

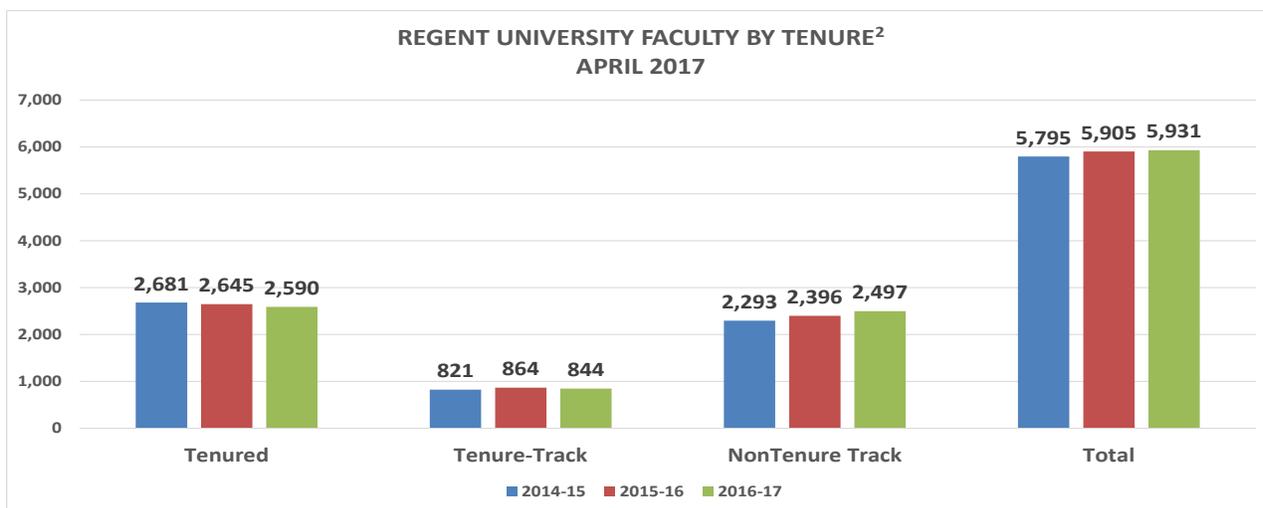
Contact: Rachel Boon

2016-2017 FACULTY TENURE REPORT

Action Requested: Receive the annual governance report on faculty tenure for 2016-2017.

Executive Summary: The Board of Regents Policy Manual §3.14 requires that an annual report on tenure status be presented to the Board for discussion. In 2016-2017, the total number of faculty members at the Regent universities was 5,931², an increase of 26 (+0.4%) from the prior year. The Annual Faculty Tenure Report addresses the Board of Regents Strategic Plan Priority 1 – Ensuring Access to Education and Student Success; Priority 2 – Promoting and Supporting Innovation in Teaching, Research, and Economic Development; and Priority 3 – Promoting Effective Use of Resources to Meet Institutional Missions.”

- The number of tenured faculty was 2,590, a decrease of 55 (-2.1%) from the prior year.
- The number of tenure-track faculty (TT) was 844, a decrease of 20 (-2.3%) from the prior year.
- The number of non-tenure-track faculty (NTT) was 2,497, an increase of 101 (+4.2%) from the prior year.
- In 2016-2017, the number of tenure-eligible faculty (includes tenured and tenure-track faculty) was 3,434, a decrease of 75 (-2.1%) from the prior year. More than 75% of the tenure-eligible faculty at the Regent universities is tenured.



² In 2016-2017, the total number of faculty at the three universities was 8,200 and included 2,269 clinical or adjunct faculty members at SUI who did not receive a salary.

TABLE 1
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE STATUS
2014-2015 to 2016-2017

	TENURED	TENURE-TRACK	NON-TEN.-TRK.	TOTAL
2014-2015				
SUI	1,240 (40.1%)	376 (12.1%)	1,478 (47.8%)	3,094
ISU	1,003 (53.1%)	315 (16.7%)	570 (30.2%)	1,888
UNI	438 (53.9%)	130 (16.0%)	245 (30.1%)	813
TOTAL	2,681 (46.3%)	821 (14.2%)	2,293 (39.5%)	5,795
2015-2016				
SUI	1,201 (38.1%)	363 (11.5%)	1,589 (50.4%)	3,153
ISU	1,020 (51.7%)	370 (18.8%)	582 (29.5%)	1,972
UNI	424 (54.4%)	131 (16.8%)	225 (28.8%)	780
TOTAL	2,645 (44.8%)	864 (14.6%)	2,396 (40.6%)	5,905
2016-2017				
SUI	1,179 (36.8%)	349 (10.9%)	1,675 (52.3%)	3,203
ISU	997 (50.6%)	376 (19.1%)	596 (30.3%)	1,969
UNI	414 (54.5%)	119 (15.7%)	226 (29.8%)	759
TOTAL	2,590 (43.7%)	844 (14.2%)	2,497 (42.1%)	5,931

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 2016-2017, there were a significant number of departments at the Regent institutions with 70% or more of their tenure-eligible faculty that were tenured.
 - ◊ At SUI, at least 70% of the tenure-eligible faculty is tenured in 75 out of 111 (67.6%) departments and in nine of 12 (75.0%) Colleges - Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, and Public Health.
 - ◊ At ISU, at least 70% of the tenure-eligible faculty is tenured in 39 out of 63 (61.9%) departments and in four of seven (57.1%) Colleges - Agriculture and Life Sciences, Business, Engineering, and Liberal Arts and Sciences, as well as the Library.
 - ◊ At UNI, at least 70% of the tenure-eligible faculty is tenured in 26 out of 36 (72.2%) departments and in all four (100.0%) Colleges - Business Administration; Education; Humanities, Arts, and Sciences; and Social and Behavioral Sciences; as well as the Library.

Comparison to peer institutions. The 2015-2016 data for full-time faculty on a 9-10 month contract indicate that:

³ William Keast, 1973.

