

Background

In March of 2016, a joint task force of the Senate and Provost convened to develop recommendations regarding Non-Tenure Eligible Faculty: to improve the appointment, advancement, and review processes; to clarify the descriptions of different appointment types; and to establish clear career paths for all categories of faculty. The task force delivered its recommendations to the Faculty Senate in February of 2017. After receiving input from faculty and administrators, the Senate Executive Board revised the task force recommendations largely to simplify and condense them into a single section for the different categories of faculty rather than each category of faculty having its own section with similar processes.

Behind both the task force and the proposal is the idea that we are one faculty with different roles and responsibilities. We are colleagues who share in advancing the mission of Iowa State University, and as faculty share in the governance of the university. No proposal on its own will completely address all the concerns of NTE faculty, which include compensation and job security. However, the proposal does make many substantial improvements. If adopted, the proposal will provide clearer policies on faculty holding fixed term appointments and better recognize the contributions of all faculty.

Summary and Rationale for Proposal

Below is a summary and rationale of the major changes. Some of the proposed changes have generated more discussion and accordingly have more explanation.

- 1) **Establish Two Broad Categories of General Faculty Members, *Tenure Track* and *Term*:** *Term faculty* replaces *non-tenure eligible faculty*. *Non-tenure eligible* is a negative description, defining faculty by what they are not. *Term faculty* characterizes faculty by the nature of their contract, as do *tenured* and *tenure eligible*.
- 2) **Simplification and Uniformity in Term Faculty:** This package establishes a unified and consistent set of policies governing all term faculty in critical areas such as appointment process, length of appointments, ranks, evaluation, review and advancement.
- 3) **Retention of a Small Array of Descriptive Titles for Term Faculty:** There was thorough consideration of models that unify all titles, in addition to unifying the underlying policies (as described above), however the value of descriptive titles that include some clarified boundaries related to professional activities has been retained.
- 4) **Reaffirm Status of All Term Faculty as Members of General Faculty with Rights of Academic Freedom and Shared Governance:** The proposal provides a clearer restatement of current policy.
- 5) **Align Reviews with Contract Renewal and Advancement:** Current policy requires a peer review for many NTE faculty every three years and at contract renewal. However, individual contracts can be for as long as five years, creating confusion and excessive reviews. The proposal aligns reviews with renewals by specifying that faculty peer reviews take place at the greater of three years or at time of contract renewal.
- 6) **Add Third Rank for Instructional Faculty:** Senior Lecturer is currently the terminal rank for instructional faculty. This is not consistent with other categories of faculty, provides a limited career path, and limits opportunity for increment salary increases associated with advancement. A third rank addresses those concerns.

