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ANNUAL GOVERNANCE REPORT ON FACULTY TENURE

Actions Requested: (1) Consider approval of tenure and promotion recommendations for the 2007-08 academic year; and (2) Receive the annual governance report on faculty tenure for 2006-07.

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

Approval of Promotion and Tenure Recommendations

The Board is asked to consider approval of 205 recommendations for tenure and promotion for the 2007-08 academic year.

	2003-04	2004-05	2005-06	2006-07	2007-08
Total actions	205	215	200	225	205
Percent of actions to males	64%	70%	62%	64%	60%
Percent of actions to females	36%	30%	38%	36%	40%

The University of Iowa has a total of 113 promotion and tenure actions for the 2007-08 academic year. The University also had 113 actions in 2006-07.

	FEMALE	MALE	TOTALS
Promotion with tenure	20	22	42
Promotion (already had tenure)	9	21	30
Promotion without tenure	12	19	31
Tenure without promotion	5	5	10
Totals	46	67	113

Iowa State University has a total of 66 promotion and tenure actions for the 2007-08 academic year as compared to 75 in 2006-07.

	FEMALE	MALE	TOTALS
Promotion with tenure	16	21	37
Promotion (already had tenure)	7	19	26
Promotion without tenure	1	1	2
Tenure without promotion	1	0	1
Totals	25	41	66

The University of Northern Iowa has a total of 26 promotion and tenure actions for the 2007-08 academic year as compared to 37 in 2006-07.

	FEMALE	MALE	TOTALS
Promotion with tenure	7	10	17
Promotion (already had tenure)	3	3	6
Promotion without tenure	0	0	0
Tenure without promotion	0	3	3
Totals	10	16	26

Annual Report on Faculty Tenure – 2006-07

Total faculty. In 2006-07, the total number of faculty members at the Regent universities was 5,155², a decrease of 20 (-0.4%) from the prior year. The number of tenured faculty decreased by 12 (-0.4%); the number of tenure-track faculty decreased by 57 (-6.3%); and the number of non-tenure-track faculty increased by 49 (+3.2%) from the prior year.

TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE IN 2005-06 AND 2006-07

	05-06				06-07			
	SUI	ISU	UNI	TOTAL	SUI	ISU	UNI	TOTAL
Tenured	1,293 (49.5%)	998 (57.6%)	449 (54.2%)	2,740 (53.0%)	1,287 (48.8%)	985 (57.6%)	456 (56.3%)	2,728 (52.9%)
Tenure-Track	400 (15.3%)	360 (20.8%)	141 (17.0%)	901 (17.4%)	386 (14.7%)	328 (19.2%)	130 (16.0%)	844 (16.4%)
Non-Tenure-Track	919 (35.2%)	376 (21.6%)	239 (28.8%)	1,534 (29.6%)	963 (36.5%)	396 (23.2%)	224 (27.7%)	1,583 (30.7%)
TOTAL	2,612³	1,734	829	5,175	2,636⁴	1,709	810	5,155

Tenure-eligible faculty. In 2006-07, the number of tenure-eligible⁵ faculty decreased by 69 (-1.9%) from the prior year. More than three-fourths of the tenure-eligible faculty at the Regent universities is tenured.

TOTAL TENURE-ELIGIBLE FACULTY BY TENURE IN 2005-06 AND 2006-07

	05-06				06-07			
	SUI	ISU	UNI	TOTAL	SUI	ISU	UNI	TOTAL
Tenured	1,293 (76.4%)	998 (73.5%)	449 (76.1%)	2,740 (75.3%)	1,287 (76.9%)	985 (75.0%)	456 (77.8%)	2,728 (76.4%)
Tenure-Track	400 (23.6%)	360 (26.5%)	141 (23.9%)	901 (24.7%)	386 (23.1%)	328 (25.0%)	130 (22.2%)	844 (23.6%)
TOTAL	1,693	1,358	590	3,641	1,673	1,313	586	3,572

² In 2006-07, the total number of faculty at the three universities, including 1,884 non-paid clinical or adjunct faculty members at SUI, was 7,039.

³ The total number of faculty at SUI was 4,428 in 05-06. However, it was appropriate to remove from the base the 1,816 non-tenure-track faculty members classified as clinical or adjunct who do not receive a salary.

