and leading good classroom discussions, creating professional portfolios),
 - ⇒ Programs for teaching assistants (e.g., new TA orientation, effective teaching institute, micro-teaching, facilitating lab and problem set sections, working with student writing, creating an inclusive classroom environment),
 - ⇒ Facilitating engaged learning (e.g., team-based/in-class learning, creating memorable presentations, representing student learning visually, experiential learning, cross-disciplinary “big ideas” courses),
 - ⇒ Teaching with technology (e.g., digital media and the creation, use, and publication of texts, the digital divide and teaching, game-based learning, TILE labs program), and
 - ⇒ Increasing classroom effectiveness (e.g., teaching honor students, constructive peer review of teaching, making course evaluations work, service learning).
- ◇ *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 2014 Faculty Engagement Corps traveled to Dyersville, Garnavillo, Dubuque, LeClaire, Davenport, and Muscatine with 27 participants, who learned about the role of ethanol in the Iowa economy, observed a small school district’s efforts to grow through online education, and discussed the opportunities and challenges inherent in community development. The 2015 Faculty Engagement Corps will take faculty members to Atlantic, Fort Dodge, and Boone in May 2015.

- ◇ *Leadership Development.* Five SUI faculty leaders participated in the CIC-Academic Leadership Program (CIC-ALP) and five department executive officers (DEOs) participated in the CIC-DEO program in AY 2014-2015. The CIC-ALP is noted by the CIC as one of its most successful leadership initiatives. Established in 1989, this intensive leadership training program is designed to develop the leadership and managerial skills of faculty members who were selected because of their leadership potential. Many of the program's nearly 1,000 Fellows have gone on to serve as college presidents, provosts, and deans. The CIC-DEO program is a three-day workshop that draws approximately 50 department heads and chairs from CIC universities each year.
- ◇ *DEO Leadership Development.* In Fall 2014, the Office of the Provost began a partnership with university Human Relations to develop an on-campus DEO Leadership Development Program which will be piloted in Spring 2015. The program is designed for departmental executive officers in their first two years of service as they transition to this key campus leadership role. The program will be complementary to collegiate support for DEOs, as well as existing university programs, such as CIC-DEO and CIC-Academic Leadership Program. Competency-based content will be delivered through small cohorts and tailored to individual needs and goals and will include such topics as:
 - ⇒ Making the transition from faculty to DEO.
 - ⇒ Understanding and drawing upon personal leadership styles.
 - ⇒ Leading and managing departmental faculty and staff.
 - ⇒ Unit goal formation and attainment.
 - ⇒ Positioning the unit within the institution and external constituencies.

◆◆ 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 2013-2014, 64 faculty members were on professional development assignment which resulted in 687 "products or outcomes." Specifically, the faculty produced or engaged in the following:
 - ⇒ Journal Articles or Chapters (234) – published or accepted for publication (120); submitted, still under review (47); began or continued writing (67).
 - ⇒ Books or Monographs (43) – published or accepted for publication (10); submitted, still under review (8); began or continued writing (25).
 - ⇒ Grant applications (100) – funded (31); not funded (20); submitted, still under review (36); grants planned to submit (13).
 - ⇒ Course Materials (76) – developed new undergraduate course (14); developed new graduate course (2); revised existing undergraduate course (41); revised existing graduate course (19).
 - ⇒ Presentations, Performances, and Exhibits (172).
 - ⇒ Other (62).

