

**THE UNIVERSITY OF IOWA
HENRY B. TIPPIE COLLEGE OF BUSINESS
INSTRUCTIONAL TRACK FACULTY POLICY***

- I. **Introduction.** Consistent with the University's Instructional Faculty Policy as stated in the University Operations Manual, Section III-10.11, non-tenure track instructional faculty may be appointed and promoted in the Henry B. Tippie College of Business as provided below and in the *Henry B. Tippie College of Business Procedures for Instructional-track Promotion Decision Making*.
- A. **Justification and Role.** The Tippie College's teaching mission is primarily carried out by faculty in three tracks.
- Tenured and tenure-track faculty have a comprehensive agenda of teaching, research, and service. They are the foundation of the faculty at the University of Iowa, uniquely suited to provide research productivity and PhD education.
 - Clinical-track faculty carry out an agenda of teaching, professional productivity and service, devoting a significant portion of their time to the delivery of professional services to constituencies other than Tippie students.
 - Instructional-track faculty carry out an agenda focused primarily on teaching activities and those aimed at preparing students for their professional roles. These may include, but are not restricted to, instructional activities: in the classroom and online; advising students; supervising community-based partnerships for experiential projects; leading independent studies; mentoring undergraduate and graduate students; serving as faculty advisor for large student organizations; and guiding professional development of students. They are hired when programs have a need for specific professional or academic expertise in the teaching of particular courses and oversight of co-curricular activities such as those outlined above. In addition, instructional-track faculty contribute beyond teaching through department, collegiate, university and/or professional service. Instructional faculty are not eligible for tenure. They participate in the faculty governance process as described below.
- B. **Definition of Instructional Faculty Titles.** Instructional faculty appointments reflect the educational and professional background of the faculty member, and their performance within their instructional faculty role at the University of Iowa.
1. Instructional Faculty shall be designated as one of the following:
 - a. Lecturer
 - b. Associate Professor of Instruction or Associate Professor of Practice
 - c. Professor of Instruction or Professor of Practice
 2. The Associate Professor/Professor of Instruction is applicable when instructional faculty have an advanced level of academic training in an area, an established record of excellence in teaching, and meet the qualifications for rank specified below.
 3. The Associate Professor/Professor of Practice is applicable when instructional-track faculty are distinguished professionals whose professional expertise and experience qualify them to teach students and engage in their professional development, and meet the qualifications for rank specified below.
 4. If instructional faculty meet both sets of criteria, they in consultation with their DEO, may select which title they will use.

5. Instructional faculty may choose to remain at the Lecturer rank indefinitely or may pursue promotion as described herein.
- C. **Qualification for Specific Ranks:** The ranks of instructional faculty shall be assigned according to the qualifications below. These qualifications will depend on the needs and standards of specific programs:
1. **Lecturer**
 - a) Educational qualifications appropriate to the position;
 - b) Evidence of potential in teaching or professional development, 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
 - c) Evidence of potential to contribute to departmental and collegiate service.
 2. **Associate Professor of Instruction**
 - a) Holder of the doctorate, terminal degree, or other advanced degree;
 - b) Established record of excellence in teaching, advising students, developing curricula, or other pedagogical and professional development activities related to the expertise; and
 - c) Established record of excellence beyond teaching in service.
 - 3) **Associate Professor of Practice**
 - a) Educational qualifications appropriate to the position, and holder of professional licensure or certification where appropriate to the discipline;
 - b) Experience and achievement in a profession relevant to the area of instruction. If hiring in directly at this rank, a minimum of 7 years of professional experience or indication of achievement (such as promotion to advanced roles such as VP or Partner) relevant to the area of instruction is recommended; if promoted from within the amount of professional experience may be less, with primary consideration for promotion based upon the following two criteria;
 - c) Established record of excellence in teaching, advising students, developing curricula, or other instructional activities related to the expertise or an established record of success in professional endeavors indicating the potential for such excellence; and
 - d) Established record of excellence beyond teaching in professional productivity and/or service.
 - 4) **Professor of Instruction**
 - a) Holder of the doctorate, terminal degree, or other advanced degree;
 - b) Sustained record of excellence across a range of teaching or professional development activities, pedagogically-related advising or mentoring, curriculum development, or other means as recognized by the faculty and students within the department, college and/or university community; and
 - c) Sustained record of excellence beyond teaching in service.
 - 5) **Professor of Practice**
 - a) Educational qualifications appropriate to the position and holder of professional licensure or certification where appropriate to the discipline;
 - b) Substantial experience and outstanding achievement in a profession relevant to the area of instruction OR demonstrated continued involvement in the profession while