⁴ The total number of faculty at SUI is 4,520 in 06-07. However, it is appropriate to remove from the base the 1,884 non-tenure-track faculty members classified as clinical or adjunct who do not receive a salary.

⁵ Tenure-eligible includes tenured and tenure-track faculty members.

Tenure trends.

- ### The number of total faculty has increased every year for the past five years.
- ### The number of tenured faculty decreased slightly in 2006-07, it represents the second lowest number during the past 20 years.
- ### During the past three years, there has been a decrease in the number of tenure-track faculty.
- ### The number of tenure-eligible minority faculty members is at an all time high, with yearly increases since 2002-03.
- ### The number of tenure-eligible female faculty members remained essentially the same as the prior year, although during the past five years there have been major fluctuations.
- ### The number of departments with 70% or more of tenure-eligible faculty who are tenured (151) increased significantly from the prior year; this represents approximately 70% of the total number of departments.
- ### The total number of non-tenure track faculty increased again this year for the seventh straight year; it is the highest number (3,467⁶) during the past 20 years. The number of non-tenure-track faculty members represents almost 50% of the total faculty.
- ### 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's Strategic Plan. The Faculty Tenure Report addresses the Board's Strategic Plan strategy to "expand educational experiences for Iowa's future workforce and foster cultural understanding by recruiting and retaining a highly qualified and diverse faculty, staff, and administration" (1.1.3).

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 adequate cause or financial exigency.
- ### Tenure is typically awarded to a faculty member who serves a probationary period that lasts up to seven years in a tenure-track position. After a series of annual retention proceedings, the awarding of tenure requires an affirmative recommendation based on an extensive evaluation process that typically involves reviews by peers in the field and reviews at the departmental, college, and university levels. Each year, the Board formally confers tenure upon individual faculty at the recommendation of the universities.

Tenure by gender. In 2006-07, the total number of female faculty members at the Regent universities was 1,861, an increase of 40 (+2.2%) from the prior year. The total number of male faculty members at the Regent universities was 3,294, a decrease of 60 (-1.8%) from the prior year.

- ### The number of tenured female faculty members increased by 22 (+3.0%); the number of tenure-track female faculty members decreased by 24 (-6.7%); and the number of non-tenure-track female faculty members increased by 42 (+5.8%) from the prior year.

⁶ The total number of non-tenure-track faculty of 3,467 includes the 1,583 non-tenure-track faculty described in the first table and the 1,884 non-paid clinical or adjunct non-tenure track faculty members at SUI.

††† The number of tenured male faculty members decreased by 31 (-1.6%); the number of tenure-track male faculty members decreased by 36 (-6.6%); and the number of non-tenure-track male faculty members increased by 7 (+0.9%) from the prior year.

TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND GENDER IN 2006-07

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
SUI	956 (36.2%)	331 (12.6%)	239 (9.1%)	147 (5.6%)	527 (20.0%)	436 (16.5%)	1,722 (65.3%)	914 (34.7%)	2,636
ISU	732 (42.8%)	253 (14.8%)	200 (11.7%)	128 (7.5%)	189 (11.1%)	207 (12.1%)	1,121 (65.6%)	588 (34.4%)	1,709
UNI	280 (34.6%)	176 (21.7%)	71 (8.8%)	59 (7.3%)	100 (12.3%)	124 (15.3%)	451 (55.7%)	359 (44.3%)	810
TOTAL	1,968 (38.2%)	760 (14.7%)	510 (9.9%)	334 (6.5%)	816 (15.8%)	767 (14.9%)	3,294 (63.9%)	1,861 (36.1%)	5,155

††† The number of tenure-eligible male faculty members decreased by 67 (-2.6%); the number of tenure-eligible female faculty members remained essentially the same as the prior year at the Regent universities. Tenured female faculty members represent approximately 21% of the tenure-eligible faculty at the Regent universities.

TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND GENDER IN 2006-07

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Male	Female	Male	Female	Male	Female	
SUI	956 (57.1%)	331 (19.8%)	239 (14.3%)	147 (8.8%)	1,195 (71.4%)	478 (28.6%)	1,673
ISU	732 (55.8%)	253 (19.3%)	200 (15.2%)	128 (9.7%)	932 (71.0%)	381 (29.0%)	1,313
UNI	280 (47.8%)	176 (30.0%)	71 (12.1%)	59 (10.1%)	351 (59.9%)	235 (40.1%)	586
TOTAL	1,968 (55.1%)	760 (21.3%)	510 (14.3%)	334 (9.3%)	2,478 (69.4%)	1,094 (30.6%)	3,572

Tenure by race/ethnicity. In 2006-07, the total number of minority faculty members at the Regent universities was 738, an increase of 42 (+6.0%) from the prior year. The total number of non-minority faculty members at the Regent universities was 4,417, a decrease of 62 (-1.4%).

††† The number of tenured minority faculty members increased by 10 (+2.9%); the number of tenure-track minority faculty members increased by 22 (+11.5%); and the number of non-tenure-track minorities increased by 10 (+6.4%) from the prior year.

††† The number of tenured non-minority faculty members decreased by 22 (-0.9%); the number of tenure-track non-minority faculty members decreased by 79 (-11.1%); and the number of non-tenure-track non-minority faculty members increased by 39 (+2.8%).

TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE AND RACE/ETHNICITY IN 2006-07

	TENURED		TENURE-TRACK		NON-TEN.-TRK		TOTAL		GRAND TOTAL
	NonMin	Min	NonMin	Min	NonMin	Min	NonMin	Min	
SUI	1,133 (43.0%)	154 (5.9%)	282 (10.7%)	104 (3.9%)	865 (32.8%)	98 (3.7%)	2,280 (86.5%)	356 (13.5%)	2,636
ISU	827 (48.4%)	158 (9.2%)	242 (14.2%)	86 (5.0%)	342 (20.0%)	54 (3.2%)	1,411 (82.6%)	298 (17.4%)	1,709
UNI	409 (50.5%)	47 (5.8%)	107 (13.2%)	23 (2.9%)	210 (25.9%)	14 (1.7%)	726 (89.6%)	84 (10.4%)	810
TOTAL	2,369 (46.0%)	359 (7.0%)	631 (12.2%)	213 (4.1%)	1,417 (27.5%)	166 (3.2%)	4,417 (85.7%)	738 (14.3%)	5,155

¶¶ The number of tenure-eligible minority faculty members increased by 32 (+5.9%) and the number of tenure-eligible non-minority faculty members decreased by 101 (-3.3%) from the prior year. Tenured minority faculty members represent approximately 10% of the tenure-eligible faculty at the Regent universities.

TOTAL TENURE-ELIGIBLE FACULTY BY TENURE AND RACE/ETHNICITY IN 2006-07

	TENURED		TENURE-TRACK		TOTAL		GRAND TOTAL
	Non-Min	Min	Non-Min	Min	Non-Min	Min	
SUI	1,133 (67.7%)	154 (9.2%)	282 (16.9%)	104 (6.2%)	1,415 (84.6%)	258 (15.4%)	1,673
ISU	827 (63.0%)	158 (12.1%)	242 (18.4%)	86 (6.5%)	1,069 (81.4%)	244 (18.6%)	1,313
UNI	409 (69.8%)	47 (8.0%)	107 (18.3%)	23 (3.9%)	516 (88.1%)	70 (11.9%)	586
TOTAL	2,369 (66.3%)	359 (10.0%)	631 (17.7%)	213 (6.0%)	3,000 (84.0%)	572 (16.0%)	3,572

Availability of tenure.

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

Comparison to peer institutions. The data from the 2005-06 AAUP Faculty Compensation Survey⁷ for full-time faculty on a 9-10 month contract indicate that:

- ††† At SUI, the tenure rate⁸ is 74.2%; at its peer institutions, the tenure rate range is 57.4% - 79.4%; the median is 68.7%.
- ††† At ISU, the tenure rate is 62.4%; at its peer institutions, the tenure rate range is 55.6% - 75.3%; the median is 66.3%.
- ††† At UNI, the tenure rate is 74.8%; at its peer institutions, the tenure rate range is 56.9% - 71.2%; the median is 65.6%.

