

Contact: Rachel Boon

**2024-25 FACULTY TENURE REPORT****Action Requested:** Receive the annual report on faculty tenure for 2024-25.**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.

- Tenure is an employment status under which faculty members can receive heightened aspects of job security to create and maintain an atmosphere for the free exchange of ideas and inquiry necessary for educating Iowa's students and advancing knowledge in democracy. Termination may occur when the tenured faculty member does not meet employment obligations, or in cases of program termination or financial exigency for the institution. A full range of disciplinary actions can be applied, as appropriate to issues of performance or policy violation.
- Faculty members hired in tenure-track positions serve a probationary period that generally lasts six years. Candidates undergo ongoing comprehensive reviews throughout the probationary period. The awarding of tenure requires an affirmative recommendation based on this years-long, rigorous process. The process includes reviews by expert peers outside the institution and at the internal departmental, college and university levels.
- This report includes additional information on institutional policies and procedures for tenure, post-tenure review and evaluation of non-tenure-track faculty at each institution to ensure excellence, accountability and professional development.
- As of 2024-25, 51% of full-time faculty at the Regent universities either have tenure or are on a tenure-eligible track.

**TOTAL FACULTY AT THE REGENT UNIVERSITIES BY TENURE STATUS****2022-23 to 2024-25**

	<b>TENURED</b>	<b>TENURE-TRACK</b>	<b>NON-TEN.-TRK.</b>	<b>TOTAL</b>
<b>2022-2023</b>				
SUI	1,109 (34%)	328 (10%)	1,843 (56%)	3,280
ISU	953 (54%)	223 (13%)	573 (33%)	1,749
UNI	330 (54%)	66 (11%)	210 (35%)	606
TOTAL	2,392 (42%)	617 (11%)	2,626 (47%)	5,635
<b>2023-2024</b>				
SUI	1,074 (33%)	333 (10%)	1,888 (57%)	3,295
ISU	933 (53%)	208 (12%)	611 (35%)	1,752
UNI	326 (51%)	63 (10%)	246 (39%)	635
TOTAL	2,333 (41%)	604 (11%)	2,745 (48%)	5,682
<b>2024-2025</b>				
SUI	1,073 (32%)	351 (10%)	1,948 (58%)	3,372
ISU	906 (52%)	213 (12%)	627 (36%)	1,746
UNI	316 (51%)	45 (7%)	256 (41%)	617
TOTAL	2,295 (40%)	609 (11%)	2,831 (49%)	5,735

**UNIVERSITY OF NORTHERN IOWA**

The University of Northern Iowa is committed to providing all students with a high-quality learning environment to develop the knowledge and skills necessary for professional careers and productive citizenship. Tenured faculty members have a vital role in sustaining and enhancing a rigorous academic environment. Given their central role in serving our students and the wider community, it is critically important to provide the tenured faculty a mechanism for periodic assessment, reflection and improvement. UNI implements a comprehensive and rigorous faculty evaluation system to ensure ongoing productivity and accountability. This evaluation system mandates tenured faculty be assessed annually and longitudinally over the entire span of their careers.

**1. Tenure Review Policy/Process**

At the UNI, general evaluation procedures, as well as Tenure policies and procedures, are defined in Chapter Three of the faculty handbook. Acquiring tenure requires that candidates have a documented record of accomplishment in teaching, scholarship and professional service. Evaluation for tenure and promotion is required during the sixth year of probationary service. ([https://provost.uni.edu/sites/default/files/inline-uploads/faculty\\_handbook\\_-\\_july\\_1\\_2024\\_-\\_june\\_30\\_2025.v3.pdf](https://provost.uni.edu/sites/default/files/inline-uploads/faculty_handbook_-_july_1_2024_-_june_30_2025.v3.pdf)).

**2. Accountability Measures**

In addition to mandatory annual reviews required for all full-time faculty members, UNI implemented new Summary and Comprehensive Post-Tenure Reviews of all tenured faculty in 2023-2024. The process was developed in 2019 with faculty and administrators updating the university's comprehensive evaluation system, developing university guiding standards, departmental standards and criteria, and implementing the aforementioned post-tenure reviews. This has greatly enhanced the overall process of evaluating all faculty in all ranks and work portfolios. Sanctions for deficient performance were developed and implemented in 2022. Additionally, Section 13.5 of the faculty handbook allows for the dismissal of tenured faculty members when required; and Section 9.3 provides for rewards for outstanding and successful faculty members.