- holding the position of Instructional Track Faculty. If hiring directly into this rank, a minimum of 15 years of professional experience or indication of achievement (such as promotion to C-Suite position or Sr. Partner roles) relevant to the area of instruction is recommended; if promoted from within the amount of professional experience may be less, with primary consideration for promotion based upon the following two criteria;
- c) Sustained record of excellence in teaching, advising students, developing curricula, or other pedagogical and professional development activities related to the expertise, or an established record of success in professional endeavors indicating the potential for such excellence; and
 - d) Sustained record of excellence beyond teaching in professional productivity and/or service.
- D. **Salaried Appointments.** Instructional-track faculty must hold .50 FTE or greater salaried positions as employees of the University of Iowa. These faculty members participate in faculty governance as defined below, receive standard University benefits for faculty, and undergo periodic performance reviews.
- E. **Monitoring of Total Appointments.** As stated in the University Operations manual, "Tenured and tenure-track faculty, with portfolios of teaching, scholarship, and service, are the foundation of the faculty at the University." Therefore, the college will monitor the percent of its total salaried faculty (FTE) that hold instructional-track appointments, to ensure that percentages are maintained that meet or exceed AACSB standards for tenured and tenure-track faculty at accredited business schools.
- F. **Requests for Appointments.** Requests for instructional-track faculty lines will be initiated by the DEO for submission to the Dean for review and approval. The decision of whether to request instructional-track, clinical-track, or tenure-track lines should reflect the pedagogical, research, and service needs of the department, college, and university. Instructional-track faculty are searched for and appointed through University-wide recruitment processes. Each request must include a detailed description of the proposed duties and documentation of performance expectations. Such documentation is to include clear performance and promotion criteria in accordance with provisions in this policy and the *Henry B. Tippie College of Business Procedures for Instructional-track Promotion Decision Making*.
- G. **Teaching and Service Load.** The baseline expectancy is that a fulltime instructional faculty member will teach the equivalent of four courses or course equivalents (equivalent instructional or administrative functions) per semester (80% of annual load and not less than 60% to instruction), and contribute the balance of their effort in service (20% of annual load).
- "Service" is defined as the participation in governance activities that are expected for all faculty members, including department and collegiate meetings and committee/task force participation or other university representation in special forums. Professional service outside the university can also count toward the service load of an instructional-track faculty member. This would include board membership, leadership roles in professional societies, and other formalized interactions with the profession, or in scholarly organizations that address business education, accreditation, or other activities closely related to teaching and learning.

Compensated professional service (e.g., serving as an expert witness) should not count toward an instructional-track faculty member's service load."

Service may also include appointment to an administrative role, such as program director. However, instructional faculty shall not be assigned primarily to perform service or administrative functions with few or no educational obligations.

- In general, one course will be understood to be three student credit hours, although specifics may vary by departments and programs based on degree requirements.
 - Arrangements for courses and course equivalents will be negotiated between the DEO and the instructional faculty appointee, with the approval of the Office of the Dean. The agreement, including workload allocation (e.g., percentage of time the faculty member shall devote to teaching, service, administrative or other functions), will be specified in the instructional faculty member's employment agreement and reviewed at the end of each appointment term.
1. Based on load calculation following the chart below for academic year appointment, faculty members teaching 8 courses or course equivalents are fulltime instructional faculty, with percent appointments based on reductions from that amount:

PERCENT TIME	AY COURSE/COURSE EQUIVALENT LOAD	TEACHING/SERVICE LOAD SPLIT
100%	4/4	80/20
87.5%	3/4 or 4/3	70/17.5
75%	3/3	60/15
62.5%	2/3 or 3/2	50/12.5
50%	2/2	40/10

