

# Instructional Track Appointments

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<https://policy.uiowa.edu/human-resources/faculty#SpecializedTrackFaculty>

(Section 10.6(3) Instructional Faculty)

## CPH Instructional Faculty Policy

(Approved by CPH Faculty Council 2/22/21 and Executive Committee 2/25/21.  
Updated 12/11/2025 to replace “Lecturer” with “Assistant Professor”.)

- I. **Introduction.** Consistent with the University’s Instructional Faculty Policy as stated in the University Operations Manual, Section III-10.11, non-tenure track faculty may be appointed and promoted in the College of Public Health (CPH) Instructional Track, as provided below.
  - A. **Justification.** The CPH teaching mission is primarily carried out by faculty in three tracks. Tenured and tenure-track faculty carry out a comprehensive agenda of teaching, research, and service in a given area of scholarship. Clinical-track faculty carry out an agenda of teaching, professional productivity, and service, devoting a significant portion of their time to providing and overseeing the delivery of professional services. Instructional faculty carry out an agenda focused primarily on teaching-related activities, allowing flexibility to meet the teaching needs of CPH and its departments.
  - B. **Role of Instructional Faculty.** Instructional faculty serve CPH predominantly through their contributions to the teaching mission and they also do some service. However, instructional faculty shall not be assigned primarily to perform service or administrative functions without educational responsibilities. Although primarily assigned to classroom teaching duties, they may also undertake other instructional activities such as advising students, leading nondidactic educational activities, directing academic programs, or assisting with course development.
  - C. **Salaried Appointments.** Instructional faculty will generally receive academic year appointments and must hold 0.50 full-time equivalence (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 annual performance reviews. CPH shall monitor the percent of its total salaried faculty (in terms

of FTE) that hold instructional-track appointments, as CPH requires that at least 70% of all primary faculty appointments are in the tenure track. All instructional faculty will have a primary appointment in one of the CPH departments, although their teaching responsibilities may include courses in multiple departments or courses that are listed as “CPH” courses in the course catalog.

D. **Qualifications 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 the specific departments and programs.

1. Assistant Professor:
  - a. Terminal degree or other educational qualifications appropriate to the position;
  - b. 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
  - c. Evidence of potential to contribute to departmental and collegiate service.
2. Associate Professor of Instruction:
  - a. Terminal degree or other educational qualifications appropriate to the position;
  - b. Established record of excellence in teaching; and
  - c. Established record of excellence in service.
3. Professor of Instruction:
  - a. Terminal degree or other educational qualifications appropriate to the position;
  - b. Sustained record of excellence in teaching; and
  - c. Sustained record of excellence in service.

E. **Teaching and Service Load.** The expectation is that a fulltime instructional faculty member will teach 18-24 semester hours of courses (e.g., six-to-eight three-semester-hour courses) per academic year and contribute the balance of their effort to other teaching-related activities and to service. Arrangements will be negotiated between the Departmental Executive Officer (DEO) and instructional faculty appointee, with the approval of the Office of the Dean. The agreement will be specified in the instructional faculty member’s employment agreement and reviewed at the end of each appointment term. For less than full-time instructional faculty, expectations will be prorated accordingly; however, for appointments less than 0.50 FTE, appointments should be made as adjunct faculty.

F. **Terms of Appointment.**

1. Assistant Professors shall receive a one-to-three year appointment.

2. Associate professors of instruction shall receive a three-to-five year appointment.
  - a. If hired into this rank, they may receive an initial probationary appointment of one-to-three years.
3. Professors of instruction shall receive a three-to-seven year appointment.
  - a. If hired into this rank, they may receive an initial probationary appointment of one-to-three years.
4. Reappointment is possible at the discretion of CPH and the department, based on teaching needs and/or quality of work performed. Reappointments will be accompanied by an employment agreement describing workload allocation.
5. Termination and non-renewal of instructional faculty appointments shall follow the guidelines set forth in the University of Iowa's Instructional Faculty policy ([OM III 10.6\(3\)g](#)), including definitions of termination and non-renewal, how much notice is required, and when dispute procedures may be pursued.

- G. **Faculty Review.** Every instructional faculty member shall be evaluated annually, but not every annual evaluation must be equally extensive.
1. Evaluation of instruction typically includes the following elements:
    - a. Review of scores and comments from student course evaluations,
    - b. Review of peer evaluations,
    - c. Review of course materials, both print and electronic.
  2. The DEO and departmental faculty will review all instructional faculty at the time of reappointment. A written review, authored by the DEO and/or a faculty committee, should be based on expectations established at the time of the initial appointment to the instructional rank, and relevant guidelines developed by the department and college. If the faculty member teaches general CPH courses or courses outside of the home department, information may also be obtained from the faculty administrator supervising those courses. Criteria shall be consistent with the instructional faculty member's workload allocation. 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.
  3. All tenured faculty, and any primary faculty of higher rank in other tracks in the department, may review and vote on the reappointment of instructional-track faculty members. In addition, all full professors, regardless of track, may vote on the reappointment of other instructional full professors. A majority vote among eligible faculty is required for reappointment.

4. Annual reviews at times other than reappointment are abbreviated reviews that are conducted by the DEO. Annual reviews should include a written report and should be based on the expectations established at the time of appointment as well as criteria established for appointment, reappointment and promotion, below.
5. Results of all reviews are to be discussed with the instructional faculty member who should receive copies of all materials forwarded to the Dean's Office.