Currently, departments have processes and criteria in place for utilization in evaluating teaching, scholarship and service. All aspects of faculty members' portfolios are thoroughly examined and reviewed by all evaluating bodies, as documented below, to ensure candidates can effectively apply the doctorate or other comparable terminal degree-level training to teaching, scholarship and research work, and professional service before receiving tenure.

**Annual Reviews**

Chapter Three of the current faculty handbook provides specific procedures for evaluating teaching, scholarship and professional publications; artistic productivity; professional growth; participation in University activities; and contributions to the general welfare of the university, community, state and nation.

Probationary faculty members on the tenure-track are evaluated annually by a departmental Professional Assessment Committee (PAC) of their peers and twice per year by their department head. The college deans and the provost review the evaluations by the PAC and department head, as well as extensive materials collected in a robust electronic portfolio system, in making their judgments about faculty performance. The evaluation of teaching includes a review of teaching artifacts, classroom observation results, and examinations of students' assessments of teaching. At UNI, only after an

affirmative judgment on documented teaching effectiveness has been made can serious consideration be given to evaluating scholarship and service. Teaching excellence is expected in the classroom by UNI professors.

**Student Assessments**

For all probationary, renewable term, and temporary faculty, student assessments of teaching are required in every course. They are administered during the fall and spring of each academic year (Chapter 3, Subparagraph 3.5d.1). Tenured faculty members are required to conduct student assessments of teaching for all courses taught in the fall. Assessments may also be administered for informational purposes or faculty evaluation files for the spring semester. A new Student Assessment Instrument was created in 2022-2023 to allow students to provide meaningful feedback to faculty members, peers, and administrators. The results of student assessments are analyzed and utilized during annual evaluation and post-tenure review periods in addition to the required submission of materials, including annual goals and reflection, results from teaching observations, teaching philosophy, and syllabi. These overall criteria are comprehensively utilized to measure faculty performance in teaching.

**Merit Reviews**

In addition to annual and tenure and promotion reviews, every faculty member's teaching, scholarship and service performance is evaluated at the end of each academic year for purposes of assessing overall performance, recognizing accomplishments or any deficiencies to be addressed in teaching, scholarship, or service, and consideration for bargained merit salary adjustments. Faculty members are required to submit a comprehensive reflection and Faculty Activity Reporting (FAR) materials detailing their annual work, including teaching, scholarly and service accomplishments, via required submissions for a comprehensive evaluative review by the administration.

**Post-tenure Review**

All evaluation reviews of faculty members' performance at the University of Northern Iowa are specified in the faculty handbook. Under the current evaluation provisions of Chapter Three of this handbook, 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, all tenured faculty members are evaluated annually by their department head (Chapter 3, Section 3.13 Annual Evaluation). Student assessments are reviewed by each faculty member and their department head during these annual evaluations. Third, faculty are evaluated after receiving tenure through a comprehensive post-tenure review system, which affords the opportunity for the professional performance of each tenured faculty member to be assessed longitudinally every six years (Chapter 3, Section 3.16).

The post-tenure review process includes a summary review for those meeting expectations during annual reviews or an extensive Comprehensive Review if a faculty member receives a Needs Improvement designation in one or more review areas during annual reviews. Deficient performance requires a Performance Improvement Plan, which contains specific actions and measures to address the deficiencies found in the review. Sanctions for deficient performance and dismissal are available when required, as well as rewards for outstanding and successful faculty members.

**Evaluation of Teaching for non-tenure track faculty members**

The faculty handbook at UNI recognizes three types of non-tenure track appointments (Chapter 2): temporary, term (1-4 years), and renewable term faculty members. A more

expansive evaluation and promotion system, which was implemented in 2019 and reimagined in 2024, is currently utilized for all non-tenure track faculty appointments. All non-tenure track faculty members are evaluated for possible appointment continuance, promotion or rehiring consideration according to their classifications as noted below:

- Temporary (Adjunct) appointments (Chapter 2, Section 2.2) are usually 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 expected to teach assigned courses only. Department heads assess these faculty members through direct classroom observations and reviews of student assessments.
- Term appointments (Chapter 2, Section 2.4) are full-time for a minimum of one and a maximum of four years. 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 to enhance their prospects in the academic job market. Department heads evaluate these faculty members through direct classroom observations, reviews of scholarly activities, or service, and a review of student assessments.
- Renewable term appointments (Chapter 2, Section 2.4) are only made at the instructor rank and carry an initial probationary 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 annually by a departmental PAC, department head, dean and the provost using the full evaluation procedures of Chapter Three of the faculty handbook. During the second year of their official appointment and onward, subsequent appointments follow a satisfactory performance evaluation by the Professional Assessment Committee and the University Administration for continuance. Upon a successful review, future appointments are for one year at a time.

