

## Department of German

### Departmental Standards for Tenured Faculty Review (revised November 2011)

Throughout their careers, members of the department are expected to teach, advise, and mentor students at the undergraduate and graduate levels, to produce and disseminate scholarly work, and to contribute service to the department, the College, the University, the profession, and the community. This document outlines departmental standards and expectations in each of these areas, as these are to be applied to tenured faculty members during deliberations on annual merit salary increases and five-year post-tenure reviews. Specific examples are listed for each category of effort, but these examples are not meant to exhaust the possibilities. A mix of effort suitable to each faculty member's interests and expertise is anticipated in accordance with the distribution of effort agreed upon by each faculty member in his or her Post-Tenure Effort Allocation Portfolio.

| <b>A. Teaching (ordinarily 40% of effort).</b>   |   |
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| Excellence in teaching is expected of both associate and full professors.  |   |
| Faculty members are expected to:   | Typical activities that meet these expectations include:  |
| <ul style="list-style-type: none"> <li>• regularly update existing courses by maintaining active familiarity with current scholarship and methodologies in their fields.</li> </ul>  | <ul style="list-style-type: none"> <li>• rethinking and refining earlier approaches;</li> <li>• adopting new textbooks or substantially new sets of readings;</li> <li>• applying new theoretical approaches;</li> <li>• engaging in new teaching formats such as team-teaching;</li> <li>• incorporating new media or developing new web-based materials.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• develop new courses where this is warranted by developments in their fields and by the department, its program areas, and the College.</li> </ul>   | <ul style="list-style-type: none"> <li>• creating new courses;</li> <li>• assuming the teaching of courses required by the undergraduate or graduate curriculum or otherwise needed by the department;</li> <li>• teaching interdisciplinary courses;</li> <li>• offering courses in English that reach out to new on-campus and off-campus audiences;</li> <li>• teaching First-Year Seminars;</li> <li>• obtaining internal and external funding for new curriculum development.</li> </ul> |
| <ul style="list-style-type: none"> <li>• teach classes which are appropriately sized, consistent with the nature of the subjects offered, the available classroom and teaching facilities, and the needs of the Department and College.</li> </ul> | <ul style="list-style-type: none"> <li>• collaborating in development of a departmental and individual teaching schedule that includes both larger- and smaller-enrollment classes.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>administer regular written evaluations of classroom teaching in accordance with current departmental and College practice in promotion and post-tenure reviews.</li> </ul>                         | <ul style="list-style-type: none"> <li>obtaining teaching evaluations in all courses;</li> <li>providing such evaluations to the Chair each spring.</li> </ul>   |
| <ul style="list-style-type: none"> <li>advise and supervise students at all levels as needed.</li> </ul>  | <ul style="list-style-type: none"> <li>informally advising undergraduates;</li> <li>serving as members of graduate students' advisory committees as assigned by the Chair;</li> <li>supervising teaching assistants;</li> <li>offering individual studies work where appropriate;</li> <li>recruiting and supervision of students as undergraduate teaching or research assistants or as peer mentors.</li> </ul>        |
| <ul style="list-style-type: none"> <li>participate in M.A./Ph.D. examinations and supervise theses at all levels.</li> </ul>  | <ul style="list-style-type: none"> <li>directing Ph.D. theses;</li> <li>directing M.A. theses;</li> <li>supervising honors work and theses;</li> <li>serving on departmental thesis and dissertation committees;</li> <li>writing and reading M.A./Ph.D. examinations and serving on examination committees;</li> <li>serving as an external member of graduate committees for students in other departments.</li> </ul> |
| <ul style="list-style-type: none"> <li>engage in professional development designed to contribute to the improvement of their own teaching.</li> </ul>   | <ul style="list-style-type: none"> <li>presenting talks or participating in panels related to pedagogy and curriculum development;</li> <li>taking a seminar or master class related to development of teaching skills or introduction of new technologies;</li> <li>attending conference sessions related to pedagogy or curriculum development.</li> </ul>   |
| <ul style="list-style-type: none"> <li>in the case of faculty not primarily doing research in pedagogy, optionally engage in professional development designed to contribute to the improvement of teaching in the profession.</li> </ul> | <ul style="list-style-type: none"> <li>publishing a textbook or reader, or producing an updated version of a textbook or reader;</li> <li>creating and distributing teaching/learning software;</li> <li>publishing pedagogical articles.</li> </ul>   |