- ◇ *AY 2014-2015 Professional Development Assignments.* During 2014-2015, 68 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 67 new professional development assignments were received for 2015-2016. In December 2014, the Board of Regents approved the request for 56 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 2014, 42 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 2011-2012, 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 faculty members in their units. The Office also developed and continues to refine the online Faculty Review workflow system to ensure standardized scheduling, effective compliance monitoring, and consistent record-keeping for all faculty reviews, including post-tenure reviews. The new system allows the Office of the Provost to run centralized reports to monitor review completion. Evaluation documents are electronically routed to the relevant parties for approval and finalized evaluation documents are 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. For AY 2013-2014, the online Faculty Review system showed that 157 five-year peer reviews were due to be conducted. Ten colleges reported that 100% of the scheduled reviews were conducted or deferred due to allowable reasons, such as serving in an administrative role, promotion review, or leave. The Carver College of Medicine (CCOM) reported a 75% completion rate. The Office of the Provost will continue to work with the CCOM to ensure that all tenured faculty members receive a five-year review in a timely manner.

Non-Tenure Track Faculty Positions

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 who devote a significant portion of their time to providing or overseeing the delivery of professional services to individual patients or clients. Clinical faculty members also teach students, residents, and fellows and integrate the delivery of their professional services with their teaching. They may serve on graduate-student thesis and dissertation committees with the permission of the Graduate College. A record of professional productivity beyond clinical service is required for promotion beyond the assistant professor level.

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

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

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

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

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

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

Assistant in Instruction. These faculty members hold a baccalaureate degree or equivalent and are appointed for a specific teaching, research, or patient care service. For example, a native-speaker of a world language may assist in language instruction. Few faculty members are appointed in this category.

IOWA STATE UNIVERSITY

Policies and Procedures Relating to Tenure

The system of academic tenure at Iowa State University emphasizes (1) recruitment of the most highly qualified candidates available, (2) creation of an opportunity for scholarly performance in teaching, research/creative activity, and extension/professional practice, (3) continuing evaluation of performance on the basis of the Position Responsibility Statement (PRS), and (4) positive evaluation of performance resulting in the awarding of tenure. The awarding of tenure requires an affirmative decision, based upon an explicit judgment of qualifications resulting from continuous evaluation of the faculty member during the probationary period in light of the applicable criteria. After tenure is awarded, faculty members undergo annual performance reviews and post-tenure reviews. When appropriate, an individual may undergo a review for promotion in rank to full professor.

The criteria by which probationary faculty members 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). Evaluation criteria apply to the position responsibilities of probationary faculty and are consistent with a commitment to excellence in scholarship.

ISU's promotion and tenure policy describes performance criteria and processes for faculty evaluation. It emphasizes the interrelationships among teaching, research/creative activities, and extension/professional practice as mutually supportive endeavors. Faculty members must demonstrate excellence in scholarship (including scholarly contributions to teaching, research/creative activity, and/or extension/professional practice), must perform effectively in all categories of responsibility, and must engage in 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. A Faculty Senate/Provost task force reviewed the PRS in 2014, affirming its role in the faculty evaluation process. The task force proposed more consistency in format and content of the PRSs, and recommended that language about collegiality and professional behavior be added to each PRS in future revisions.

Faculty members are reviewed annually 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. In Fall 2013, the Faculty Senate approved revisions to the annual performance evaluation policy to provide more consistency in the annual evaluation process across units. The policy also established guidelines on the development and implementation of an action plan as a consequence for faculty performance that does not meet expectations.

Faculty Vitality

Iowa State University offers tenured and tenure-eligible faculty members a number of opportunities to ensure productive engagement in all areas of faculty work. The Center for Excellence in Learning and Teaching (CELT) provides workshops and seminars in addition to resources that support innovation or improvement in teaching. The Center also offers advice and a forum for discussions as well as scholarly support for continued learning. Faculty members are encouraged to use instructional development facilities and other special programs to improve and modernize their teaching. The Office of the Vice President for Research 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 2014-2015 included the following:

- ☛ The Provost appointed three Faculty Fellows to lead faculty development efforts in the areas of Early Career Faculty, Department Chairs, and women and underrepresented faculty (through ADVANCE).
- ☛ An Effective Teaching Workshop for new faculty, both tenure-eligible and non-tenure eligible, was offered by CELT in August 2014 to assist faculty with the transition to ISU.
- ☛ A day-long New Faculty Orientation was held in mid-August to provide new 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. The CEAH grants coordinator worked with cross-disciplinary faculty teams on several grant proposals.
- ☛ Grant-writing workshops were offered by the Office of the Vice President for Research to facilitate successful grantsmanship among faculty at all ranks. A Grants Hub in the Vice President's Office was established to help new faculty administer their first grants.
- ☛ The New Faculty Scholars Program, offered in collaboration with the Provost's Office, CELT, and the Office of the Vice President for Research as a learning community for new faculty, included approximately 20 probationary faculty in the third cohort.
- ☛ Individual academic colleges offered career development workshops on advancing to promotion and tenure for both tenure-eligible and mid-career faculty.
- ☛ ADVANCE offers a workshop each semester for associate professors on effective strategies for building a case for promotion. In Fall 2014, a panel of associate deans led the discussion.

☛ The Emerging Leaders Academy (ELA) was offered in 2014-2015 to a cohort of 29 faculty and staff interested in enhancing their leadership skills and a focus on career development. Prominent scholars and practitioners in the field of higher education led the monthly programming.

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

Post-Tenure Review

Academic colleges and departments address the issue of faculty vitality by conducting evaluations of senior faculty as described in the Post-Tenure Review Policy (PTRP). The policy ensures that all tenured faculty undergo a post-tenure review at least once every seven years.

The Post-Tenure Review Policy, approved in 2011 and revised in 2014, provides all tenured faculty with a formative peer evaluation of their accomplishments. The peer review recognizes accomplishments and offers feedback on improving performance where needed. The policy delineates timeline, specific outcomes, and the roles of administrators in the peer review process. The timeline stipulates that the post-tenure review must occur at least every seven years; at the request of the faculty but no fewer than five years since the last review; or the year following two unsatisfactory annual reviews. Exemptions are made for faculty who are under review for promotion, within one year of retirement or phased retirement, or faculty who serve as chair or in positions that contain the words “president,” “provost,” or “dean.”

It is a required outcome that, when any aspect of performance is deemed “below expectations,” that the department chair with input from the peer review committee must develop an action plan for improvement. The policy requires justification for the plan, a time table to evaluate acceptable progress, a description of consequences for not meeting expectations, and consequences of non-action. An unsatisfactory post-tenure review could result in a charge of unacceptable performance of duty.

During 2013-2014, 66 tenured faculty members were reviewed as a result of this policy; this represents 6.6% of all tenured faculty. Academic departments estimate that 82 additional reviews will have been concluded during 2014-2015.

Non-Tenure-Eligible Faculty Policy

In December 2001, the Faculty Senate approved a policy on non-tenure-eligible appointments and amended it in Spring 2003 to broaden the range of non-tenure-eligible faculty titles. The policy is guided by the University’s commitment to the tenure-track system and an understanding that the tenure system is one of the University’s best ways of ensuring that it pursues its missions in discovery, engagement, and learning at the highest levels of excellence. The policy was designed to encourage the responsible use of non-tenure-eligible faculty because large numbers of non-tenure-eligible faculty can put unneeded stress on the system.

Under this policy, non-tenure-eligible faculty members, with the input of appropriate tenured and tenure-eligible faculty, are appointed for varying terms with the option of renewal, depending on departmental needs. The Office of the Senior Vice President and Provost annually monitors the percentage of teaching done by non-tenure-eligible faculty on an annual basis. Although the University follows AAUP guidelines which recommend that no more than 15% of total instruction be provided by non-tenure-eligible faculty, the new policy provides greater flexibility across departments.

In Fall 2014, there were 467 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 452 in Fall 2013. In addition to teaching, these term faculty members also plan and coordinate other educational programs, advise undergraduates, supervise practica and internships, provide clinical services, and participate in outreach activities. The ability to hire quality faculty on a full- or part-time basis to contribute to the teaching mission of the University has helped departments by providing flexibility in staffing, especially during periods of enrollment growth.