### **3. Professional Development and Support**

The mission of the University of Northern Iowa Center for Excellence in Teaching and Learning (CETL) is “to engage, explore, and enhance the practice of teaching and the culture of learning for faculty.” Accordingly, the CETL:

- offers opportunities for reflection and conversations on teaching and learning that cultivate and value the variety and diversity of teaching and learning taking place at UNI;
- promotes research-based pedagogies and practices that encourage student engagement and success;
- supports the professional and career development of the campus teaching community;
- collaborates with individuals, departments and programs on and off campus to design programming aligned with UNI’s institutional mission and strategic goals; and
- acts as a campus-wide clearinghouse for opportunities to enhance teaching and learning, and to share campus resources and expertise.

Of particular note this year has been the addition of a new position within the CETL: Assistant Director for Emerging and Innovative Technologies. Wilson Rojas began this role in August, and he has quickly developed a variety of new faculty (and staff) development sessions and resources on topics such as: AI Literacy, Building AI Guidelines for Assignments, Academic Integrity and AI Detection Tools, AI Prompt Engineering, AI Ethical Considerations, and more. Wilson has also developed bespoke sessions and consultations with the Wilson College of

Business, the Office of Academic Advising, and the Graduate, Research, and Online Education (GROE). He is partnering with colleagues in Educational Technologies and Media Services to launch a lightboard studio housed within the College of Education.

Programming is offered year-round and has most recently included:

- **Fall Faculty Workshop** - an interactive half-day professional development event to launch the academic year - Our guest speaker in August 2024 was C. Edward Watson, co-author of *Teaching with AI: A Practical Guide to a New Era of Human Learning* (2024).
- **New Faculty Orientation** - two days of programming in August introduce faculty to institutional services and support, and pedagogy practices.
- **New Faculty Colloquium** - a required semester-long curriculum of weekly sessions for new tenure-track and renewable term faculty members (last offered Fall 2024) that explores institutional functions and services, faculty development, and faculty success.
- **Reading groups** – three to five new titles selected each semester - Our reading groups for AY24-25 involved 50+ faculty members who read and discussed the following titles:
  - Ethan Mollick (2024). *Co-Intelligence: Living and Working with AI*
  - Marsha Lovett, et al. (2023). *How Learning Works: 8 Research-Based Principles for Smart Teaching*, 2nd ed.
  - Jesse Ball (2016). *Notes on My Dunce Cap*
  - Eddie Watson & José Bowen (2024). *Teaching with AI: A Practical Guide to a New Era of Human Learning*
  - David Clark & Robert Talbert (2023). *Grading for Growth: A Guide to Alternative Grading Practices that Promote Authentic Learning and Student Engagement in Higher Education*
  - Musa Al-Gharbi (2024). *We Have Never Been Woke: The Cultural Contradictions of a New Elite*
  - Phyllis Thompson & Janice Carello (2022). *Trauma-Informed Pedagogies: A Guide to Responding to Crisis and Inequality in Higher Education*
  - Ken Shelton & Dee Lanier (2024). *The Promises and Perils of AI in Education: Ethics and Equity Have Entered the Chat*
- **HIP in Online Learning Group** - led by a member of the faculty and an instructional designer, this group meets regularly (2-3 times each month) via Zoom to address an assortment of topics and readings
- **Consultations** – Individual faculty can contact the CETL at any time to schedule private, confidential conversation, peer observation of teaching, or to develop an individualized program of improvement
- **Departmental visits and presentations** – the CETL offers a “to go” menu of customized programming upon the request of any department, program, center, or office.
- **Teaching Squares** - Members of a “square” invite each other into their classrooms, not to critique one another’s teaching but to *reflect on their own*.
- **Small Group Instructional Diagnosis (SGID)** - mid-semester course evaluation process that uses an outside facilitator to conduct a discussion with students and summarize their feedback anonymously for the instructor
- **Curation and creation of archived on-demand resources** – available from the CETL website, which was remodeled during the summer and fall of 2024.
- **“What Your Students Want You to Know” (WYSWYTK)** – a student panel series, usually curated by the graduate assistant at the CETL, that provides a platform for students to speak about their experiences as learners and members of the UNI

community - In November 2024 our WYSWYTK panel (and moderator) consisted of student mental health advocates and support personnel.