Tenure levels. There are no national standards regarding the appropriate levels of tenure. Comprehensive analyses of tenure at the national level have concluded that an institution should not allow more than one-half to two-thirds of its faculty to be on tenure appointments.

- ††† A conclusion by the *Commission on Academic Tenure* was based on the assumption that “a larger proportion of tenured faculty is likely to curtail opportunities for the appointment and retention of younger faculty, with undesirable effects on institutional vitality...and to diminish opportunities for the recruitment and promotion of increased number of women and members of minority groups.”
- ††† Many departments at the Regent institutions exceed this level. While there may be valid reasons for the high percentages, some may be high enough to warrant attention.
 - ☐ At SUI, at least 70% of the tenure-eligible faculty is tenured in eight of the ten Colleges (Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Pharmacy), as well as the Graduate and University Colleges.
 - ☐ At ISU, at least 70% of the tenure-eligible faculty is tenured in six of the seven Colleges (Agriculture, Business, Engineering, Human Sciences, Liberal Arts and Sciences, Veterinary Medicine), as well as the Library.
 - ☐ At UNI, at least 70% of the tenure-eligible faculty is tenured in all of the Colleges (Business Administration, Education, Humanities and Fine Arts, Natural Sciences, Social and Behavioral Sciences), as well as the Library.

Post-tenure review and faculty vitality.

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

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

⁷ The data do not include medical school faculty or librarians.

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

UNIVERSITY OF IOWA

Departmental/Collegiate Policies and Procedures

The "Procedures for Tenure and Promotion Decision-Making" were developed to establish a uniform system of procedures to be used in all academic units of the University, and to help ensure that the decision to grant tenure is based on systematic evaluation and documentation of the faculty member's teaching effectiveness, scholarship, and professional contributions. University policy also states that each academic unit should develop a statement of policies and procedures that are used within that unit for faculty appointments, evaluations, and promotions. Such statements are to provide information that supplements general University policies and procedures and applies them to the department or college. The University currently has a six year probationary period ("tenure clock").

Evaluation of Instructional Performance

Because teaching is fundamental to the mission of the University, evaluation of teaching effectiveness is crucial to a tenure decision. University policy specifies that only after teaching effectiveness has been ascertained should an individual's scholarly and professional contributions be evaluated.

Methods used to evaluate teaching include assessments by both students and faculty peers. There is extensive use of instruments to obtain student opinions about teaching. Most of the opinion forms are assembled and scored through the auspices of the University Evaluation and Examination Service (EES), although many departments and colleges have developed their own instruments. Students are also given the opportunity to write comments on the EES and/or local forms, and these are provided anonymously to the faculty.

Systematic methods for peer evaluation of teaching, which involve class visitations by senior faculty, review of course materials, and other techniques, are a major focus of the Procedural Guidelines for Tenure and Promotion Decision-Making. Every college has specific guidelines for peer review of teaching which are tailored to the various types of teaching that occur across the campus (e.g., large classroom, small seminar or laboratory teaching, and clinical teaching). The student and peer evaluations contribute to a dynamic environment for the improvement of teaching. These efforts are enhanced significantly by the Center for Teaching, an important campus resource for faculty seeking to improve their teaching methods or style. The Center for Teaching offers a number of learning opportunities for faculty members, teaching assistants, and others on campus. Faculty are also evaluated regarding their research, scholarship and service.

Faculty Vitality

Vitality is one of the five goals in the SUI Strategic Plan. A key strategy is to build an exemplary University community by providing nationally competitive faculty salaries, establishing new faculty positions in critical areas, and promoting professional growth. Achieving more competitive faculty salaries continues as the University's top academic budget priority in FY07. The competitiveness of The University of Iowa's faculty salaries has fallen precipitously since the early 1990s.

Faculty Development Programs. The University continues to place emphasis on enhancing faculty vitality through a variety of professional growth programs administered across the entire campus. The UI Faculty Development Program provides opportunities for faculty to pursue programs of research, improvement-of-instruction projects, and other activities related to professional development. In 2005-06, 90 faculty members were on developmental assignment which resulted in, collectively, 1168 "products or outcomes."

