

College of Liberal Arts and Sciences (CLAS) Instructional-Track Faculty Policy

(CLAS Referendum 5/1/2024; Provost's Office 5/6/2024; Effective 7/1/2024)

(a) *Justification for hiring instructional faculty.*

Consistent with the University's need to fulfill its important public educational mission, non-tenured instructional-track faculty may be appointed and promoted as provided in this policy. Instructional-track faculty are appointed to support the instructional needs and missions of departments and to provide stability and continuity to departments through the development of curricula and departmental service. The primary role of instructional-track faculty is to teach; the secondary role is to provide service. Faculty members are not required to produce scholarship, research, or creative work as part of their duties.

All appointments and reappointments of instructional faculty are subject to approval by the home department, the college, and the university. All promotions of instructional faculty are subject to approval by the home department, the college, the university, and the Board of Regents.

(b) *Participation of instructional faculty in faculty governance.*

Instructional faculty members enjoy participation in the academic life of the college. Such participation includes the right to be appointed to most department, collegiate, and university committees with full voting rights consistent with the CLAS Manual of Policy and Procedure. Specifically:

1. Instructional faculty may serve on committees considering promotion of instructional faculty and clinical faculty of lower rank than their own.
2. Instructional faculty may review and vote for reappointment of clinical and instructional faculty at the same rank or lower than their own.
3. Instructional faculty may not serve on college or department committees that consider promotion and/or tenure, peer review (post-tenure), or reappointment of tenure-track faculty. Departments may allow instructional faculty to vote on new tenure-track appointments or serve on tenure-track search committees; those voting rights should be clearly articulated as part of the departmental Manual of Procedures.
4. Although instructional faculty will typically not be appointed as a Department Executive Officer, they are eligible to vote in the recommendation process.
5. Each department shall determine the voting rights for instructional faculty in department decision-making and those voting rights should be clearly articulated as part of the departmental Manual of Procedures. The general expectation is that instructional faculty will have voting rights for matters related to their primary functions in the department, including matters of the curriculum.

(c) *Evaluation of instructional faculty.*

Every instructional faculty member shall be evaluated annually. The annual and reappointment evaluations will be carried out according to collegiate guidelines for instructional faculty review and the approved departmental guidelines, using the position description, Memorandum of Understanding (MOU, if applicable), and the performance standards for the position. The evaluation will be forwarded

to the collegiate office and shared with the instructional faculty member. Departmental recommendations on reappointment will be subject to collegiate review by the Area Associate Dean.

Faculty will be evaluated on effectiveness of teaching and service, commensurate with their appointment's effort allocation. Effective teaching shows reflection and iterative growth over time within and across all areas of supporting student learning. Although additional contributions such as research, scholarship, or artistic creation are not expected, they may be included as part of the evaluation.

- i. **Types of evaluation.** The faculty member will undergo an annual evaluation. The type of evaluation is determined by the faculty member's length of service and probationary status.
 - a. Probationary evaluation: During the probationary period, faculty will undergo an annual evaluation aimed at mentoring the faculty member to strengthen their teaching. Departments will submit the CLAS annual evaluation form or an alternative CLAS-approved form, the faculty's response (if any), and the faculty's CV.
 - b. Annual evaluation: the annual evaluation aims to demonstrate continued effectiveness as a teacher and colleague. Departments will submit the CLAS annual evaluation form or an alternative CLAS-approved form, the faculty's response (if any), and the faculty's CV.
 - c. Reappointment evaluation: This is a substantive evaluation of the instructional faculty's record in teaching and service, and additional professional activity, if applicable. Using the CLAS reappointment evaluation form, these evaluations are based on the expectations for teaching and service stated in the most recent appointment contract, in the current position description, or MOU.
 - d. Promotion evaluation: This evaluation takes place at the request of the faculty member as part of the promotion process and takes the place of a reappointment or annual evaluation. The aim of this more extensive evaluation is to demonstrate a faculty member's effectiveness as a teacher and colleague.
- ii. **Evaluation criteria.** During annual evaluations, faculty will demonstrate the following:
 1. Teaching
 - a. Show reflective and iterative growth in learning-centered instructional practices.
 - b. Stay current in their field of study.
 2. Service
 - a. Fulfill service expectations commensurate with their effort allocation, or as specified by their MOU.
- iii. **Evaluation procedure.** Evaluations will be conducted via the following:
 1. Observations: Annual classroom observations are required during the first six years from the initial instructional faculty hiring contract date at the university. After that time, departments may choose to continue annual classroom observations if it is documented in their departmental Manual of Procedures. Classroom observations are required for reappointment and promotion evaluations.
 2. Teaching materials: Sample syllabi and other teaching materials such as lesson plans, online course materials, course evaluations, or other appropriate materials will be reviewed.