- **Annual course design academies** – Usually offered in January or June, these workshops are selective (usually with a stipend and a requirement of post-academy completion and implementation) and place the project of course design within a specific context, such as inclusive teaching, general education teaching, or honors course teaching. - This year our course design academies were grounded in an exploration of Open Educational Resources and open pedagogies (May 2024-May 2025), and in the challenges and experiences of adjunct faculty (January 2025).
- **Monthly schedule of unique faculty development programming** - Presentations, panels, and workshops that feature UNI students, staff, and faculty, as well as campus guests (September – May) - This year's sessions addressed a variety of topics, including A.I. in teaching and learning, designing and facilitating high-quality discussions, student accommodation letters and course accessibility, academic rigor, understanding Iowa student demographics, student community engagement, the unique challenges of large enrollment classes, understanding the new Student Perceptions of Teaching (SPoT) instrument, pivoting to Blackboard Ultra LMS, and innovative Zoom hacks.

The CETL develops and contributes to regular collaborations with Rod Library, Educational Technology and Media Services (ETMS), Undergraduate Studies (UGS), Online and Distance Education (ODE), the Dean of Students office, the Graduate College, the UNIFI general education program.

**UNIVERSITY OF IOWA**

The University of Iowa ensures the quality of its tenure-track/tenured faculty via the following policies and procedures.

**TENURE REVIEW POLICY/PROCESS**

The following policies can be found in the Faculty policy section of the UI Policy Manual (III 10) and describe the process for the review of pre-tenure faculty members:

- Faculty - Criteria for Promotion states: "The criteria for promotions include teaching, research, and other professional contributions. Since teaching and research are the central functions of the faculty, other professional contributions are considered subsidiary to these fundamental tasks."
- Length of Probationary Status: "For assistant professors, the normal time in rank is six years, unless the college has established a longer probationary period norm, and for associate professors seven years (see paragraph a above)."
- Reappointment Review: "Most initial probationary appointments at the University of Iowa are for 1) three years for colleges having a collegiate norm to make a tenure decision of not more than six years, or 2) four years for any college having a collegiate norm to make a tenure decision of more than six years, at the end of which time the candidate can be reappointed following a reappointment review. See paragraph (c) below. With the approval of the Department Executive Officer, the dean of the college, and the Executive Vice President and Provost shorter initial appointments can be made."
- Time in Which to Make Tenure Decision: "The norm for making the tenure decision shall be the sixth year of probationary service, except for the Colleges of Law, Medicine, and Dentistry. The norm for the College of Law shall be the fifth year. The Colleges of Dentistry and Medicine may establish a norm of no more than eight years for all tenure track faculty members with significant patient care responsibilities. Other faculty in these two colleges will be subject to the six-year norm. A new collegiate norm of more than six years must be approved by a majority of the tenured faculty of the respective college, the dean of the respective college, and the Executive Vice President and Provost. The new norm becomes effective upon approval by the Executive Vice President and Provost. Other colleges may request that the Faculty Senate authorize consideration of changes in their own collegiate norms."
- Further information can be found in the Review and Promotion Procedures and the Office of the Provost issues guidance in a Procedures for Tenure and Promotion Decision-Making document. 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.
- Student Evaluation of Instructional Performance. Teaching is fundamental to the mission of the university and evaluation of teaching effectiveness is a critical part of the tenure decision. Methods for evaluating and supporting tenured faculty instructional performance, and supporting resources, include Student Perceptions of Teaching (SPOT), Peer Review of Teaching, Center for Teaching, and the Office of Assessment.

- A) SPOT Survey: The university's system for collecting end-of-semester course feedback was updated during summer 2024. The updated system, known as Student Perceptions of Teaching (SPOT), replaces the Assessing the Classroom Environment (ACE) system. SPOT is a homegrown solution that provides the flexibility to continually evolve and develop the tool to meet the needs of the university community. The overall goal is to improve instruction, using a three-tier approach that includes student, faculty and administrative perspectives.
- B) Peer Review of Teaching: The Procedural Guidelines for Tenure and Promotion Decision-Making instructs 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). Together, the student and peer evaluations provide substantial information to help faculty members assess and improve their teaching and assist senior faculty members and administrators when they make promotion and tenure decisions.
- C) The Center for Teaching is also a key resource for teaching assessment and development. The center offers workshops, classroom observations, and many other forms of professional development to support teaching excellence among faculty members, graduate teaching assistants, and others on campus.
- D) Office of Teaching, Learning & Technology (OTLT) is committed to transforming education and increasing opportunities for student success by supporting projects that improve teaching and learning throughout the university. Class Assessment by Student Interviews (CLASSI), is a mid-semester service that allows students to reflect on their course and offer anonymous feedback. The power of CLASSI is that it helps instructors identify themes about their students' experiences as well as the proportion of students who are affected by each theme.
- E) 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.