- 7) **Reaffirm Flexibility in Titles and PRS within Limits:** The proposal clarifies the idea that the mutually agreed upon PRS determines the responsibilities of faculty members. Units can have the flexibility to incorporate term faculty in ways that make sense locally, and are not arbitrarily restricted by title.
- 8) **Establish Professor of Practice Track:** The proposal establishes a new title of Professor of Practice with three ranks. College and departmental administrators strongly support the creation of this title. Professor of Practice titles are intended for faculty recruited from business, government, or other non-academic institutions, who are hired on the basis of professional expertise and accomplishment rather than academic credentials. These titles are a significant improvement over use of the only available current title of lecturer/senior lecturer for such appointments. The use of the professor of practice title is common in professional disciplines across the county. Creation of this title would enable enhanced recruitment and retention of qualified individuals, and would improve the descriptions of the responsibilities of such faculty.
- 9) **Retain and Reform Research Professor Titles:** The Research Professor track was created in 2008 in order to support the research mission of the University by providing faculty-level positions to qualified persons pursuing independent research programs leveraging salary outside of the general fund., A faculty committee reviewed this track in 2014, and the reform of this track proposed here is based largely on the resultant recommendations. The changes are directed toward clarifying that these positions are not titles to be awarded to senior-level postdoctoral associates, but reserved for qualified persons pursuing research independence supported primarily by non-general fund dollars. The reform includes the requirement for some general fund support, to allow research faculty the time to ethically write external grant proposals, and mandates that obtaining external grant funding as a Principal Investigator is an expectation.
- 10) **Change Titles of Instructional Faculty from Lecturer Track to Teaching Professor Track:** Nationally, there are no standard ways of referring to faculty outside the tenure stream; the most common is 'adjunct professor'. Most agree that 'adjunct' is a divisive term and though it is a professor title, it is one that has a different meaning here at ISU. The lecturer titles were introduced and intended as respectful, modeled on terminology in the UK, but they do not in fact convey that respect to NTE lecturers at ISU today.
 - a. Titles confer recognition and affect how we interact with one another as colleagues. Titles matter to many lecturers, contributing to the sense that their work is not respected and valued.
 - b. Sharply differentiating lecturer titles from the rest of the faculty is alienating. Students and others often address lecturers as professors. The lecturer wonders whether to correct the speaker because they do not in fact hold that title. For the same reason, when we refer a student to see a lecturer colleague, we cannot accurately say, "Go talk to Professor Smith." For lecturers, titles are a small but persistent feature of their professional lives that alienates them from their colleagues and the institution.
 - c. The issue of titles is especially pressing for the 54% of lecturers who are women and for faculty of color. Titles shape interactions with students, peers, and members of the public. Women faculty are already more likely to be addressed by their first name or by titles that refer to their marital status rather than status as faculty.
 - d. The title of professor accurately describes the work instructional faculty do. The Instructional faculty have the same control over their courses and classrooms as tenure-

eligible colleagues. They have the same rights to participate in governance and shape the curriculum, at least at the university level, as their professor colleagues. At community colleges and smaller liberal arts colleges around the country, there are professors with job responsibilities that are indiscernible from our lecturers.

- e. Finally, job titles are not just a line on a business card or a paragraph in the handbook. Teaching professor titles for our lecturer colleagues better reflects both the reality and the aspiration that we are one faculty.

11) Require at Least 75% of PRS of Teaching Professors to Be in Service of the Teaching Mission:

Currently, the faculty handbook does not prevent any class of NTE faculty from having scholarship as a part of their PRS, and places no restrictions on the PRS of lecturers. The Provost's office, as a matter of practice, generally has not allowed lecturers to have scholarship in their PRS. The proposal explicitly allows for scholarship to be a part of the PRS of teaching professors, but maintains a distinction from tenure and tenure-eligible faculty by requiring that at least 75% of the PRS (not FTE) be devoted to the university's teaching mission. This 75% includes institutional service related to teaching as agreed to within units, such as advising or course coordination.

- a. This policy reflects the role of teaching professors at ISU, which is not primarily to generate new knowledge. However, as a Carnegie R1 Doctoral university, ISU as an institution and its students benefit from having its faculty engaged as scholars. The recommendation moves ISU closer to AAUP recommendations that all faculty members have opportunities to participate in scholarship and governance, preserving the integrity of faculty work.
- b. The policy reflects work already done by many term faculty. Over 40% of lecturers have doctoral degrees, many of whom pursue modest research projects within their disciplines. These faculty members should have the opportunity to have that work recognized and supported if their units agree to do so in the PRS. These opportunities are an important element of job satisfaction and professional recognition for many faculty.
- c. Teaching professors are especially well positioned to contribute to scholarship of teaching and learning. Their experience in the classroom and their prominent role in the general education curriculum make them a critical part of curricular innovation and pedagogical scholarship. A prohibition on such scholarship serves neither the faculty, the students, nor the institution.
- d.** The teaching professor positions do not provide a substitute for tenure lines. With at least 75% of their time devoted to the teaching mission, the faculty will not be able to develop substantial research projects and would face barriers to producing a sufficient quantity and quality of scholarship to achieve the national distinction standards that we expect of tenured faculty.