3. Meeting with reviewer: During the first six years from the faculty member's initial hiring contract date at the University, the faculty member will meet with their reviewer(s) to discuss learning goals and instructional strategies, with the aim of mentoring the faculty member's growth as an instructor.
4. Faculty response: Faculty members may elect to file a response to the evaluation if they choose.

(d) Procedures for appointment, reappointment, and promotion.

i. Procedures for hiring and terms of appointment.

Salaried instructional faculty are searched for and appointed through standard university recruitment processes.

1. Assistant professors shall initially receive a probationary one- to three-year appointment. If an applicant is initially hired as an associate or full professor, the college may choose to provide a probationary one- to three-year appointment.
2. Terms of appointments after probationary period vary, based on rank:
 - a. Assistant Professor of Instruction or Assistant Professor of Practice: Upon meeting the qualifications, and upon mutual agreement of an applicant and the department and college, an applicant may be appointed as an instructional faculty member at the rank of Assistant Professor. Following the initial probationary appointment, Assistant Professors, if renewed, shall receive one- to three-year appointments.

Instructional faculty may choose to remain at the Assistant Professor rank indefinitely or may pursue promotion as described herein. Upon request of an Assistant Professor, the college may review an Assistant Professor for promotion according to applicable university and collegiate policies. This review ordinarily would occur during the sixth year of service.
 - b. Associate Professor of Instruction or Associate Professor of Practice: Upon meeting the qualifications, and upon mutual agreement of the faculty member and the department and college, an instructional faculty member may be hired or promoted into the Associate Professor of Instruction or Associate Professor of Practice rank. Following the initial appointment, Associate Professors, if renewed, shall receive up to five-year appointments. Associate Professors of Instruction and Associate Professors of Practice may choose to remain at this rank indefinitely or may pursue promotion as described herein.
 - c. Professor of Instruction or Professor of Practice: Upon meeting the qualifications, and upon mutual agreement of the faculty member and the department and college, an instructional faculty member may be hired or promoted into the Professor of Instruction or Professor of Practice rank. Following the initial appointment, Professors, if renewed, shall receive up to seven-year appointments.
 - d. A decision to terminate, not to renew, or not to promote an instructional faculty member may occur only as described in the University's Policy Manual.

ii. Procedures for reappointment.

A reappointment review will be submitted to the Office of the Dean in the final year of a faculty member's contract, and will consist of the CLAS reappointment evaluation form, the classroom observation report, the faculty member's response (if any), and an updated CV.

iii. **Procedures for promotion.**

Timetable. Instructional faculty may request a promotion review at any point in their career; however, promotion considerations generally occur in their sixth year of service in their current rank.

An instructional faculty member who wishes to be reviewed for promotion must formally request the review by May 1 of the calendar year in which the review will be initiated. An instructional faculty member who has been denied promotion is encouraged to wait until the promotion record has changed substantially before requesting another review.

Departments are expected to make all reasonable efforts to meet these deadlines, though the College recognizes that minor variations may occur for a range of reasons. (Note: Departments may establish earlier deadlines in their procedures for promotion decision-making.)