## POST-TENURE REVIEW POLICIES

Per the Review of Tenured Faculty Members policy, all tenured faculty members shall receive an annual and five-year performance review.

- A) Annual review of tenured faculty. An annual performance review of all tenured faculty members, through a process developed by the unit head (DEO, or equivalent) in consultation with the faculty of the department, or in non-departmental units with the faculty of the college, and approved by the dean and provost, is conducted by the unit head as part of the salary-setting process. Review of tenured faculty shall include an evaluation of research/scholarship, teaching, and service. As part of this review, each faculty member must make available to the unit head materials specified in the statement of the department's review process (e.g., vitae, teaching evaluations, etc.).



B) Five-year peer review of tenured faculty. All tenured faculty members will undergo a peer review once every five years after their most recent tenure or promotion review, with a few exceptions (e.g., they are being reviewed for promotion to a higher rank during the year of the scheduled review, they are within one year of announced retirement or are on phased retirement, or they serve as DEO, assistant dean, associate dean, or dean).

C) Accountability. If during the review of a tenured faculty member there is the conclusion that deficiencies in teaching, scholarship or service are noted, the faculty member along with their unit head develops a process improvement plan that includes expectations and milestones for achievement. The plan is then reviewed on a regular basis. If expectations are not met the tenured faculty member may be subject to formal action under the faculty dispute procedures (III 29.8).

### **EVALUATION OF TEACHING FOR NON-TENURE TRACK**

SUI has three regular, non-tenure-track faculty tracks: Clinical Track, Instructional Faculty Track, and Research Track.

A) Clinical Track: All clinical faculty must devote a significant portion of their time to providing or overseeing the delivery of professional services to individual patients or clients. In addition, teaching students, residents, or fellows of the University at the undergraduate, graduate, professional, or postgraduate level is an essential job function for all faculty (whether tenured, tenure track, or clinical). Thus, clinical faculty are expected to integrate the delivery of their professional services with their teaching. The Office of Consultation and Research in Medical Education in the Carver College of Medicine provides a broad range of services to support medical education and scholarship, including research and evaluation, curriculum design and multimedia, and teacher development for faculty and residents.

B) Instructional Track: Instructional faculty shall devote a substantial amount of their time to providing or overseeing the delivery of instruction to University of Iowa students in the classroom or in other settings appropriate to the discipline. Further, [a]ll reviews of instructional faculty shall be conducted according to written standards of competence and performance defined by the relevant units and in compliance with applicable University policies. The college employing the largest number of Instructional Track faculty, the UI College of Liberal Arts, requires an annual review of its Instructional Faculty with a rigorous assessment of teaching quality.

C) Research Track: Research track faculty devote almost all their time to performing externally supported research and are expected to submit or assist in the submission of research grant applications. Teaching is an essential function of all faculty, but in the case of the research-track faculty it would occur predominantly in the form of service on doctoral committees (including serving as a co-chair with a tenure-track faculty member) with the approval of the Graduate College. Research-track faculty cannot be assigned to teach courses, but they could provide auxiliary lectures on areas of knowledge relevant to their research or to engage in other teaching as may be required by the terms of their research grant or contract. Due to the limited teaching role of research faculty, their performance reviews focus primarily on research productivity, rather than teaching.

**IOWA STATE UNIVERSITY**

As part of Iowa State University's efforts to deliver an excellent educational experience for our students, we continually invest in the success of all faculty through a standard process of regular review and continuous feedback.

Position Responsibility Statement

All faculty (tenure-eligible, tenured, term) have a Position Responsibility Statement (PRS), a tool that describes the range of responsibilities undertaken by a faculty member. The PRS is written and approved by both the faculty member and the department chair. Because responsibilities and duties change throughout faculty careers, the PRS is reviewed annually and updated as needed in alignment with the stages of faculty career development. The PRS allows for a flexible and individualized system of faculty review. The PRS description is general and includes only the significant responsibilities of the faculty member that are important in formal evaluations.

Annual Evaluation of Faculty

All faculty (tenure-eligible, tenured, term) are reviewed annually to evaluate performance with respect to position responsibilities. These reviews inform progress towards career advancement and identify areas of excellence and areas of concern. The criteria by which faculty are evaluated are stated as part of each department's governance document. Each annual evaluation is grounded in the expectations outlined in the individual's PRS.