Current Handbook Section 3.3

3.3 Types of Appointments

3.3.1 Tenured and Tenure-Eligible Appointments

3.3.1.1 Requests for Conversion to Part-time Appointment

3.3.1.2 Review of Policy for Part-time Appointments for Tenure- Eligible and Tenured Faculty Non-Tenure-Eligible Appointments

3.3.1 Non-Tenure-Eligible Appointments

3.3.2.1 Appointment Policies for Lecturer, Senior Lecturer, Clinician, Senior Clinician, Adjunct, and Clinical Faculty Appointments

3.3.2.1.1 Guidelines for NTE Percentages

3.3.2.2 Appointment Procedures for Lecturer, Senior Lecturer, Clinician, Senior Clinician, and Adjunct Appointments

3.3.2.3 Adjunct Faculty Employed Elsewhere

3.3.2.4 Adjunct Faculty Employed by University

3.3.2.5 Professional and Scientific (P&S) Non-Tenure-Eligible Appointments

3.3.2.6 Clinical Faculty

3.3.2.6.1 Definition

3.3.2.6.2 Terms of Appointment

3.3.2.6.3 Clinical Assistant Professor

3.3.2.6.4 Clinical Associate Professor

3.3.2.6.5 Clinical Professor

3.3.2.6.6 Role in Governance

3.3.3 Non-Tenure-Eligible Research (NTER) Appointments

3.3.3.1 Appointment Policies for Non-Tenure-Eligible Research Appointments

3.3.3.2 Appointment Procedures for Non-Tenure-Eligible Research Appointments

3.3.4 Continuous Adjunct Appointments

3.3.5 Visiting Appointments

3.3.6 Affiliates

3.3.7 Joint Academic Appointments

Proposed Handbook Section 3.3

3.3 Types of Appointments

3.3.1 Tenured and Tenure-Eligible Appointments

3.3.1.1 Requests for Conversion to Part-time Appointment

3.3.1.2 Review of Policy for Part-time Appointments for Tenure- Eligible and Tenured Faculty Non-Tenure-Eligible Appointments

3.3.2 Term Faculty Appointments

3.3.2.1 Guidelines for Term Faculty Percentages

3.3.2.2 Titles for Term Faculty Appointments

3.3.2.3 Length of Term Faculty Appointments

3.3.2.4 Role in Governance of Term Faculty

3.3.3 Non-salaried Faculty Appointments

3.3.4 Visiting Appointments

3.3.5 Joint Academic Appointments

3.3.6 Faculty Appointments No Longer Allowed for New Appointments

3.3 Types of Appointments

Faculty Appointments are made as tenured/tenure-eligible (3.3.1) or as term faculty (3.3.2). Both types of appointments include ranks of assistant professor, associate professor and professor.

3.3.1 Tenured and Tenure-Eligible Appointments

[NOTE: This section, and all subsections, remains unchanged.]

3.3.2 Term Faculty Appointments

Term Faculty are those individuals employed by Iowa State University who hold positions which have roles involved with the university's missions of instruction, clinical practice, research, extension, and/or outreach, and who are not eligible for tenure. Term faculty perform a range of professional practices at the university, whose responsibilities are defined in their individual Position Responsibility Statements (PRS) within the guidelines outlined in Section 3.3.2.2. Persons holding term appointments are eligible to be named to the Graduate Faculty in accordance with Graduate College procedures. Positions that primarily perform administrative functions instead of faculty responsibilities are not permitted.

As members of the general faculty, all term faculty have full rights of academic freedom and participation in shared governance. The PRS shall not violate the faculty member's academic freedom. If the parties agree to more specific language beyond a general description of areas of position responsibilities, that specific language shall not be understood to be a checklist or constraint on the faculty member's freedom to choose areas and methods of inquiry appropriate to the discipline. Term faculty appointments are limited term, full, or part-time renewable appointments that are not eligible for tenure and are subject to

approval by the department, college, and provost. These appointments will normally be B-base (9 months).

Term faculty are subject to appointment, evaluation, renewal, advancement, termination, and conduct consistent with the Faculty Handbook and with other University policies.