1. By **May 1**: The instructional faculty member seeking promotion formally requests a review, in a letter to the DEO.
2. By **May 15**: The DEO forwards to the Dean's Office the names and CVs of any instructional faculty members seeking promotion review in the next academic year.
3. By **May 15**: The DEO informs the candidates of the materials to be submitted for the promotion dossier and the deadline for submission.
4. By **September 1**: The candidate submits promotion dossier to the DEO.
5. **By first working day in November**: The Departmental Promotion Committee submits to the DEO its report evaluating the candidate's teaching and service.
 - a. Within five working days of the submission of the report, the DEO places the report in the Promotion Record and transmits a copy to the candidate.
 - b. Within five working days of the DEO's transmittal of the report to the candidate, the candidate may write to correct factual errors in the committee's report.
6. In **November**: The Departmental Consulting Group (DCG) accesses the Promotion Record, meets to discuss the Record and votes on the decision, and prepares the summary report of the discussion and vote. The candidate receives a copy of the meeting summary and has five working days to respond to factual errors in the DCG meeting summary.
 - a. The DCG for a candidate for promotion to Associate Professor of Instruction/Practice will consist of:
 - i. all tenured faculty,
 - ii. all tenure-track associate and full professors,
 - iii. all clinical associate and full professors, and
 - iv. all associate and full professors of instruction/practice.
 - b. The DCG for a candidate for promotion to Professor of Instruction/Practice will consist of:
 - i. all tenured/tenure-track full professors,
 - ii. all clinical full professors, and
 - iii. all full professors of instruction/practice.

7. In **early December**: The DEO submits the Promotion Record to the Dean's Office with the record of the DCG discussion and vote, and with the DEO's letter of recommendation. If the DEO's recommendation is negative, the candidate receives a copy of the DEO letter. The candidate then has three working days to request from the Dean redacted documents from the Promotion Record and, within five working days of receiving the materials, may submit a written response and additional information to the Dean.
8. In **mid to late-January**: The Collegiate Consulting Group (CCG) reviews departmental recommendations pursuant to the promotion of instructional faculty. If the CCG's recommendation is negative, the candidate receives a summary report of the CCG's discussion. The candidate has three working days to request redacted documents from the Promotion Record and, within five working days after receiving redacted materials, may submit a written response before the dean's recommendation is submitted to the provost.
9. In **early to mid-February**: The dean submits the Promotion Record to the provost, including the vote and recommendation of the CCG and the Dean's letter of recommendation for or against promotion. If the Dean's recommendation is against promotion, the dean will provide the candidate with a copy of the dean's letter to the provost at the same time the record is submitted to the provost. The candidate then has three working days to request redacted documents from the Promotion Record. The candidate will be allowed five working days after receiving redacted materials to submit a written response to the Provost. If the candidate submits a letter of response to the Provost for inclusion in the Promotion Record, the candidate shall also give the Dean a copy of the response.
10. In **March**: The Provost notifies the Dean of decisions, pending approval by the Board of Regents, State of Iowa. The Dean notifies candidates and DEOs. If the Provost's decision is negative, the candidate is informed of appeal procedures.

(e) Criteria for appointment, reappointment, and promotion.

- i. **Qualifications for appointment.** The ranks of instructional faculty shall be appointed and assigned according to the qualifications below. The Associate Professor/Professor of Instruction title is applicable when instructional faculty have an established record of effectiveness in teaching. The Associate Professor/Professor of Practice title is applicable when instructional faculty have an established record of effectiveness in their area of professional expertise, providing real-world practitioner experience necessary for the curriculum.

Appointment to Assistant, Associate, and Full Professor of Instruction

Assistant Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position;
2. Evidence of potential in teaching, which can be demonstrated through experience in classroom teaching (including as a teaching assistant), pedagogically-related advising or mentoring, curriculum development, or other means; and
3. Evidence of potential to contribute to departmental and collegiate service.

Associate Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position;
2. Established record of effective teaching over a suggested span of five or more years or equivalent experience; and

3. Established record of effectiveness in service to a department, and if applicable, college, institution, profession, or community.

Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position;
2. Sustained record of effective teaching over a suggested span of ten or more years or equivalent experience; and
3. Sustained record of effectiveness in service to a department, as well as a college, institution, profession, or community.

Appointment to Assistant, Associate, and Full Professor of Practice

Assistant Professor of Practice:

1. Terminal degree or other educational qualifications or professional qualifications appropriate to the position;
2. Experience in a profession relevant to the position;
3. Evidence of potential in teaching, or supervision of interns or practicum students; and
4. Evidence of potential to contribute to departmental and collegiate service.