During 2006-07, approximately 97 faculty members, most of whom are tenured, are or will be on developmental assignments. A number of these faculty members were able to extend their assignments by obtaining external support. Proposals for 80 new developmental assignments were received for 2007-08. In December, the Board approved a request for 61 developmental assignments. There will also be 13 continuing Faculty or Global Scholar Awards.

Starting in 1997, all new academic year probationary faculty members have been guaranteed an Old Gold Summer Fellowship upon presentation of a satisfactory written proposal to their collegiate dean. During Summer 2006, 40 faculty pursued research and instructional development efforts through this program. All such opportunities increase the intellectual vitality of the faculty and thus enhance the teaching and research programs of the University.

Conference Participation and Research Collaborations. Each year, the University, through the offices of the Provost, Vice-President for Research and the collegiate deans, provides travel funds for faculty to present their work at conferences and to visit colleagues at other institutions for collaboration or learning opportunities.

Status of Post-Tenure Review Implementation

The University of Iowa's post-tenure review policy has been in place since 1989. The policy permits "variations in the combination of teaching, research, and service for a limited period of time through which faculty can make their maximum contribution to the University's mission. Because the efforts of all faculty will be marshaled in ways to assure that the talents of all at a given time are used most effectively, use of individualized portfolios and portfolios consistent with unit norms should only have a positive impact on the quality of faculty teaching and research."

Associate professors are reviewed at least every seven years. Every college has a specific policy that details the review schedule (e.g., several colleges review faculty more frequently than the minimum requirement), materials, and procedures (e.g., review committee selection), as well as how the committee's recommendations are communicated and mechanisms for the faculty member to respond. The policy works in tandem with faculty development programs and the post-tenure effort allocation policy implemented in 1997 to enhance faculty vitality. For example, reviews may result in a recommendation for a developmental assignment, a revised portfolio that increases a faculty member's effort in an area of strength, or a plan for phased retirement.

Post-tenure review and implementation of review committee recommendations are delegated to the colleges rather than centrally managed, but informal information from deans indicates that the policy works well to provide senior faculty with feedback and advice regarding their career development. By Spring 2007, 91.1% of all eligible tenured professors (in the 6th year or beyond for full professors; in the 8th year or beyond for associate professors) had been reviewed within the designated time period.

IOWA STATE UNIVERSITY

Policies and Procedures Relating to Tenure

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

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

In 1998, the Board of Regents approved a new document describing performance criteria and evaluative processes for faculty review at Iowa State. The document describes the interrelationships among teaching, research/creative activities, and extension/professional practice as mutually supportive endeavors. It takes into account a broader range of faculty activities than had previously been considered. Faculty must show excellence in scholarship (this includes scholarly contributions to teaching, research/creative activity, and/or extension/professional practice), must perform effectively in all categories of responsibility, and must show institutional service at a level commensurate with their rank. Promotion and tenure review also includes an evaluation of the faculty member's ability to sustain scholarly contributions.

Annual Evaluation of Faculty

Evaluation of faculty is based on the PRS, a statement of expected duties and outcomes for each faculty member. The use of the PRS allows for variations in assigned work responsibilities and adjustments to develop the skills of the faculty.

Faculty members are reviewed annually with respect to their responsibilities and at the same time expectations for the coming year are determined. These annual evaluations include evidence of teaching performance as well as evidence of productivity in research/creative activities and extension/professional practice as appropriate. Evidence concerning teaching performance may include student evaluations (both formal and informal) as well as visits to classes and other methods of peer evaluation.

Faculty Vitality

Iowa State University offers tenured and tenure-eligible faculty a number of opportunities to ensure productive engagement in all areas of faculty work. The Center for Excellence in Learning and Teaching provides workshops and seminars in addition to resources for improving teaching. The Center also offers advice and a forum for discussions as well as scholarly support for continued learning. Faculty members are encouraged to utilize instructional development facilities and other special programs to improve and modernize their teaching. In addition, new junior faculty are encouraged to participate in a grant-writing workshop offered by the University to help facilitate successful grantsmanship.

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

Post-Tenure Review

The current Post Tenure Review Policy was approved by the Board of Regents in June 1999. It ensures that all faculty who are tenured undergo a post tenure review at least once every seven years. Exceptions to this policy may be granted. For instance, if a faculty member has taken a leave of absence, or if, as part of the annual review process, there is a less-than-satisfactory evaluation, the post tenure review period may be shortened.