By now, several lecturers and clinicians have served multiple terms and have been evaluated for advancement to senior lecturer and senior clinician. Since implementation of the non-tenure-eligible policy offering the titles of senior lecturer and senior clinician, 133 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 2013-2015 Master Agreement; tenure policies and procedures are specified in Appendix B of the Master Agreement.

The criteria for promotion to associate professor are identical to the criteria for tenure. As indicated in Appendix B, the standard for promotion and tenure is a documented record of accomplishment in teaching, scholarship and/or creative achievement, and professional service. While the degree of accomplishment in each of these areas may vary, documented teaching effectiveness is essential and primary. A tenure candidate's scholarship/creative activity and service will be considered only after a positive judgment is made about teaching.

Each academic department is expected to develop its own specific criteria for tenure and promotion evaluations because academic disciplines vary widely in determining the specifics of accomplishment in teaching, scholarship, and service.

Evaluation of Instructional Performance

Article Three of the Master Agreement provides specific procedures for evaluation of teaching. Probationary faculty members are evaluated annually by a departmental Professional Assessment Committee (PAC) and the faculty member's department head. The college dean and the Provost review the files and the evaluations of the PAC and department head in making their own judgments about faculty performance. Departmental PACs develop their own procedures for evaluating teaching but generally include review of teaching materials, classroom observation, and review of student assessments of teaching. Tenured faculty members who apply for promotion in rank are also evaluated by the PAC.

Student assessments of teaching are required during the spring semester of each academic year for all probationary, term, renewable term, and temporary faculty members. Tenured faculty members are required to conduct student assessments of teaching every three years during the spring semester. A provision of the 2013-2015 Master Agreement is Appendix I, which calls for the creation of a new student assessment instrument. The selection and/or development of the instrument is governed by Article Three of the Master Agreement. Based on the provisions of the agreement, a committee of nine (three members appointed by the Northern Iowa Student Government, three members appointed by United Faculty, and three members appointed by the Executive Vice President and Provost) submitted its final report in May 2014 and a new student assessment instrument was approved by both the Executive Vice President and Provost and the president of United Faculty. This instrument was used for Fall 2014 evaluations and will be used more widely in Spring 2015. As a result of bargaining for the 2015-2017 Master Agreement, it was agreed that tenured faculty members will be reviewed every two years.

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

Faculty Vitality

Faculty members at the University of Northern Iowa are afforded a number of opportunities that keep them engaged, active, and vital in their teaching, research/creative activity and service. These opportunities include Professional Development Assignments (PDAs), summer research fellowships, and support for travel to professional development conferences or other faculty development opportunities. During the 2014-15 academic year, 18 faculty received professional development assignments for a semester or academic year to pursue scholarly and creative projects. In addition, under the terms of the Master Agreement, 37 faculty received summer research fellowships in 2014 for either four or eight weeks.

In Summer 2014, 22 pre-tenure faculty received summer fellowships (funded by the provost's office, the president's office, and the Graduate College) to support research or creative work. These faculty presented a public poster session in October 2014 to display the results of their efforts. For 2014-15, 15 pre-tenure faculty applied for and received grants of up to \$1,500 each to support research and creative activity.

In Fall 2014, the Provost's office sponsored both a new faculty orientation program and a fall faculty workshop for all faculty. The new faculty orientation program is a one and one-half day program which supports new faculty as they begin their work at UNI. The program provides information on working with students, the library, eLearning Tools, and faculty governance. The orientation is a partnership with other offices, such as Human Resource Services and the President's Office. Social events are included so that new faculty have a chance to network with each other and more experienced colleagues, department heads, deans and institutional officials. The fall faculty workshop hosted renowned pedagogical expert Dr. Maryellen Weimer, who presented sessions on moving from a teacher-centered to a learner-centered paradigm.