H. **Promotion.** The question of promotion of instructional faculty may be brought up during any regular promotion cycle.

1. It is the faculty members responsibility to specifically request a promotion review, if desired, by August 1<sup>st</sup> of the beginning of the annual promotion cycle. It is anticipated that faculty will serve five years as an Assistant Professor before being considered for promotion to associate professor and five-to-seven years as an associate professor before being considered for promotion to professor; however, faculty members may request a promotion review whenever they feel their record warrants such. If the DEO or Dean decides not to review a faculty member when a promotion review has been requested, the DEO or Dean shall communicate in writing the reasons for the decision. A faculty member's choice not to request promotion, or the DEO or Dean's decision not to process a promotion review request, does not automatically require termination of employment.
2. Promotion will follow the Collegiate version of the [University Procedures for Instructional-track Promotion Decision-Making](#), which will be developed and submitted to the Board of Regents for approval. 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.
3. Given that promotion within instructional faculty ranks is not mandatory, a negative recommendation on a promotion request need not translate into termination of employment.

I. **Participation in Faculty Governance.** Instructional faculty members enjoy participation in the academic life of CPH. Such participation includes the right to be appointed to most department and collegiate committees with full voting rights as defined in the CPH Manual of Procedure.

1. Instructional faculty may serve on committees considering promotion and reappointment of non-tenure track faculty of lower rank than their own.
2. Additionally, instructional full professors may review and vote for reappointment of non-tenure track full professors in their department.
3. Instructional faculty may vote on initial appointments of tenure-track faculty at or below their own rank.

4. Instructional faculty may not serve on college or department committees that consider reappointment, promotion and/or tenure, nor on post-tenure five-year peer review committees of tenure-track faculty.
5. Instructional faculty may be assigned to provide formal teaching evaluations of any faculty (tenure-track or non-tenure-track) at or below their own rank, as well as informal peer observations of faculty of any rank.
6. Instructional faculty with doctoral terminal degrees may serve on dissertation committees of Ph.D. students and, with approval of the DEO and the Graduate College, may co-direct the dissertation.
7. Instructional faculty may not serve as DEO. They are, however, eligible to participate in the search and recommendation process.
8. Instructional faculty may participate in the CPH Faculty Council, as outlined in the CPH Manual of Operations.
9. Instructional faculty may participate in collegiate votes on policy.

- J. **Eligibility to Apply for Tenure-track Positions.** Instructional faculty members may apply for open positions on the tenure-track. 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.
- K. **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 CPH after being approved by the CPH Faculty Council and the CPH Executive Committee.

## II. **Guidelines for Establishing Criteria for Appointment, Reappointment, and Promotion for Instructional Faculty**

Below are general descriptions of teaching and service activities, and methods to document the evidence thereof. Departments may draw from these descriptions as they develop specific criteria for promotion.

- A. Teaching.
1. Teaching activities may include, but are not limited to:
    - a. Teaching students in the classroom or laboratory;
    - b. Teaching students in a clinical setting;
    - c. Developing curriculum: developing objectives, materials and methods, methods of evaluation, etc.;
    - d. Advising and counseling students; recruiting students;

- e. Facilitating teaching efforts of faculty, helping to assess the value of teaching objectives or of methods of evaluation, providing content material for courses of study, etc.;
  - f. Serving as a member of curriculum, admissions, and other teaching-related committees;
  - g. Making efforts to improve personal teaching skills; and
  - h. Serving as a faculty instructor in continuing education activities.
2. Evidence of a faculty member's efforts and expertise in teaching may include, but are not limited to:
- a. Faculty evaluations of the objectives, methods and materials of courses that have been designed and taught;
  - b. Student evaluations of performance;
  - c. Evaluations by faculty who have taught with or observed the faculty member's teaching;
  - d. Organization of a new teaching program, or integration of teaching effort within or between departments;
  - e. Development and documentation of better teaching techniques;
  - f. Development of short courses or workshops for students, postgraduate professionals and lay public;
  - g. Development and documentation of innovative teaching materials, such as the preparation of a syllabus, book of procedures, course of study, laboratory manual, development of teaching procedures or other modes of evaluation, etc.;
  - h. Teaching awards, (e.g., the CPH Faculty Teaching Award and the UI President and Provost Award for Teaching Excellence such as the CPH); and
  - i. An established reputation of teaching expertise, evidenced by presentations at professional meetings or at other institutions of teaching methods, peer-reviewed publications of teaching methods, etc. (Consistent with the UI Operations Manual, "scholarship" cannot be an absolute requirement for appointment, reappointment, or promotion; however, it can be an option for professional productivity activities that would enhance reputation.)

## B. Service

1. Service activities may include, but are not limited to:
- a. Participating on and/or leading departmental, collegiate, or university committees;
  - b. Participating in and/or leading professional organizations;
  - c. Participating on and/or leading relevant community service committees;

- d. Providing professional reviewing services (journal articles, grants, etc.); and
  - e. Providing relevant public or government service.
2. Evidence of a faculty member's efforts in professional service may include, but are not limited to:
- a. Documentation of participation and/or leadership service on departmental, collegiate, or university committees;
  - b. Documentation of participation and/or leadership experience in professional organizations;
  - c. Documentation of participation and/or leadership service on community committees;
  - d. Election to membership in societies based on meritorious professional achievement; and
  - e. Election to offices in professional societies.