- At SUI⁴, the tenure rate⁵ is 74.6%. At its peer institutions, the tenure rate range is 72.8% - 88.8%; the median is 76.3% and the mean is 77.4%. SUI ranks eighth among its peer institutions⁶ in the percentage of total tenure-track faculty that is tenured.
- At ISU⁷, the tenure rate⁸ is 71.6%. At its peer institutions, the tenure rate range is 73.6% - 83.0%; the median is 78.6% and the mean is 78.5%. ISU ranks seventh among its peer institutions⁵ in the percentage of total tenure-track faculty that is tenured.
- UNI⁹, the tenure rate is 73.5%. At its peer institutions, the tenure rate range is 57.9% - 78.3%; the median is 67.0% and the mean is 68.1%. UNI ranks third among its peer institutions⁵ in the percentage of total tenure-track faculty that is tenured.

Tenure trends.

- The number of grand total faculty has increased every year for the past 15 years.
- During the past 10 years, the average number of tenured faculty was 2,701 with a low of 2,590 (2016-2017) and a high of 2,762 (2009-2010). The median during the 10 year period was 2,724.
- During the past 10 years, the average number of tenure-track faculty was 820 with a low of 777 (2011-2012) and a high of 864 (2015-2016). The median during the 10 year period was 811.
- The number of tenure-eligible minority faculty members in 2016-2017 was 714; this was a decrease of three (-0.4%) from the prior year. During the past 10 years, the average number of tenure-eligible minority faculty was 651 with a low of 588 (2007-2008) and a high of 717 (2015-2016) which is an all-time high.
- The number of tenure-eligible women faculty members in 2016-2017 was 1,189 which was a decrease of 30 (-2.5%) from the prior year. During the past 10 years, the average number of tenure-eligible female faculty was 1,162 with a low of 1,090 (2007-2008) and a high of 1,219 (2015-2016) which is an all-time high.
- The largest percentage of total faculty by tenure status and gender continues to be tenured male faculty members.
- The number of departments with 70% or more of tenure-eligible faculty who are tenured (141) decreased by five (-3.4%) from the prior year; this represents 66.8% of the total number of departments at the Regent universities.
- The number of non-tenure track faculty in 2016-2017 was 4,766¹⁰ which was an increase of 129 (+2.8%) from the prior year; it is the highest number during the past 24 years. The number of non-tenure-track faculty members represents 58.1% of the total faculty. The total number of non-tenure-track faculty includes 2,269 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.

⁴ Source: AY 2015-16 IPEDS Fall Staff Survey.

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

⁶ There are 10 peer institutions plus itself.

⁷ Source: 2015-2016 AAUP Faculty Compensation Survey.

⁸ The tenure rate is the proportion of tenured faculty members to all full-time faculty included in the base.

⁹ Source: 2015-2016 AAUP Faculty Compensation Survey.

¹⁰ Includes both paid and unpaid faculty.

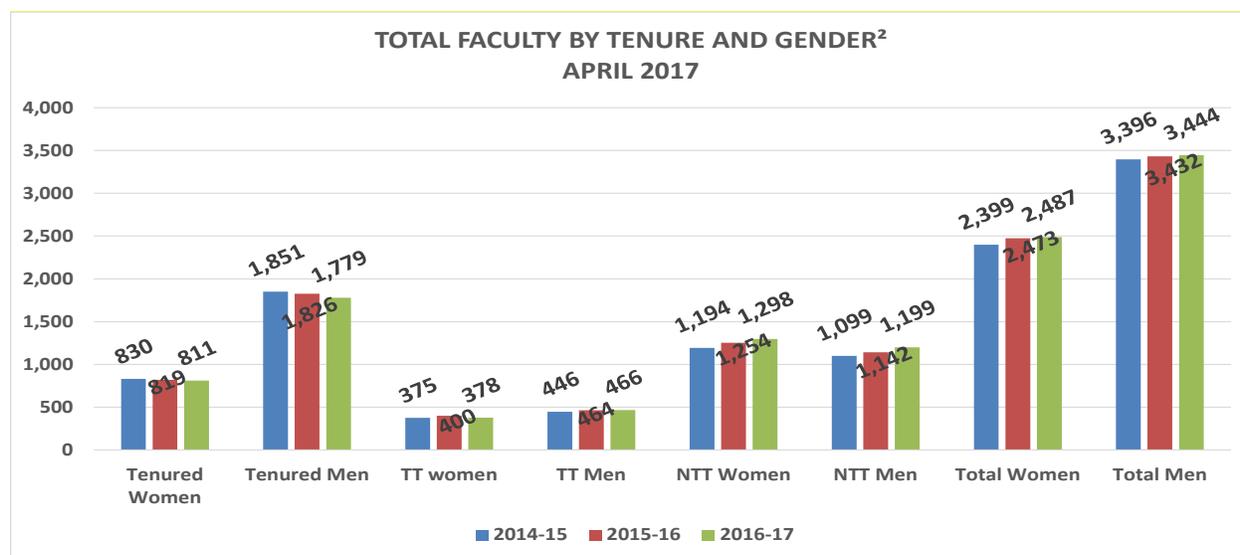
Background:

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 2016-2017, the total number of female faculty members at the Regent universities was 2,487, an increase of 14 (+0.6%) from the prior year. The total number of male faculty members at the Regent universities was 3,444, an increase of 12 (+0.3%) from the prior year.

- The number of tenured female faculty members was 811, which was a decrease of eight (+1.0%) from the prior year; the number of tenure-track female faculty members was 378, a decrease of 22 (-5.5%); and the number of non-tenure-track female faculty members was 1,298, an increase of 44 (+3.5%) from the prior year.
- The number of tenured male faculty members was 1,779, a decrease of 47 (-2.6%); the number of tenure-track male faculty members was 466, an increase of two (+0.4%); and the number of non-tenure-track male faculty members was 1,199, an increase of 57 (+5.0%) from the prior year.