The annual evaluations are carried out by the department chair (or designee) and include evidence of teaching performance as well as evidence of productivity in research/creative activities; extension, clinical, or professional practice; and institutional service, as reflected in the individual's PRS. Evidence of teaching performance must include student ratings of teaching (both statistical and discursive) for all courses taught, as well as evidence of peer assessment of teaching. Faculty performance is evaluated as either satisfactory or unsatisfactory overall.

Consequences for Unsatisfactory Performance

Faculty handbook policy stipulates development and implementation of an action plan as the result of unsatisfactory faculty performance. The action plan guides improved performance in accordance with the faculty member's PRS. The plan must include a list of action items to be accomplished that are detailed, clear and aligned with a timeline; a specified date for a mid-term evaluation; and a description of consequences if the action items are not completed by the designated timeline. If performance is deemed unsatisfactory for two consecutive years, a required peer-review process is implemented (post-tenure review for tenured faculty, peer review for other faculty).

Preliminary Review of Tenure-Eligible Faculty

All tenure-eligible faculty undergo a preliminary peer-review in the third year of their seven-year probationary period. This peer review is an important aspect of Iowa State's protocol for the evaluation of early-career faculty and their advancement toward promotion and tenure. This internal process includes presentation of a faculty portfolio that must include evidence of performance and productivity in all areas of the individual's PRS. Evidence of teaching performance must include student ratings of teaching as well as peer assessment of teaching. The preliminary review by the department informs the decision by the dean to reappoint the faculty member during the probationary period or to issue a non-renewal notice.

Tenure Review

All tenure-eligible faculty undergo a mandatory tenure and promotion review in the sixth year of their seven-year probationary period. This tenure review entails both internal and external peer

review of all aspects of the faculty member's PRS. The criteria by which pre-tenure faculty are evaluated for promotion and tenure are consistent with a commitment to excellence in scholarship. Student ratings of teaching (statistical and discursive) are a required component of the faculty member's tenure portfolio.

#### Post-Tenure Review

The Post-Tenure Review (PTR) policy provides all tenured faculty with a formative peer evaluation of their accomplishments grounded in their PRS. This 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 PTR must occur at least every seven years and is also triggered the year following two consecutive unsatisfactory annual reviews. The PTR assessment is documented as being either "meeting expectations" or "below expectations".

Policy requires that for any aspect of performance deemed "below expectations" the department chair (with input from the peer review committee) must develop an action plan for improvement. The policy requires a clear improvement plan, a timeline for evaluating acceptable progress, a description of consequences for not meeting expectations, and consequences of non-action. If a triggered PTR is "below expectations", a charge of "unacceptable performance of duty" may be filed.

#### Conduct Policy

The faculty handbook addresses faculty behavior that compromises the integrity of the University. The University takes seriously the trust placed in its faculty and will take action to prevent misconduct and to hold accountable those it finds responsible. In general, cause for sanction of a faculty member includes but is not limited to: professional dishonesty in teaching, research, extension or administrative activity; demonstrated incompetence; substantial and manifest neglect of duty, or serious misconduct prohibited by law, Board of Regents policies, or official university policies.

#### Teaching Innovation and Improvement

ISU's Center for Excellence in Learning and Teaching (CELT) is a vibrant hub of innovation, support and resources that enables faculty to continually improve their teaching. CELT supports innovative online teaching through targeted programming in flipped classrooms, team-based learning, and online course design. In addition, CELT offers an Effective Teaching Symposium for all new faculty each August to assist with the transition to ISU.

Additional programming to ensure faculty success includes:

- New Faculty Orientation is held annually in mid-August and in January to provide all new faculty with an introduction to university programs and resources with a particular emphasis on scholarship.
- A one-on-one mentoring program is coordinated by the SVPP for all first-year tenure-eligible faculty.
- College peer mentors provide college-specific professional development and guidance for pre-tenure faculty.
- A series of regular Faculty Development Workshops offered during the academic year includes presentations on Effective Mentoring, Working with Graduate Students, Advancing Your Career, and Student Success.
- Individual academic colleges as well as the SVPP offer career development workshops on advancing through to promotion and tenure for both early- and mid-career faculty.

- The Office of the Vice President for Research (VPR) offers annual programming on and support for successful grant writing, getting to know federal granting agencies, collaborating with industry, and interdisciplinary research.