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| <p><b>B. Scholarship and Research (ordinarily 40% of effort).</b><br/> Publications of quality are expected as evidence of scholarly activity. Significant evidence of scholarly merit may be found either in a large-scale publication of considerable importance or an equivalent series of studies constituting a general program of worthwhile research. The faculty member should pursue a continuing program of studies and investigations.</p> |   |
| <p>In so doing, faculty members are expected to:</p>  | <p>Typical activities, presentations, and publications that meet these expectations include:</p>  |
| <ul style="list-style-type: none"> <li>demonstrate productive scholarship and increasing visibility in ways consistent with their specializations.</li> </ul>   | <ul style="list-style-type: none"> <li>conducting an active research program which has the potential for short-term and long-term production of publications and other disseminated products;</li> <li>producing published works, etc., at a pace that accelerates during mid-career and at least remains constant during peak and late career periods;</li> <li>showing continual progress on any large-scale, longer-term projects (e.g., scholarly monographs) through producing a project design and draft chapters, as well as through other appropriate activities, such as writing grant and fellowship proposals, giving conference papers and invited lectures related to the project, preparing and submitting a prospectus for potential publishers, giving state-of-the-research talks, and obtaining a publication contract.</li> </ul>  |
| <ul style="list-style-type: none"> <li>sustain a record of publication in a wide variety of possible venues.</li> </ul>   | <ul style="list-style-type: none"> <li>single-authored books, published by scholarly series or presses;</li> <li>co-authored books, published by scholarly series or presses;</li> <li>edited or co-edited books;</li> <li>editions of primary texts, edited or co-edited, published in print or electronic form;</li> <li>for pedagogy/second language acquisition faculty, a textbook and/or publicly distributed software, if accompanied by theoretical and/or research-based articles about the approach;</li> <li>peer-reviewed articles and chapters, single- and/or co-authored;</li> <li>scholarly and literary translations;</li> <li>creative work;</li> <li>republication of single-authored articles and chapters in edited collections of selected definitive studies on a subject;</li> <li>note-length articles and article-length reviews in journals;</li> <li>electronic publications on acknowledged</li> </ul> |

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|  | <p>scholarly websites with automatic archiving assuring permanence;</p> <ul style="list-style-type: none"> <li>• invited or peer-selected conference papers, presented at national or international venues;</li> <li>• invited summative articles for encyclopedias and reference books;</li> <li>• invited lectures, presented at national or international venues;</li> <li>• local colloquium or public service talks on research.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• disseminate their scholarship in their professional communities and interact in the criticism and reception of the work of others.</li> </ul> | <ul style="list-style-type: none"> <li>• organizing panels in peer-reviewed conferences;</li> <li>• organizing local, regional, national, or international conferences and workshops;</li> <li>• responding to invitations to participate in professional activities at other universities and institutions;</li> <li>• disseminating oral presentations via published proceedings;</li> <li>• obtaining published reviews of their scholarship;</li> <li>• authoring book reviews published in journals or on established internet sites;</li> <li>• participating in peer-reviewed conference events.</li> </ul> |
| <ul style="list-style-type: none"> <li>• seek and obtain external research funding and awards.</li> </ul>  | <ul style="list-style-type: none"> <li>• receiving nationally prominent fellowships for research;</li> <li>• receiving nationally prominent prizes or awards;</li> <li>• receiving external funding for travel and research expenses;</li> <li>• receiving external funding for creating research-oriented symposia and conferences, for group production of research or pedagogy products;</li> <li>• preparing and submitting applications for such funding;</li> <li>• receiving visiting scholar or courtesy faculty appointment status for residency at a research institute or other university.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• seek and obtain internal research funding and awards.</li> </ul>  | <ul style="list-style-type: none"> <li>• receiving UI fellowships, career development awards, and grants;</li> <li>• preparing and submitting applications for such funding.</li> </ul>  |