²Includes paid faculty only.

TABLE 2
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER
2016-2017

	TENURED		TENURE-TRACK		NON-TEN-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	829 (25.9%)	350 (10.9%)	206 (6.4%)	143 (4.5%)	833 (26.0%)	842 (26.3%)	1,868 (58.3%)	1,335 (41.7%)	3,203
ISU	713 (36.2%)	284 (14.4%)	210 (10.7%)	166 (8.4%)	270 (13.7%)	326 (16.6%)	1,193 (60.6%)	776 (39.4%)	1,969
UNI	237 (31.2%)	177 (23.4%)	50 (6.6%)	69 (9.1%)	96 (12.6%)	130 (17.1%)	383 (50.5%)	376 (49.5%)	759
TOTAL	1,779 (30.0%)	811 (13.6%)	466 (7.9%)	378 (6.4%)	1,199 (20.2%)	1,298 (21.9%)	3,444 (58.1%)	2,487 (41.9%)	5,931

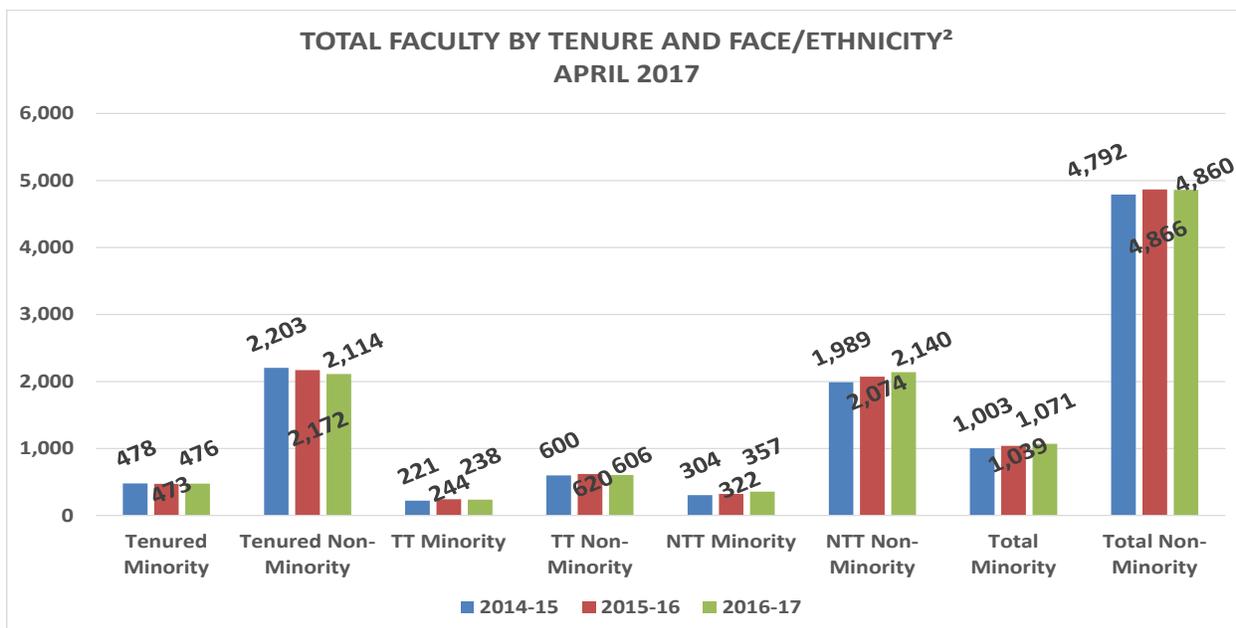
- The number of tenure-eligible male faculty members was 2,245, a decrease of 45 (-2.0%) and the number of tenure-eligible female faculty members was 1,189, a decrease of 30 (-2.5%) from the prior year. Tenured female faculty members represent 23.6% of the tenure-eligible faculty at the Regent universities.

TABLE 3
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER
2016-2017

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	829 (53.9%)	350 (22.8%)	206 (13.4%)	153 (9.9%)	1,035 (68.5%)	503 (32.7%)	1,538
ISU	713 (51.9%)	284 (20.7%)	210 (15.3%)	166 (12.1%)	923 (67.2%)	450 (32.8%)	1,373
UNI	237 (44.5%)	177 (33.2%)	50 (9.4%)	69 (12.9%)	287 (53.8%)	246 (46.2%)	533
TOTAL	1,779 (51.8%)	811 (23.6%)	466 (13.6%)	378 (11.0%)	2,245 (65.4%)	1,189 (34.6%)	3,434

Tenure by race/ethnicity. In 2016-2017, the total number of minority faculty members at the Regent universities was 1,071, an increase of 32 (+3.1%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,860, a decrease of six (-0.1%) from the prior year.

- The number of tenured minority faculty members was 476, an increase of three (+0.6%); the number of tenure-track minority faculty members was 238, a decrease of six (-2.5%); and the number of non-tenure-track minority faculty members was 357, an increase of 35 (+10.9%) from the prior year.
- The number of tenured non-minority faculty members was 2,114, a decrease of 58 (-2.7%); the number of tenure-track non-minority faculty members was 606, a decrease of 14 (-2.3%) from the prior year; and the number of non-tenure-track non-minority faculty members was 2,140, an increase of 66 (+3.2%) from the prior year.



²Includes paid faculty only.