Associate Professor of Practice:

1. Terminal degree or other educational qualifications or professional qualifications appropriate to the position;
2. Experience and achievement in a profession relevant to the position over a suggested span of ten years;
3. Established record of effective teaching, supervision of interns or practicum students, or an established record of success in professional endeavors indicating the potential for such effectiveness; and
4. Established record of effectiveness in their field of practice or service to a department, college, or university.

Professor of Practice:

1. Terminal degree or other educational qualifications or professional qualifications appropriate to the position;
2. Experience, achievement, and leadership in a profession relevant to the position over a suggested span of twenty years;
3. Sustained record of effective teaching, or supervision of interns or practicum students, or a sustained record of success in professional endeavors indicating the potential for such effectiveness; and
4. Sustained record of effectiveness in their field of practice or service to a department, college, or university.

- ii. **Qualifications for reappointment.** The ranks of instructional faculty shall be reappointed according to the qualifications below. The Associate Professor/Professor of Instruction title is applicable when instructional faculty have an established record of effectiveness in teaching. The Associate Professor/Professor of Practice title is applicable when instructional faculty have an established record of effectiveness in their area of professional expertise, providing real-world practitioner experience necessary for the curriculum.

Reappointment for Assistant, Associate, and Full Professor of Instruction

Assistant Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position;
2. Evidence of effective teaching; and
3. Evidence of successful service contributions to the department.

Associate Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position;
2. Established record of effective teaching; and
3. Established record of effectiveness in service to the department, and if applicable, the college, university, profession or community.

Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position;
2. Sustained record of effective teaching; and
3. Sustained record of effectiveness in service to the department, as well as the college, university, profession, or community.

Reappointment for Assistant, Associate, and Full Professor of Practice

Assistant Professor of Practice:

1. Terminal degree or other educational qualifications or professional qualifications appropriate to the position;
2. Evidence of effective teaching;
3. Evidence of professional activity in the field of practice; and
4. Evidence of successful service contributions to the department.

Associate Professor of Practice:

1. Terminal degree or other educational qualifications or professional qualifications appropriate to the position;
2. Established record of effective teaching;
3. Evidence of professional activity in the field of practice; and
4. Established record of effectiveness in service to the department, and if applicable, college, university, profession, or community.

Professor of Practice:

1. Terminal degree or other educational qualifications or professional qualifications appropriate to the position;
2. Sustained record of effective teaching;
3. Evidence of professional activity in the field of practice; and
4. Sustained record of effectiveness in service to the department as well as the college, university, profession, or community.

iii. **Qualifications for promotion.**

Promotion to Associate and Full Professor of Instruction

Associate Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position.
2. Over a typical span of five years at the college's rank of Assistant Professor of Instruction, an established record of:

- a) effectiveness in teaching; and
- b) effectiveness in service to the department.

Professor of Instruction:

1. Terminal degree or other educational qualifications appropriate to the position.
2. Over a typical span of five years at the college's rank of Associate Professor of Instruction, a sustained record of:
 - a) effectiveness in teaching;
 - b) contributions to the teaching mission such as curriculum redesign or development, mentorship of other faculty, or other leadership; and
 - c) effectiveness in service to the department as well as the college, institution, profession, or community.

Promotion to Associate and Full Professor of Practice

Associate Professor of Practice:

1. Terminal degree or other educational or professional qualifications appropriate to the position.
2. Over a typical span of five years at the college's rank of Assistant Professor of Practice, an established record of:
 - a) effectiveness in teaching; and
 - b) effectiveness in service to the department
3. Evidence of professional activity in the field of practice.

Professor of Practice:

1. Terminal degree or other educational qualifications or professional qualifications appropriate to the position.
2. Over a typical span of five years at the college's rank of Associate Professor of Practice, a sustained record of:
 - a) effectiveness in teaching;
 - b) contributions to the teaching mission such as curriculum redesign or development, mentorship of other faculty, or other leadership; and
 - c) effectiveness in service to the department as well as the college, institution, profession, or community.
3. Evidence of professional activity in the field of practice.

(f) Service and professional activity.

i. Service.