| <b>C. Service (ordinarily 20% of effort).</b><br>Expectations for service to the department, college, university, and community/state are the same for associate and full professors. Service to the profession at the national and international level is expected to continue to accelerate and broaden over the career of a tenured faculty member. |   |
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| Faculty members are expected to:   | Typical activities that meet these expectations include:  |
| <ul style="list-style-type: none"> <li>engage in one larger service activity within a five-year review period.</li> </ul>  | <ul style="list-style-type: none"> <li>serving as undergraduate or graduate advisor;</li> <li>serving the department as DEO, when asked to do so;</li> <li>serving as associate dean or associate provost;</li> <li>serving as a member or chair of Collegiate or University committees that require major time commitments or a combination of assignments that constitute the equivalent in effort.</li> </ul>  |
| <ul style="list-style-type: none"> <li>participate in activities sponsored by the department.</li> </ul>   | <ul style="list-style-type: none"> <li>actively serving as a member or chair of the standing departmental committees;</li> <li>serving on departmental ad hoc committees;</li> <li>participating in hiring, promotion and tenure decisions in the department;</li> <li>participating in and contributing to regular and ad hoc extracurricular activities in the department;</li> <li>serving as departmental web-master.</li> </ul>  |
| <ul style="list-style-type: none"> <li>provide expertise and advising to individuals and other units of the campus community.</li> </ul>   | <ul style="list-style-type: none"> <li>informally advising students from other departments;</li> <li>providing German proficiency testing for students submitting funding applications;</li> <li>serving on interdisciplinary mentoring panels for graduate students;</li> <li>providing training in the use of technology in teaching or participating in discussions of pedagogical innovations;</li> <li>taking part in Hawkeye Visit Day,, and other events designed to provide information to prospective undergraduate majors.</li> </ul> |
| <ul style="list-style-type: none"> <li>serve on University, Divisional, and Collegiate committees and participate in other campus programs and events.</li> </ul>  | <ul style="list-style-type: none"> <li>serving on Charter Committees of the Faculty Senate;</li> <li>standing for election to and serving on the Faculty Assembly and the CLAS elective committees;</li> <li>accepting appointment to specialized committees and task forces appointed by administrators at various levels;</li> <li>reviewing internal fellowship and grant proposals or forum proposals by participating</li> </ul>   |

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|  | <p>in interdisciplinary programs as teacher, adviser, or presenter;</p> <ul style="list-style-type: none"> <li>• acting as discussant, as advisory board member or head of program.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• serve the profession in various capacities at the regional, national, and international level.</li> </ul> | <ul style="list-style-type: none"> <li>• holding offices in professional organizations;</li> <li>• helping to organize conferences and other events;</li> <li>• reviewing manuscripts for journals and presses;</li> <li>• reviewing funding proposals for public and private agencies;</li> <li>• editing a journal or scholarly series;</li> <li>• serving on the editorial board of a journal or scholarly series;</li> <li>• serving as book review editor of a journal;</li> <li>• reviewing nominations for book and article prizes;</li> <li>• organizing a local symposium on theme related to research program;</li> <li>• presenting research to other scholars or to the general public;</li> <li>• participating in promotion &amp; tenure or departmental reviews outside the University;</li> <li>• serving on advisory boards of professional associations and research centers;</li> <li>• consulting for reviews in relevant departments and programs at other universities.</li> <li>• participating in regional professional association as officer, member, conference participant or attendee;</li> <li>• participating as presenter or panel member on panels discussing the future of the university or the profession;</li> </ul> |
| <ul style="list-style-type: none"> <li>• serve the community in areas of professional expertise.</li> </ul>  | <ul style="list-style-type: none"> <li>• providing linguistic expertise to community institutions;</li> <li>• serving on community non-profit boards that require university representation;</li> <li>• advising members of the community on issues related to international and/or pedagogical matters.</li> </ul>   |