TABLE 4
TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY
2015-2016

	TENURED		TENURE-TRACK		NON-TEN-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	981 (30.6%)	198 (6.2%)	265 (8.3%)	84 (2.6%)	1,442 (45.0%)	233 (7.3%)	2,688 (83.9%)	515 (16.1%)	3,203
ISU	772 (39.2%)	225 (11.4%)	248 (12.6%)	128 (6.5%)	491 (24.9%)	105 (5.4%)	1,511 (76.7%)	458 (23.2%)	1,969
UNI	361 (47.6%)	53 (6.9%)	93 (12.3%)	26 (3.4%)	207 (27.3%)	19 (2.5%)	661 (87.1%)	98 (12.9%)	780
TOTAL	2,114 (35.7%)	476 (8.0%)	606 (10.2%)	238 (4.0%)	2,140 (36.1%)	357 (6.0%)	4,860 (81.9%)	1,071 (18.1%)	5,931

- The number of tenure-eligible minority faculty members was 714, a decrease of three (-0.4%) and the number of tenure-eligible non-minority faculty members was 2,720, a decrease of 72 (-2.6%) from the prior year. Tenured minority faculty members represent 20.8% of the tenure-eligible faculty at the Regent universities.

TABLE 5
TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY
2016-2017

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	981 (64.2%)	198 (13.0%)	265 (17.3%)	84 (5.5%)	1,246 (81.5%)	282 (18.5%)	1,528
ISU	772 (56.2%)	225 (16.4%)	248 (18.1%)	128 (9.3%)	1,020 (74.3%)	353 (25.7%)	1,373
UNI	361 (67.7%)	53 (10.0%)	93 (17.4%)	26 (4.9%)	454 (85.2%)	79 (14.8%)	533
TOTAL	2,114 (61.6%)	476 (13.9%)	606 (17.6%)	238 (6.9%)	2,720 (79.2%)	714 (20.8%)	3,434

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. The University of Northern Iowa's post-tenure review policy is governed by the Master Agreement through June 30, 2017.

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 general procedures for applying the tenure policies of the University of Iowa were described in a campus-wide memorandum (see Appendix A) sent by the Associate Provost for Faculty, to SUI faculty members, deans, directors, and departmental executive officers on August 24, 2016. It describes and references the University's [Procedures for Tenure and Promotion Decision-Making](#). This procedural document is used by all academic units of the University to help 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 AY2015-16 efforts to evaluate instructional performance include: (1) "Assessing the Classroom Environment (ACE)" student evaluations; (2) Peer review of teaching; and (3) the Office of Assessment.

1. *ACE Student Evaluations.* Methods used to evaluate teaching include assessments by students. During the AY2015-16 fall and spring semesters, Evaluation and Examination Service (EES) processed 462,755 student opinion paper ACE forms administered in 6,815 classes. Faculty members are provided the results of their students' evaluations with safeguards to protect student confidentiality. Final evaluation results are given to faculty after final grades are submitted instead of the usual four week wait for processing all paper-based forms.

An online student evaluation system, **ACE Online**, was installed in Summer 2014 and piloted in December 2015. ACE Online allows students to complete course-evaluation forms on any computer or mobile device, as opposed to a printed course-evaluation form.

In addition to eliminating paper waste and expense, ACE Online is customizable, which makes changing questions easy for faculty. Its digital nature also provides immediate results that allow faculty to see how many students are responding in real time. It is anticipated that this tool has saved the university \$350,000 over the last two years.

All but two SUI colleges have migrated to the new ACE Online system effective AY2015-16, with the exception of: the Carver College of Medicine, which uses its own online evaluation system, but may be interested in re-evaluating ACE Online and the College of Pharmacy, which uses the ACE Online system for its undergraduate students, but preserved its own system for graduate and professional students.

2. *Peer Review of Teaching.* The *Procedural Guidelines for Tenure and Promotion Decision-Making* instruct colleges to develop processes for *peer review of faculty teaching*. Generally, colleges require senior faculty members in units to evaluate classroom teaching and review written and electronic course materials. College guidelines for peer review of teaching are tailored to the various types of teaching that occur in the units of that college (e.g., large classroom, small seminar or laboratory teaching, clinical teaching). The student and peer evaluations provide substantial information to help faculty members assess and improve their teaching and help senior faculty members and administrators make promotion and tenure decisions.

The UI Center for Teaching, Learning and Technology Center for Teaching is a key resource for teaching assessment and development. The Center offers group workshops, classroom observations, *Class Assessment by Student Interviews (CLASSI)*, and many other forms of professional development to support teaching excellence among faculty members, graduate teaching assistants, and others on campus.

3. *Office of Assessment.* The Associate Provost for Undergraduate Education supports the Office of Assessment which assists outcomes assessment in departments by:
- ⇒ Consulting on design and use of assessment strategies;
 - ⇒ Facilitating access to institutional data that help address department assessment questions;
 - ⇒ Providing department-specific reports of campus survey data; and
 - ⇒ Compiling department summaries of lessons learned and actions taken based on their assessment efforts.

The Office of Assessment is a resource for faculty members and departments 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 prerequisites for numerous departments. The Office consults with department on strategies for collecting evidence of student learning and success, helps departments identify and access relevant institution-level data, and assists with analysis of assessment data. The Office also coordinates outcomes assessment in departments and collects campus-wide data on how students see their experiences at UI. The Office hosts a website which serves as a portal to resources on designing and learning from assessments and also links to a number of Institutional Reports and Campus Surveys.

Faculty Vitality

The University encourages the vitality and excellence of its faculty through multiple means at the university, college, and department levels. Selected highlights of Academic Year 2015-16 efforts to promote faculty excellence and vitality include programs in the areas of (1) faculty advancement; (2) faculty development programs and workshops; and (3) faculty development awards programs.

Faculty advancement.

- ◇ *Cluster Hire Initiative.* In 2009, the University undertook a cluster hire initiative to employ up to 100 new tenured and tenure-track faculty to join existing faculty in addressing significant societal challenges. Thus far, 74 new faculty have been hired in the following cluster areas: water sustainability, the aging mind and brain, digital public humanities, digital public arts, genetics, obesity, and informatics. In addition to the research, teaching, and outreach benefits of focusing faculty talent on areas of societal importance, the clusters create valuable professional support networks for the participating faculty. Tenure-track faculty members in clusters have an immediate cadre of fellow faculty members, many of whom are senior scholars, to mentor and involve them in new and ongoing research projects. Furthermore, strong social ties often develop in clusters which also help new faculty integrate into the University.