2. Based on the chart above an instructional faculty member teaching 4 courses/course equivalents, plus service must be appointed to one of the designated ranks for instructional faculty. A faculty member teaching 4 courses/course equivalents with no service expectations is carrying a 40% load, and should be appointed as an adjunct faculty. Any instructional faculty teaching less than four courses or course equivalents per year is automatically designated as adjunct faculty.
3. Non-classroom instructional (e.g., advising, large student group sponsorship) and service (e.g., program/department administration) responsibilities may be counted as course equivalents if agreed to by the DEO and the deans. These assignments are meant to reflect significant individual responsibilities and accountability.

H. **Terms of Appointment.** The terms of appointment are set by University policy.

1. Lecturers shall receive a one-to-three year appointment.

2. Associate Professors of Instruction/Practice shall receive a three-to-five year appointment.
 - a. If there is no prior evidence of excellence in the classroom, all external hires at the Associate Professor of Practice level shall be made as probationary, for a term of 1-3 years. Associate Professors of Instruction must have evidence of prior excellence in the classroom.
3. Professors of Instruction/Practice shall receive a three-to-seven year appointment.
 - a. If there is no prior evidence of excellence in the classroom, all external hires at the Professor of Practice level shall be made as probationary, for a term of 1-3 years. Professors of Instruction must have evidence of prior excellence in the classroom.
4. Reappointment is possible at the discretion of the college. Reappointments will be accompanied by an employment agreement describing workload allocation in the new appointment.
5. Termination and non-renewal of instructional faculty appointments shall follow the guidelines set for the University Instructional Faculty Policy (OM III 10.11g).
6. Every instructional faculty member shall be evaluated annually, but not every annual evaluation must be equally extensive. Each instructional faculty member will be evaluated based on the expectations specified in their individual employment agreements.
7. During **non-reappointment** years it is permissible for the DEO only to review the instructional faculty member and provide feedback. Annual reviews at times other than reappointment are abbreviated. These reviews should include a written report that is consistent with the detail provided for tenured faculty, and should be based on the expectations stated in the faculty member's current employment agreement as well as criteria established for appointment, reappointment, and promotion.
8. During **reappointment** years, the DEO and a committee of at least 2 department faculty (hereafter referred to as the Instructional Review Committee - IRC), including at least 1 instructional track faculty member holding the rank at or above the rank, if available, to which the candidate seeks reappointment or promotion. Criteria should be consistent with the workload allocation set in the instructional-track faculty member's current employment agreement. The review is to provide an informative and useful evaluation and should also offer advice on how to improve any areas of deficit. If appropriate, feedback related to progress toward promotion should be addressed. The IRC will submit a recommendation to the DEO to either reappoint or not reappoint. This IRC report should be available to all tenured faculty in the department, as well as any instructional-track or clinical faculty member holding the rank above the rank, if available, the level of reappointment, or at or above the rank to which the candidate seeks promotion. Members of the faculty who disagree with the IRC recommendation (either to reappoint or not to reappoint) may submit a dissenting opinion in writing to the DEO. The DEO will submit to the Dean's Office a recommendation to reappoint or not to reappoint, along with the IRC report and any dissenting opinions that were presented. The

DEO recommendation should consider the strategic needs of the department, the IRC recommendation and report, and any dissenting opinions that were submitted in writing. No vote is required on reappointment.