A formal search that follows open search policy is required to fill an open term faculty position. Faculty – tenured, tenure-eligible, and/or term – shall be involved in the search process, review of applications and credentials, final recommendations for hiring, and determination of rank consistent with the department’s documented standards. Circumstances under which searches do not require faculty involvement are described in Section 3.1.

(For evaluation, renewal, and advancement policies of term appointments, see FH Section 5.4)

3.3.2.1 Guidelines for Term Faculty Percentages

[NOTE: This section has a new number but remains unchanged except for replacing “non-tenure-eligible (NTE)” with “term faculty”, and all subsections, remains unchanged.]

3.3.2.2 Titles for Term Faculty Appointments

Departments shall appoint term faculty using one of the following titles, appropriate to the faculty member’s discipline, and that reflects the nature of the work done by the term faculty member. Term faculty shall be appointed at a rank reflective of the faculty member’s professional and academic experience and performance.

- **Teaching Faculty Title and Ranks:** Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. Teaching faculty hold positions through which they generally contribute to the teaching mission of the university. All Teaching faculty must devote a at least 75% of their time to instruction, advising, curriculum coordination and other responsibilities related to the teaching mission. In addition, such appointments may include scholarly achievement and institutional or professional service, or any other responsibilities as identified in the PRS.
- **Practice Faculty Title and Ranks:** Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice. Professor of Practice faculty must have significant relevant professional experience outside of academia that qualify them to make a contribution instructional and/or advising. All Professor of Practice faculty must devote at least 75% of their time to teaching in their area of expertise and mentoring students in professional and career preparation. In addition, such appointments may include scholarly achievement and institutional or professional service, or any other responsibilities as identified in the PRS.
- **Clinical Faculty Title and Ranks:** Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor. All Clinical faculty must devote at least 75% 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 Clinical faculty. They are expected to integrate the delivery of their professional services with their teaching. While the use of Clinical faculty titles is most easily conceived in the context of the College of Veterinary Medicine, where faculty are involved in the delivery of professional services to patients and clients, there are other disciplines where the use of Clinical titles for similar purposes may be appropriate.

- **Research Faculty Title and Ranks:** Research Assistant Professor, Research Associate Professor, Research Professor. Research faculty must devote at least 80% of their effort to externally-funded research, and they must have opportunity to move toward research independence. At least 10%, but no more than 20% of research faculty salary shall be paid from the general fund. There is an absolute expectation that Research faculty will pursue independence and submit external grant proposals as Principal Investigator, and that will be reflected in the PRS. In order for research faculty to be eligible for re-appointment after 3 years, at least 2 months of their salary must come from external grants on which they are the Principal Investigator.
- **Adjunct Faculty Title and Ranks:** Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor. Adjunct faculty typically are not focused on one area of faculty responsibility such as teaching or clinical activities. Appointments under this category may be appropriate in facilitating the University's quest to hire and retain excellent faculty, including dual-career couples, as well as to carve out new areas of academic expertise, and attract experts on extramural grants and contracts.

3.3.2.3 Ranks and Lengths of Term Faculty Appointments

The initial appointment of a term faculty member at any rank may be made from one semester to the limits outlined below by rank. At the conclusion of the initial term, reappointments must follow the guidelines outlined below by rank.

Term faculty at the Assistant Rank – The assistant rank is for faculty who have the potential to contribute significantly to the mission of the university as defined in their PRS.

- are for a term of from one to three years, however after a Term Assistant Professor has completed three years of continuous employment their term will be from two to three years.
- require a notice of one year of intent not to renew except when the appointment is only for one year, in which case a notice of three months is required.

Term faculty at the Associate Rank – The associate rank denotes a record of successfully contributing to the mission of the university as defined in the PRS or record of contributions in their professional field and has promise of further academic and professional development.