- ◇ *Obermann Center for Advanced Studies (OCAS).* As described in its mission statement, the Obermann Center for Advanced Studies (OCAS) serves the research mission of the SUI. The Center is a convening space dedicated to debate and discovery. Its grants for SUI artists and researchers support imaginative collaborations and multi-disciplinary exploration. Its programming connects scholars across campus and engages the larger public in the ambitious, illuminating, and transformative work of the artists and scholars we serve. The Obermann Center provides several categories of support and connection to achieve its mission:
 - ⇒ Fellows-in-Residence program, in which individual faculty fellows receive space and limited funding to focus concentrated effort on a research project.
 - ⇒ Graduate Institute on Engagement and other faculty-led workshops focused on training graduate students across the university in best practices of public engagement.
 - ⇒ Support for interdisciplinary research collaborations, symposia, and working groups (e.g., Summer Research Seminar, Andrew W. Mellon Digital Bridges for Humanistic Inquiry with Grinnell College, Interdisciplinary Working Groups, Humanities Symposia).
 - ⇒ 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 (e.g., Humanities Symposium, Humanities and Public Life Book Series, Obermann Conversations).

- ◇ *Academic and Professional Record.* The Academic and Professional Record (APR) project is a collaborative initiative of the Office of the Associate Provost for Faculty, Information Technology Services, and University colleges to capture and tell the story of faculty excellence on campus. The APR serves as an online portfolio of individual faculty members' academic and professional activities, including up-to-date records of teaching, research, and service to their professions and the public. Colleges use the database as their source for recording and reporting on faculty activities, including use of the APR to generate faculty materials for annual reviews. The APR has made the faculty review process more efficient for both the faculty member and the department.

Colleges also use the APR to generate accreditation reports, determine merit increases, populate web profiles, and produce other administrative documents. Several colleges have used the APR as their database for faculty activities for several years. In 2014, the Office of the Provost and ITS created the Faculty Administrative Applications Workgroup to provide central support for this and other projects, with a particular goal to migrate all of the individual collegiate databases into a single instrument called the APR-University tool. To date, faculty data from all 11 colleges have been migrated to a unified database (APR-University). Efforts are continuing to ensure consistent practices across all colleges (use of APR to update faculty web profiles, integration of APR with other campus data systems) and to continue to realize enhanced efficiencies related to this innovative project.

Faculty development programs and workshops.

- ◆ *Comprehensive Faculty Development Calendar.* The Office of the Provost coordinates and distributes a calendar of campus-wide programs available to faculty. The calendar includes workshops offered by the Office of the Provost, the Office of the Vice President for Research, the Center for Teaching, ITS-Instructional Services, SUI Human Resources, International Programs, and others. The calendar is distributed through multiple venues (e.g., new faculty orientation, department chair mailings, online posting) and continues to serve as a useful and efficient tool to support faculty vitality through coordinated faculty development.
- ◆ *New Faculty Orientation.* The Office of the Provost coordinates an annual New Faculty Orientation, in collaboration with the 11 colleges, Central HR, and University Benefits. During the orientation, new faculty members participate in an informational resource fair and receive faculty development materials, including the “Getting Off to a Good Start at the University of Iowa” guide.
- ◆ *Research/Scholarship.* The Office of the Vice President for Research and Economic Development (OVPR&ED) 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 2015-2016, OVPR&ED sponsored faculty development programs for more than 2,600 participants, a majority of them faculty. Programming included hosting 20 federal officials for a two-day, statewide conference about Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grants, a grants workshop for National Science Foundation (NSF) CAREER applications, and a new program called Ideas and Intersections, designed to be an intellectual hub for the campus, bringing together a diverse range of scholars, artists, and activists for an evening of discourse and discovery.
- ◆ *Faculty Productivity and Career Development.* In AY 2015-2016, the Office of the Provost and the Chief Diversity Office renewed an institutional membership in the National Center for Faculty Development and Diversity (NCFDD) which is an independent faculty development center dedicated to helping faculty succeed in their careers. The University has a longstanding relationship with the director of the center, Dr. Kerry Rockquemore. The NCFDD offers numerous benefits to faculty, staff, postdoctoral scholars, and graduate students, including:
 - ⇒ Monthly core training tele-workshops facilitated by Dr. Rockquemore;
 - ⇒ Monthly guest expert tele-workshops;
 - ⇒ Weekly productivity tips through the *Monday Motivator* e-newsletter;

- ⇒ Moderated monthly writing challenges on a private discussion forum;
- ⇒ Monthly mentor match; and
- ⇒ Multi-week online *Facilitated Learning Communities*.

◇ *Teaching*. The Office of Teaching, Learning and Technology (OTLT) was formed in 2014 to reorganize three separate instructional support units into one consolidated and revitalized unit. The OTLT offers professional development opportunities, including workshops and multi-day institutes open to anyone who teaches at the University, including graduate students, lecturers, adjunct faculty, and tenure-track faculty. OTLT supports the teaching and learning mission of the University by:

- ⇒ Enhancing faculty and graduate student professional development related to teaching and learning;
- ⇒ Collaborating with faculty to improve course instructional design and curriculum development;
- ⇒ Developing and supporting teaching environments and student learning spaces;
- ⇒ Conducting research to iteratively improve teaching, programs, and services;
- ⇒ Providing enterprise-wide instructional technology solutions, including support for effective student and faculty assessment; and
- ⇒ Supporting and encouraging faculty teaching innovations.

The OTLT promotes innovative and excellent teaching through many means, including showcasing excellent teaching through its [The Extraordinary Teaching Project](#) to showcase the rich array of pedagogies and teaching philosophies instructors incorporate into their teaching. The project uses online videos to highlight specific teaching strategies and inspire innovation. A recent video highlighted *Mark Andersland, Associate Professor of Electrical and Computer Engineering*, for his efforts to redesign a large-lecture engineering course to include active learning, student-centered instruction, frequent formative assessments, and immediate feedback. Previous Extraordinary Teaching Project features have included service-learning, engaging students online, blogging science in the university classroom, and group work strategies.