In CLAS, instructional faculty are expected to actively engage in service, defined as duties or contributions outside of their teaching load. These service responsibilities benefit the department, as well as the college, university, discipline, or community.

Departments shall allocate departmental service assignments considering the department's needs and the effort required. Instructional faculty fulfill service obligations as defined in their contractual workload allocation (*see Workload section g*); that is, full-time instructional faculty with an 80% teaching allocation are expected to dedicate 20% of their time to service, whereas 60% teaching appointments will expect 40% service. Instructional faculty with less than full-time status will have their percentage of service adjusted accordingly. Departments will define and

articulate what a 20% service load (or other defined service percentage when appropriate) entails in their discipline and are encouraged to establish a comprehensive list of discipline-specific or department-specific service activities as guidance.

Departmental service is often the core of instructional faculty service; however, service roles may adjust in focus with rank as noted in the criteria for promotion. For example, instructional faculty in associate or full professor ranks may seek out collegiate or university level service or may be needed in various leadership roles within their department and/or discipline.

Instructional faculty may serve in advanced roles such as program heads, directors of undergraduate or graduate studies, professional studies where appropriate, or other executive or leadership roles, in which case, their workload effort allocation will be adjusted accordingly.

ii. **Professional activity.**

Professional activity is defined as active engagement in the field. Conventional professional work such as research, scholarship, or artistic creation may count toward promotion and reappointment but are not required. Professional activity may contribute toward effective teaching or service.

(g) Workload.

In CLAS, the standard expectation of teaching load for full-time instructional faculty is at least 18 but not more than 24 semester hours distributed reasonably across two semesters, or equivalent, per academic year (that is, at least 60% and no more than 80% of a full-time appointment), delivered in organized courses meeting the college's minimum enrollment policy. Because the amount of effort involved in teaching varies depending on course requirements and disciplinary norms, there are instances in which the semester hour correlation to percent of effort described here is not accurate. Therefore, each department or program **must**, with the approval of the college, determine the appropriate teaching load for instructional faculty.

Assistant, Associate, and full Professors of Practice typically maintain active engagement in their field. As such, their effort allocation shall be adjusted commensurate to their responsibilities to their department.

In instances where a program has few or no tenure-track faculty, teaching loads should be set proportionally to the tenure-track faculty in a closely related field within CLAS, or by comparison to the tenure-track faculty workloads in similar programs at peer institutions.

In instances where instructional faculty take on substantial leadership or service loads that expand beyond standard expectations for faculty of their rank or beyond initial contract expectations, the faculty's effort allocation shall be adjusted.

Some faculty contracts may specify a different effort allocation or meet specific responsibilities that require a Memorandum of Understanding (MOU), which supersedes this policy. An MOU must be agreed on and signed by all parties to be considered a contractual document. All MOUs are negotiated in consultation with CLAS.

(h) Eligibility to apply for tenure-track positions.

Instructional faculty members may apply for open positions on the tenure-track, but they may be appointed to the tenure-track only once during their career at The University of Iowa. Similarly, tenure-track faculty may apply for open instructional faculty positions, but an instructional faculty appointment

shall not be used as an automatic default appointment for accomplished teachers who made an unsuccessful tenure bid.

(i) Review of this policy.

The CLAS Executive Committee shall review this policy at least once every five years. If the Executive Committee decides, in consultation with the Dean or designee, that revision is necessary, the Dean shall appoint a review committee comprised of at least 75% instructional-track faculty to prepare a document of their recommendations to be considered by the Dean and Executive Committee in consultation with the Faculty Assembly.

Revisions and/or amendments to the policy.

University policy changes may necessitate changes to this policy. At any time, revisions and/or amendments to the policy may be introduced by a review committee appointed by the Dean; by recommendation of a majority of the Faculty Assembly; or by a petition of at least 20% of eligible voting faculty. The proposal is then sent to the Executive Committee for approval and transmission to the eligible voting faculty for ratification via referendum.

Proposed revisions and/or amendments will be provided to faculty at least 10 days in advance of a scheduled vote, which is to be conducted by secret ballot as described in the CLAS Manual of Policy and Procedure and supervised by the associate provost for faculty. Ratification requires a simple majority of voting faculty thereon and the approval of the provost.