The Center for Excellence in Teaching and Learning (CETL) is in its second year of operation, led by Dr. Susan Hill, Director of the Center. During 2014-15, 590 faculty, staff, and students attended one or more 32 faculty development events sponsored or co-sponsored by the Center. Topics included creating community in the classroom, enhancing students' critical thinking skills, flipping/blending courses using technology, and classroom activities for student-centered learning. Twenty-three probationary and tenured faculty are also participating in the newly developing "teaching UNI" faculty teaching certificate program, which offers faculty an opportunity to explore research on teaching, reflect on their own teaching, and implement new teaching strategies. The need for this initiative resulted from interest in the Center.

The Office of Research and Sponsored Programs (ORSP) holds a Campus Connexus each year. This event helps faculty network and make meaningful scholarly connections with other faculty from across campus. ORSP also hosts a biennial Symposium on Research and Creative Activity. The goals of the Symposium are to foster dialogue on current topics related to scholarship in higher education and to showcase current research, scholarship and creative activity by UNI faculty.

Since 2010, the University has been an affiliate of the National Coalition Building Institute (NCBI), which provides a “train-the-trainer” model for diversity initiatives and prejudice reduction. Working with leaders from Student Affairs and Administration and Finance, two faculty members serving as Diversity Fellows manage a campus-wide program aimed at inclusiveness. Over 25 faculty members have received training to allow them to conduct training on campus. Workshops associated with NCBI and sponsored by the Provost’s Office are held monthly with the goal of having more campus community members participate in activities that foster inclusion and understanding.

In addition to the many opportunities for faculty that involve their on-campus work, significant funding for faculty development travel was provided through departments, colleges and the Office of the Executive Vice President and Provost. This travel funding allowed faculty to present at professional conferences or to attend meetings that would support and inform their teaching and scholarly activity.

Post-Tenure Review

All review of faculty members’ performance at the University of Northern Iowa is specified in the Master Agreement between United Faculty of UNI and the Board of Regents. Under the evaluation provisions of Article Three of this agreement, there are three mechanisms for post-tenure review of faculty members. First, a tenured assistant or associate professor may apply for a review that may lead to a promotion to either associate or full professor. Second, every tenured faculty member is evaluated by his/her department head each year for assignment of merit pay. Merit pay is awarded on the basis of performance in the areas of teaching, research and service, weighted according to the faculty member’s workload (Article 3, Paragraph 3.433). Department heads distribute evaluation standards in the fall of each year and faculty members receive evaluation letters in the spring explaining how they were evaluated using the departmental standards. Third, department heads may conduct other evaluations (Article 3, Subdivision 3.441). The dean and/or the Provost may conduct a review of a faculty member (Article 3, Section 3.5).

Definition of Non-Tenure-Track

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

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

- ☛ Renewable term appointments are made only at the instructor rank and carry an initial term of two years. After that term, the instructor can be renewed on a year-to-year basis. Faculty members on renewable term appointments are expected to both teach and contribute to the service mission of the University. Their performance is assessed by a departmental PAC, department head, dean, and the Provost, using the full evaluation procedures of Article Three of the Master Agreement during the second year of their official appointment. Subsequent appointments are for one year at a time following a satisfactory performance evaluation by the Professional Assessment Committee and the University Administration.

- ☛ Clinical appointments include clinical faculty who hold faculty positions through which they contribute to the service, teaching, and/or outreach missions of the University, and they are not eligible for tenure. They may be part-time, term, or renewable term appointments. They are limited to the following units: Communication Sciences and Disorders; Health, Physical Education and Leisure Services; Curriculum and Instruction; and Social Work. Clinical Faculty positions can be authorized in other academic units with the approval of the United Faculty Central Committee and the University Administration. Clinical faculty will not be used for faculty positions where classroom teaching is the sole or primary form of instructional activity.