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

◇ The UI Center for Teaching is a unit of the OTLT that provides numerous resources to enhance instructional effectiveness on campus for faculty and graduate students. Some of the resources are “just in time” online resources on topics that include Tips for New Teachers; Leading a Discussion; Syllabus Construction; Teaching Portfolios; Service Learning; and Dealing with Challenging Students. The Center also hosts workshops led by national and peer experts to enhance faculty teaching effectiveness and creativity across career stages. In AY 2014-15, the Center launched a comprehensive program tailored to

graduate teaching assistants and in AY 2015-16, it launched the Early Career Program, which is designed for instructors in their first three years of teaching at the University.

UI Center for Teaching programs provided in AY2016-17 included workshops, consultation, Faculty Institutes, and other support, related to teaching strategies for new and experienced instructors (e.g., course design, active learning strategies, good classroom discussions, professional portfolios, writing instruction and assessment, student motivation, blended learning, teaching technologies) and professional development for teaching assistants (e.g., new TA orientation, successful classroom management, assessment of student learning, student writing, inclusive classroom environment).

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

The **Iowa Initiative for Sustainable Communities (IISC)** is a campus-wide program that works to improve the sustainability and quality of life of communities across the state. In AY 2014-15, faculty and students worked with three communities: Decorah, Iowa City and Sioux City. IISC completed 36 projects, with approximately 300 students and 30 faculty advisors involved in the initiative. IISC-affiliated faculty and students completed approximately 35,000 hours of work throughout the academic year, and more than 50 community partners were actively engaged in this efforts in the three cities. Faculty across 11 different departments and colleges worked on these 36 projects, including: School of Urban and Regional Planning, College of Engineering (Civil and Environmental Engineering), School of Library and Information Science, College of Public Health, College of Business (Department of Marketing), School of Journalism and Mass Communication, School of Art and Art History, Department of Geographic and Sustainability Sciences, Department of Earth and Environmental Sciences, College of Law, and the Department of Statistics.

Arts Share works with students and faculty to share SUI's arts resources with the rest of the state. The Arts Share roster includes artists from the Division of Performing Arts (music, theatre, dance), Writers' Workshop, International Writing Program, and the School of Art & Art History. Workshops, readings, and performances are scheduled in K-12 schools, libraries, museums, hospitals, and performance venues. In AY 2015-16, over 300 events were coordinated in 30 Iowa counties. Schools often utilize Arts Share to fill in gaps in arts programming caused by budget cuts and to tie into curricula. One popular program is a group of SUI actors that works with high school English classes to help students who are studying Shakespeare. First, they help break down the language of Shakespeare for students, and then perform the balcony scene from *Romeo & Juliet*. Performance venues throughout the state often request artists from Arts Share to expand the type of programming they offer in their communities. Last year this included string chamber ensembles, the PanAmerican Steel Band, Dancers In Company, and poetry readings by writers from the Writers' Workshop. Arts Share reached over 10,000 students and adults last year.

- ◆ *Leadership Development.* Five SUI faculty leaders participated in the Big Ten Academic Alliance-Academic Leadership Program (BTAA-ALP) and five department executive officers (DEOs) participated in the BTAA-DEO program in AY2016-17. The ALP is noted as one of the BTAA's 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 have been selected to participate 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 DEO program is a three-day workshop that draws approximately 70 department heads and chairs from BTAA universities each year.
- ◆ **Departmental Executive Officer (DEO) Leadership Development Program:** In AY 2015-16, the Office of the Provost partnered with the Organizational Effectiveness unit of University Human Resources to pilot a DEO Leadership Development Program with a cohort of nine DEOs. The DEO Leadership Development Program is designed for departmental executive officers in their first two years of service as they transition to this key campus leadership role and is designed to be complementary to collegiate support for DEOs, as well as existing SUI programs (e.g., BTAA-DEO and BTAA-Academic Leadership Program). Competency-based content is delivered through small cohorts and tailored leadership coaching is provided to address individual needs and goals. Program topics include
 - ⇒ Making the transition from faculty to DEO.
 - ⇒ Understanding and drawing upon personal leadership styles.
 - ⇒ Leading and managing departmental faculty and staff.
 - ⇒ Unit goal formation and attainment.
 - ⇒ Positioning the unit within the institution and external constituencies.

The AY 2015-16 pilot program was viewed as very successful by the participants and a second cohort of 13 DEOs was launched in Fall 2016.

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 AY 2015-16, 52 faculty members were on professional development assignment which resulted in 463 "products or outcomes." Specifically, the faculty produced or engaged in the following:
 - ⇒ Journal Articles or Chapters (186) – published or accepted for publication (97); submitted, still under review (48); began or continued writing (41).
 - ⇒ Books or Monographs (29) – published or accepted for publication (13); began or continued writing (16).
 - ⇒ Grant applications (40) – funded (9); not funded (3); submitted, still under review (21); grants planned to submit (7).
 - ⇒ Course Materials (65) – developed new undergraduate course (13); developed new graduate course (8); revised existing undergraduate course (25); revised existing graduate course (19).
 - ⇒ Presentations (122).
 - ⇒ Other (21).

- ◇ *AY 2016-2017 Professional Development Assignments.* During AY 2016-17, 49 faculty members were or are on professional development assignments. This includes two faculty members who deferred their AY 2015-16 assignment until AY 2016-17, one faculty member who deferred in AY 2016-17 until AY 2017-18, two who resigned, one who decline, one who retired, and two who deferred the award. A number of the faculty members were able to extend their assignments by obtaining external support. Proposals for 74 new professional development assignments were received for AY 2017-18. In December 2016, the Board of Regents approved the request for 65 professional development assignments.
- ◇ *Old Gold Summer Fellowships (OGSF).* Since 1997, SUI has provided an Old Gold Summer Fellowship to all new academic year probationary faculty members upon presentation of a satisfactory written proposal to their collegiate dean. During Summer 2016, 31 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

The Board of Regents approved the University of Iowa Review of Tenured Faculty Members policy in April 2011.¹¹

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.