9. Evaluation in reappointment years should cover the following elements as appropriate based on the faculty member's individual workload allocation.
 - a. **Review of classroom or co-curricular instruction** should include:
 - i. Review of scores and comments from student course evaluations;
 - ii. Review of course materials, both print and electronic;
 - iii. Review of grading, including examples of graded assignments when possible, and grade distributions;
 - iv. Review of contributions to curriculum development (i.e., introduction of new courses, innovative teaching methods; coordination with other courses;
 - v. Direct observation of instruction, when possible.
 - vi. Review of number of students advised, student feedback on advising process, and documented advising errors (if advising is counted as a course equivalent);
 - vii. Review of number and quality of professional development activities provided for students (if these activities are counted as a course equivalent);
 - b. **Review of service activities** should include any of the following which are relevant to the role expectations of the faculty member:
 - i. Documentation of participation in and/or leadership of departmental, collegiate or university committees;
 - ii. Documentation of participation in and/or leadership of professional organizations or relevant community service organizations (i.e., Rotary; Board memberships);
 - iii. Documentation of membership in or leadership of scholarly organizations, which address business education, accreditation, or other activities closely related to teaching and learning;
 - iv. Documentation of professional reviewing (i.e., competitive grants or peer-reviewed journals) or as an expert witness;
 - v. Documentation of providing relevant community, public or government service related to area of professional expertise (i.e., serving on state economic commission);
 - vi. For Associate/Professor of Practice, part of service should involve continued engagement with the profession (i.e., non-compensated board memberships, leadership or membership in professional organizations, etc.), production of materials for consumption of a professional audience, such as distributed white papers, may also be considered engagement with the profession.
 - vii. For administrative roles, such as serving as the Director of an Undergraduate Program, documentation of progress toward goals established with supervisor (DEO or other) of the department or program provide evidence of effective service.
- I. **Procedures for Promotion.** The question of promotion of instructional faculty may be brought up during any regular promotion cycle as stipulated below:

- a. At the rank of Lecturer, this review would ordinarily occur during the sixth year of service, and may occur concurrently with the process of second reappointment. In certain circumstances, the review may occur earlier, but no earlier than 4 years after hire. Similarly, to be reviewed for promotion to Professor of Instruction/Practice, at least one reappointment at that rank should have occurred prior to a request for additional promotion. This timing is intended to ensure that all instructional-track faculty put up for promotion have been reappointed to their current positions at least once in the Tippie College of Business. The DEO or dean may choose not to review the Instructional Track Faculty, and shall communicate to the instructional-track faculty member in writing the reasons for the decision. The faculty member's choice not to request promotion, or the DEO or dean's decision not to review for promotion or promote an instructional-track faculty member does not require termination of employment.
 - b. Promotion will follow collegiate and university Procedures for Instructional-track Promotion Decision Making [https://provost.uiowa.edu/sites/provost.uiowa.edu/files/IF_Promotion%20procedure_final_4-12-16.pdf] and will be submitted to the Board of Regents for approval. Detailed collegiate procedures can be found in the Henry B. Tippie College of Business Procedures for Instructional-track Promotion Decision Making. Promotion review will be based heavily on the unique expectations established for individual positions at the time of appointment, as well as criteria established for promotion.
 - c. Given that promotion within instructional faculty ranks is not mandatory, a negative recommendation on a promotion request does not require termination of employment.
- J. **Participation 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 as defined in the *Articles of the Faculty Assembly and the Elected Faculty Council in the Tippie College of Business*.
1. Instructional faculty may vote on collegiate policy and other decisions other than those prohibited below or by University or College policy.
 2. Instructional faculty may serve on committees considering curricular development and program oversight.
 3. Instructional faculty, not on probationary appointments, may serve on committees considering promotion and reappointment of instructional faculty and clinical faculty of lower or equal rank to their own.
 4. Additionally, Professors of Instruction/Practice, not on probationary appointments, may review and vote for reappointment of Instructional Track Faculty and Clinical Full Professors in their department.
 5. Instructional faculty with doctoral degrees may serve on advising committees of Ph.D. students and, with approval of the DEO and the Graduate College, may co-direct the committee.

6. 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 and tenured faculty.
 7. Instructional faculty may not serve as Department Chair.
 8. Participation in departmental votes, including recommendation for department chair, will be determined by departmental decision or policy.
- K. **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 one time 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.
- L. **Policy Adoption and Revision.** Each collegiate instructional faculty policy, and any subsequent proposals to change the policy, shall obtain the approval of a majority of the voting faculty within the college by a referendum supervised by the Associate Provost for Faculty. Any proposal to adopt or to change a college's instructional faculty policy shall also be approved by the Provost or designee.
- M. **Disputes and Grievances.** Instructional faculty have all the rights and responsibilities for disputes and grievance as designated in the Instructional Faculty Policy found in the University's Operations Manual ([See III.10.h. Instructional faculty disputes](#))