

Department of Psychology Standards for Tenured Faculty Review

As approved by CLAS and transmitted to the Provost's Office for University approval, January 18, 2012

TEACHING

Faculty will typically teach at both the undergraduate and graduate levels, and some faculty will also supervise postdoctoral students. A faculty member's teaching activities will usually include most or all of the following: teaching regularly scheduled courses; giving guest lectures within and/or outside the department; meeting with undergraduate advisees; supervising honors theses, masters theses, and doctoral dissertations; serving on honors thesis committees, research advisory committees, masters committees, and dissertation committees; and supervising undergraduate, graduate, and postdoctoral students in research. Faculty will regularly develop new courses and/or revise existing courses.

Research active faculty will generally teach the equivalent of three courses per year, including a mix of larger and smaller undergraduate courses, graduate courses and seminars, and clinical practica that reflects the Department's and the College's teaching needs within the respective content area. Teaching is evaluated through periodic review of course materials, class visitations, and student progress as well as by formal student evaluations. Faculty are expected to be effective teachers and to strive for excellence in all facets of their teaching.

RESEARCH

The CLAS Standards for Tenured Faculty Review state the expectation that "tenured faculty members' records of scholarly and creative work show continued development and growth and increasing visibility" (http://www.clas.uiowa.edu/faculty/review/tenured_fac_rvw.shtml).

Faculty are expected to make significant contributions to scientific knowledge in the field of psychology, leading to national and international recognition. A faculty member's research activities will typically include most or all of the following: collecting and/or analyzing data; developing new theoretical perspectives; publishing data or theory in peer-reviewed journals or scholarly books; giving presentations at regional, national, and international conferences; giving invited lectures, such as symposium presentations at conferences and colloquia at other universities; and, when appropriate, seeking external funding to support research. Evidence of scholarly impact will usually include several of the following: receipt of prestigious awards and honors; acceptance of peer-reviewed papers in premier journals; acceptance of peer-reviewed conference presentations; invitations to write journal articles and book chapters; invitations to give colloquia and to participate in symposia; invitations to join prominent professional organizations; receipt of external research grants; citation of scholarly work in textbooks; attraction of graduate students with outstanding credentials to Iowa; and placement of Iowa graduates in prestigious academic positions.

There is wide variation within the field of psychology in the time needed to collect and analyze data, and the number of studies required for a published manuscript in a premier journal; these factors make it difficult to quantify the number of empirical journal articles that faculty would be expected to publish in a given year. Depending on specialty, the expected range falls between one and four peer-reviewed articles in premier journals or a slightly greater number of papers in a combination of premier and less prestigious journals. The departmental average is approximately two high-quality journal articles per year.

The CLAS standards for tenured faculty review state the expectation that tenured "faculty will apply for

internal and external funding appropriate to the discipline through extra-departmental, competitive awards processes” (http://www.clas.uiowa.edu/faculty/review/tenured_fac_rvw.shtml).

External funding is obviously required for faculty who could not otherwise carry out their research. Because external funding also benefits the Department, the College, and the University, the pursuit of external funding is expected for all faculty.

SERVICE

Faculty should be actively involved in service at the departmental, collegiate, university, and professional levels. Such service will usually include several of the following activities: serving on departmental, collegiate, or university committees; serving as a reviewer, consulting editor, or editor for a scholarly journal or book; serving as a reviewer or review committee member for an external funding agency; serving as a reviewer for an academic department or program at another college or university; serving as a referee for individuals being considered for promotion or tenure at another college or university; and serving as a committee member or officer for a regional, national, or international scholarly organization. Expectations for such service and leadership increase commensurately with rank and seniority.