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

In AY 2015-2017, 242 five-year tenured peer reviews were conducted. Of the five-year peer reviews that were due to be conducted (255), 10 colleges reported 100% of the reviews were conducted or deferred due to an allowable reason, such as serving in an administrative role, promotion review, or leave. The Carver College of Medicine (CCOM) reported a 79% 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.

¹¹ <http://opsmanual.uiowa.edu/human-resources/faculty/review-tenured-faculty-members>.

Non-Tenure Track Faculty Positions

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

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

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

Lecturer. These faculty primarily hold teaching appointments and may provide programmatic support. In AY 2015-16, these appointments ranged in length from a semester to several years, and from 0% to 100%. Lecturer appointments are made for a specific term (e.g., one academic year) and may be renewed for up to five years. A full-time lecturer typically teaches at a 50% greater load than regular faculty members who also conduct research and are involved in service and outreach activities. In AY 2015-16, SUI undertook a significant review of its Lecturer position.

As a result, a new Instructional Faculty Policy was passed, which provides career-track advancement opportunities for faculty members who are primarily engaged in the teaching mission of the University. The Instructional Faculty policies and procedures address the rights and responsibilities of Lecturers and other Instructional-track Faculty working 50% or greater; a temporary Lecturer appointment also continues to be available to fill short-term teaching needs. In AY 2016-17, the Office of the Provost is working with all colleges wishing to employ Instructional Faculty to develop parallel collegiate policies and procedures, with the goal to have the new policy fully implemented by July 1, 2017.

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.

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

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

IOWA STATE UNIVERSITY

Policies and Procedures Relating to Tenure

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

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

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

Annual Evaluation of Faculty

Evaluation of faculty is based on the PRS, a statement of expected duties and outcomes for each faculty member. The use of the PRS allows for variations in assigned work responsibilities and periodic adjustments that align with the changing career paths of individual faculty members and departmental priorities. A Faculty Senate/Provost task force reviewed the PRS in 2014, affirming its role in the faculty evaluation process. The Faculty Senate approved the task force's recommendations for more consistency in format and content of the PRSs, and the inclusion of language about collegiality and professional conduct in each PRS.

Faculty members are reviewed annually to evaluate performance with respect to their responsibilities and to determine goals for the coming year. These annual evaluations include evidence of teaching performance as well as evidence of productivity in research/creative activities, extension/professional practice, and institutional service, as appropriate. Evidence concerning teaching performance must include student evaluations (both statistical and discursive) as well as evidence of peer evaluation of teaching. In 2013, the Faculty Senate approved revisions to the annual performance evaluation policy to ensure more consistency in the process across units. The policy also established guidelines on the development and implementation of an action plan as a consequence for faculty performance that is unsatisfactory.

Faculty Vitality

Iowa State University offers tenured, tenure-eligible, and non-tenure-eligible faculty members a number of opportunities to ensure productive engagement in all areas of faculty work. The Center for Excellence in Learning and Teaching (CELT) provides workshops and seminars in addition to resources that support innovation or improvement in teaching. The Center also offers advice and a forum for discussions as well as scholarly support for continued learning. Faculty members are encouraged to use instructional development facilities and other special programs to improve and modernize their teaching. The Office of the Vice President for Research (VPR) offers more than 12 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 2016-2017 included the following:

- The Provost appointed two Faculty Fellows to lead faculty development efforts in the areas of: women and underrepresented faculty (through ADVANCE), and awards/recognition. This past year, the Office of the Provost filled a new staff position to provide continuity in programming efforts regarding faculty development and departmental leadership (department chairs training).
- An Effective Teaching Symposium for new faculty, both tenure-eligible and non-tenure eligible, was offered by CELT in August to assist faculty with the transition to ISU.
- A day-long New Faculty Orientation was held in mid-August to provide all new faculty with an introduction to university programs and resources with a particular emphasis on scholarship. In addition, for the second time, the Office of the Provost offered a similar New Faculty Orientation session in January for faculty hired and starting mid-year.
- A one-on-one mentoring program is coordinated by the Provost's Office for all first-year tenure-eligible faculty.
- A series of Faculty Development Workshops included presentations on Effective Mentoring, Working with Graduate Students, NTE Faculty Advancement, Diversity and Inclusions, and Promotion and Tenure.
- CELT supports faculty efforts for innovative online teaching through targeted programming in flipped classrooms, team-based learning, and online course design.
- The Vice President for Research Office (VPR) offers grant-writing workshops to help facilitate successful grantsmanship among faculty at all ranks. The Grants Hub in the VPR Office became operational this past year with the goal to help all new faculty administer their first grants.
- The Writing Accountability Groups (WAGs), coordinated by the Office of the Provost, serve as a learning community for small cohorts of new faculty interested in increasing their scholarly productivity. An experienced senior faculty researcher mentors each WAG.
- Individual academic colleges offered career development workshops on advancing through to promotion and tenure for both tenure-eligible and mid-career faculty.
- ADVANCE offers a workshop each semester for associate professor on effective strategies for building a case for promotion.

- The Emerging Leaders Academy (ELA) was offered in 2016-2017 to a cohort of 30 faculty and staff interested in enhancing their leadership skills with a focus on career development. Prominent scholars and practitioners in the field of higher education led the monthly programming.

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

Post-Tenure Review

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

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

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

During 2015-2016, 70 tenured faculty members were reviewed as a result of this policy; this represents 7.0% of all tenured faculty. Academic departments estimate that 65 additional reviews will have been concluded during 2016-2017.