- are for a term of from three to five years. Shorter terms may only be issued under exceptional circumstances with approval of the Provost.
- require a notice of one year of intent not to renew

Term faculty at the Professor Rank – The professor rank is appropriate for term faculty who have proven their excellence in the primary responsibilities identified in their PRS, and effectiveness any other areas of their PRS, or who have demonstrated substantial contributions to their professional field.

- are for a term of from three to seven years. Shorter terms may only be issued under exceptional circumstances with approval of the Provost.
- require a notice of one year of intent not to renew

3.3.2.4 Role in Governance of Term Faculty

As part of the general faculty, term faculty participate in faculty governance as defined by the Faculty Handbook. All term faculty shall have a departmental home and a Position Responsibility Statement (PRS). Each department hiring term faculty shall include provisions defining instructional

responsibilities, search and appointment processes and review, renewal and advancement procedures in its governance document consistent with the Faculty Handbook.

3.3.3 Non-salaried Faculty Appointments

[This section will be combination of adjuncts employed elsewhere, affiliates, and P&S faculty appointments.]

3.3.4 Visiting Appointments

[NOTE: This section remains unchanged.]

3.3.5 Joint Academic Appointments

[NOTE: This section remains unchanged.]

3.3.6 Faculty Appointments No Longer Allowed for New Appointments

The title continuous adjunct was employed in the past to extend certain adjunct appointments beyond seven years and subject to termination only for adequate cause (FH Section 7.2), elimination of academic programs (FH Section 3.5.2.2) or financial exigency (FH Section 3.5.2.3), lack of need for the role the person has been playing in the department, significant change in the nature of that role, or other circumstances related to the nature of the position within the department. No new appointments may be made using this title.

The titles Lecturer, Senior Lecturer, Clinician, and Senior Clinician were used in the past for some non-tenure eligible faculty appointments. No new appointments may be made using these titles.

The proposed changes to chapter 5 come from the NTE task force report, which was modeled on the Clinical Faculty process. The specifics of chapter 5 will depend on changes made to chapter 3.

Chapter 5

5.4 Evaluation, Renewal, and Promotion of Term Appointments

(For appointment policies of term faculty appointments, see [FH section 3.3.2](#))

5.4.1 Evaluation and Review of Term Faculty

For the purposes of evaluating performance, Iowa State University uses the following forms of review for term faculty:

- Annual reviews (chair or designee)
- Review for renewal of appointment. (Peer review)
- Review for advancement. (Peer review)
- Reviews shall take place every three years (not counting annual reviews) OR at appointment renewal time, whichever is greater.

5.4.1.1 Annual Review

Annual performance evaluations (see FH 5.1.1.2) are required for all term faculty whether full time or part-time and are conducted by the department chair or their designee. The evaluation is for performance appraisal and is based on an individual's Position Responsibility Statement. The annual evaluation will serve as a basis for determining merit salary increases.

5.4.1.2 Review for Renewal of Appointment

Term faculty appointments are eligible for renewal based upon the quality of performance and the continuing need of the unit. Term faculty members, full-time and part-time, shall be reviewed by an appropriate faculty committee before the end of third year after the initial appointment date. An appropriate committee would include term faculty at or above the rank being considered whenever possible, and tenured and/or tenure-eligible faculty. Subsequent peer reviews shall occur every three years or at appointment renewal time, whichever is greater. The outcomes of peer reviews shall inform appointment renewal decisions.

5.4.2 Review for Advancement

A Term Faculty member may be proposed for advancement to the next rank according to the schedule and current time at rank as specified 3.3.2.3. Colleges and departments shall develop procedures in their governance documents for advancing Term Faculty that include a review committee made up of tenured and term faculty at or above the rank being considered. The next peer review shall occur during the third year following a successful advancement review, or at appointment renewal time.

Term Faculty appointments at the assistant rank are eligible for promotion to the associate level after 5 years of employment as a faculty member at ISU (full or part time). They must meet the standards for appointment identified in FH 3.3.2.3.

Term Faculty at the associate rank are eligible for promotion to the professor rank after 5 years of service at the associate level (full or part time). They must meet the standards for appointment identified in FH 3.3.2.3.