In the past, criticism of the policy had focused on the administration's inability to require a change in the PRS, or the distribution of effort, through the post-tenure review process. A new policy provides for mediation for any disagreement in the PRS modification for an individual faculty member. The mediation outlet will assure a fair process for the faculty member and yet allow the department chair to more effectively manage the demands and priorities of the department.

The post-tenure review process is seen by many as a productive process that leads to a good discussion and reflection on goal setting, productivity and impact as well as a projection of future plans and activities. These mandated reviews complement well the annual review process, and ensure that ISU faculty are fully engaged with their responsibilities in scholarship, teaching, research/creative activities, extension/professional practice, and institutional service.

Non-Tenure-Track Faculty Policy

In December 2001, the Faculty Senate approved a policy on non-tenure-track appointments. Under this policy, non-tenure-track faculty members, with the approval of appropriate tenured and tenure-track faculty, are appointed for varying terms with the option of renewal, depending on departmental needs. The longest-term contract for the initial appointments as Lecturer and Clinician is three years. Others are hired on contracts of one semester to two years. The Provost's Office continues to monitor the percentage of teaching done by non-tenure-track faculty on an annual basis.

ISU is considering a new category of non-tenure-eligible faculty with the development of a *Research Professor* title. Such a title is common at other research-intensive universities, and the salary for this appointment is supported entirely on external (grant) funds and would offer academic departments more flexibility in hiring, and aid the university in the recruitment of outstanding faculty.

UNIVERSITY OF NORTHERN IOWA

Policies and Procedures Relating to Tenure

Policies and procedures relating to tenure at the University of Northern Iowa are defined in the Master Agreement between the State of Iowa Board of Regents and the UNI United Faculty which defines standards and evaluation procedures relating to tenure.

Evaluation of Teaching Performance

The evaluation of faculty teaching performance is accomplished by peer review, student assessment, and administrative evaluation. The Professional Assessment Committee (PAC) of each department is primarily responsible for assessing the teaching, scholarship and service of all probationary faculty and candidates for promotion and tenure. Teaching evaluations include classroom observations by members of the PAC, data derived from student assessments, and evidence of effective teaching compiled by faculty in individual portfolios. The student assessment instrument consists of items concerning the various elements of effective teaching performance and the opportunity for general written comments. Comprehensive assessment is conducted annually for all probationary faculty and at least every third year for tenured faculty, according to the master agreement. All faculty portfolios are reviewed by the department head on an annual basis for the purposes of awarding merit and assigning teaching and other responsibilities.

Faculty Vitality

Tenured faculty are expected to be productively engaged in teaching, scholarship and service and, as such, provide excellent models of engagement and accomplishment for new faculty. Many tenured faculty provide leadership for important university initiatives and university governance, as well as mentoring experiences for both untenured faculty and students. The university provides a variety of opportunities for both tenured and tenure-track faculty to advance their teaching and scholarly interests including professional development assignments, summer research grants, travel support for participation in academic conferences, and the opportunity to teach special courses and seminars for honors students and presidential scholars. Faculty are also continuously invigorated by interactions with students in relatively small classes, through their academic advising duties and through their sponsorship of a number of student organizations and activities.

Many tenured faculty at UNI have maintained their vitality and increased student engagement in learning through the integration of new technology in their courses. Faculty utilize workshops and institutes offered through UNI's Center for Educational Technology to introduce students to such innovations as Web CT, discussion boards, streaming video, and an increasing number of library resources available electronically. Studio IT, an innovative teaching and demonstration space in the newly renovated Lang Hall, is a recent addition to the technology resources available that contribute to faculty vitality.

Post- Tenure Review

Policies and procedures relating to performance reviews for tenured faculty at UNI are defined in the Master Agreement. Evaluation files are maintained in departmental offices and tenured faculty are reviewed by the department head on an annual basis for the purposes of awarding merit and assigning teaching and other responsibilities. Tenured faculty members are assessed by students at least every third year, excluding semesters on PDA and non-teaching assignments. The department head and/or dean may review a faculty member annually at their discretion.