Non-Tenure-Eligible Faculty Policy

In December 2001, the Faculty Senate approved a policy on non-tenure-eligible (NTE) appointments and amended it in 2016 to add the clinical track faculty titles to available NTE 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, NTE faculty members, with the input of appropriate tenured and tenure-eligible faculty, are appointed for varying terms with the option of renewal, depending on departmental needs. The Office of the Senior Vice President and Provost monitors the percentage of teaching done by NTE faculty on an annual basis. Although the University follows AAUP guidelines which recommend that no more than 15% of total instruction be provided by NTE faculty, the Faculty Senate policy provides greater flexibility across departments and colleges.

In Fall 2016, there were 501 faculty members classified as lecturer, clinician, senior lecturer, or senior clinician, compared to 477 in Fall 2015. 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.

To date, many lecturers and clinicians have been evaluated for advancement to senior lecturer and senior clinician. Since the inception of the NTE Policy offering the titles of senior lecturer and senior clinician, 162 faculty have been advanced through a peer-review process to the senior status.

UNIVERSITY OF NORTHERN IOWA

Policies and Procedures Relating to Tenure

The University of Northern Iowa faculty are unionized and represented by UNI-United Faculty. General evaluation procedures are defined in Article Three of the 2015-2017 Master Agreement; tenure policies and procedures are specified in Appendix B of the Master Agreement.¹²

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

Evaluation of Instructional Performance

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

Student assessments of teaching are required during the fall or spring semester of each academic year for all probationary, term, renewable term, and temporary faculty members.¹³ Tenured faculty members are required to conduct student assessments of teaching every two years during the fall or spring semester.¹⁴ The student assessment instrument that was created by the provision of the 2013-2015 Master Agreement includes both summative and formative items. This means that faculty have access not only to feedback about their overall performance but also to feedback that will assist them to improve their teaching methods. In addition to annual and tenure and promotion reviews for probationary faculty, every faculty member's teaching performance is evaluated annually for purposes of awarding merit pay.

Faculty Vitality

Faculty members 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 2016-17 academic year, 17 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, 34 faculty received summer research fellowships in 2016 for

¹² The 2015-2017 Master Agreement will expire on June 30, 2017.

¹³ Article 3, Subdivision 3.22.

¹⁴ Article 3, Subdivision 3.23.

either four or eight weeks. During 2016-2017, 17 pre-tenure faculty applied for and received provost-office grants of up to \$1,500 each to support research and creative activity.

In Fall 2016, the Provost's office sponsored a semester-long new faculty colloquium for which new faculty members received a course release to attend. This colloquium addressed all aspects of a faculty member's work life, including teaching and improving teaching, learning about processes and policies at the university, how to balance teaching with service and research, and how to be successful in the tenure process. This was in addition to the regular, two-day new faculty orientation which covered employee benefits, working with the UNI student, 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 an opportunity to network with each other and more experienced colleagues, department heads, deans, and institutional officials.

In addition to support of new faculty, all faculty were invited to participate in the Fall 2016 Faculty Workshop which hosted renowned diversity and inclusion experts, Dr. Dena Samuels and Dr. Stephany Rose, who presented hands-on sessions on how to create an inclusive classroom environment.

The Director of the Center for Excellence in Teaching and Learning (CETL) is Dr. Susan Hill. During AY 2015-16, 389 individual faculty attended one or more of 20 faculty development workshops and discussions sponsored or co-sponsored by CETL. These workshops were facilitated by 37 faculty from around campus. Thirty-six probationary and tenured faculty are working toward their Teach UNI faculty teaching certificate, a program designed by CETL and open to all UNI faculty who wish to develop, enhance and/or revitalize their teaching. Continuing and consistent interest in CETL programs demonstrates the value of this faculty development program at UNI>

The Office of Research and Sponsored Programs (ORSP) holds a Campus Connexus each year. This event helps faculty network and make meaningful scholarly connections with other faculty across campus.

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

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

Post-Tenure Review

All review of faculty members' performance at the University of Northern Iowa is specified in the Master Agreement between United Faculty and the Board of Regents. Under the evaluation provisions of Article Three of this agreement, there are three mechanisms for post-tenure review of faculty members.

- First, a tenured assistant or associate professor may apply for a review that may lead to a promotion to either associate or full professor.
- Second, every tenured faculty member is evaluated by his/her department head each year for assignment of merit pay. Merit pay is awarded on the basis of performance in the areas of teaching, research and service, weighted according to the faculty member's workload (Article 3, Paragraph 3.433). Department heads distribute evaluation standards each fall and faculty members receive evaluation letters in the spring explaining how they were evaluated using the departmental standards.
- Third, department heads may conduct other evaluations (Article 3, Subdivision 3.441). The dean and/or the Provost may conduct a review of a faculty member (Article 3, Section 3.5).

Definition of Non-Tenure-Track

The 2015-2017 Master Agreement with UNI-United Faculty recognizes the following types of non-tenure-track appointments:

- Temporary appointments for one year or less. Temporary appointments automatically terminate at the end of the stipulated term with no expectation of renewal. Faculty members with these appointments are commonly referred to as adjunct professors and are only expected to teach assigned courses.
- Term appointments are full time for a minimum of two and a maximum of four years. These appointments expire automatically at the end of the specified term and a search must be conducted if the position is to be refilled after expiration. Faculty members on term appointments primarily engage in teaching activities, although many departments also have service expectations. Some term faculty also voluntarily engage in scholarly/creative activities as a means of enhancing their future prospects in the academic market.
- Renewable term appointments are made only at the instructor rank and carry an initial term of two years. After that term, the instructor can be renewed on a year-to-year basis. Faculty members on renewable term appointments are expected to both teach and contribute to the service mission of the University. Their performance is assessed by a departmental PAC, department head, dean, and the Provost, using the full evaluation procedures of Article Three of the Master Agreement during the second year of their official appointment. Subsequent appointments are for one year at a time following a satisfactory performance evaluation by the Professional Assessment Committee and the University Administration.

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