

Department of Religious Studies
Standards and Procedures for Tenured Faculty Review

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

The following document establishes standards for assessment of tenured faculty (both associate and full professors) in the three central areas of teaching, service, and research, consistent with the CLAS Standards for Tenured Faculty Review (http://www.clas.uiowa.edu/faculty/review/tenured_fac_rvw.shtml). These standards are effective both for the purpose of annual reviews of tenured faculty and for five-year peer reviews of faculty performance. Standards will be applied to each faculty member according to the PTEA percentages. Standards apply both to Associate Professors and Full Professors, unless explicit distinctions are drawn.

Procedures for Tenured Faculty Review

Annual Review: Faculty will be reviewed each spring according to the CLAS Procedures for Annual Review of Tenured Faculty ([web link](#)). The Department has established the following additional procedures: In each of the areas of faculty endeavor—teaching, service, and research—the DEO and at least one other senior faculty member, elected by the Associate and Full Professors, will make assessments of the annual performance of faculty members. In the spring, the DEO will call for updates to faculty cv's and for offprints or copies of published materials. The assessments will minimally include rating the performance as either “excellent,” “acceptable,” or “deficient” in the areas specified under each heading. As part of the review, the DEO will write a letter to the faculty member explaining any “deficient” ratings and outlining suggestions to improve them. The faculty member may reply in writing to the DEO. Collegiate and University policies and procedures for appeals apply.

Five-year peer review: Formal reviews by a departmental committee are required under UI and CLAS Policy ([web link](#)). Each tenured faculty member will be reviewed by his/her peers every five years; a completed review for promotion to a higher tenured faculty rank resets the clock for a Five-year Peer Review.

For the CLAS procedures for Five-year Peer Review of Tenured Faculty, as approved by the Office of the Provost in 2012, see [[web link](#)].

Standards for Tenured Faculty Review:

I. Standards for Teaching

The department expects both associate professors and full professors to show evidence that they are effective teachers whose courses play a significant role in the department, are well organized and delivered, are appropriate in size and level of instruction, and receive positive evaluations by the students. In addition, the department expects both associate and full professors to work conscientiously with advisees at various levels of learning as well as to serve effectively on student's committees. Assessments of teaching will point out perceived strengths and needs for improvement with reference to the following areas.

A. Evidence of Effective Teaching

All faculty members will distribute and submit **syllabi** for their courses. Every semester, the DEO will call for current syllabi to keep on file. Syllabi may also be available on the departmental webpage. The department will assess course syllabi to determine whether faculty members are meeting the departmental expectation to update and improve their courses on a regular basis. For the College's policy on the required syllabus, see <http://www.clas.uiowa.edu/faculty/teaching/syllabus.shtml>.

All faculty members will administer and submit **teaching evaluations** in all organized courses. For the College's policy on student evaluations of teaching, see http://www.clas.uiowa.edu/faculty/teaching/student_evaluation.shtml

The department expects that teaching evaluations will reflect a generally positive experience by students in the course, and that faculty members will take seriously the constructive criticisms of students. The department also expects that the faculty member creates a classroom atmosphere that is conducive to learning and the free exchange of ideas relevant to the course content.

In the five-year review, peer faculty will **observe teaching** in the classroom. Arrangements will be made in advance so as to disturb the class as little as possible. The department expects that faculty members exhibit clear communication of important information in an organized way. The department also expects that the faculty member creates a classroom atmosphere that is conducive to learning and the free exchange of ideas relevant to the course content.

All faculty members will serve as **advisers** to undergraduate and (where appropriate) graduate students. The department expects that faculty advisers will be accessible to students according to clearly disseminated office hours (at least three per week), and that advisers give accurate and helpful information to students.

B. Standards to Apply for Assessing Collected Evidence

Contribution to Departmental Curriculum. Courses will be evaluated with regard to their role in the departmental curriculum: Is the faculty member teaching courses that fit appropriately into the structure of the undergraduate major or graduate programs of the department?

Enrollments. Enrollments should be appropriate to the role of the course in the curriculum. Individual faculty enrollments will be considered in relation to collegiate target numbers (120 students per year minimum): Is the faculty member teaching an appropriate number of students, given the role of her or his courses within the curriculum?

Quality of Course Content. The syllabi will be examined for quality in presenting course content through thematic coherence, methods of examinations, writing assignments, speaking assignments, and reading assignments. Does the syllabus reflect an acceptable level of organization of material? Does the syllabus show knowledge of the material?

Quality of Evaluations. Student evaluations give one measure of teaching. Do the evaluations reflect a positive assessment of communication skills, organization and mastery of content, and methods of examining students?

Updating of Courses: Faculty members are expected to update existing courses where appropriate. Are courses, which purport to deliver current scholarship on issues, updated regularly and appropriately?

Developing New Courses. Given needed changes in the curriculum, does the faculty member develop new courses to fit curricular needs or to expand the curriculum in desirable directions?

Advising Undergraduates. All faculty members are expected to advise undergraduate students. Is the faculty member advising a fair number of students? Is the quality of advising acceptable?

Directing Honors Theses. Faculty members are expected to work with honors students when possible and desirable. Does the faculty member attract honors students and advise them on their theses in proper proportion?

Advising Graduate Students. Faculty members are expected to serve as advisers for graduate students working under them in their areas of scholarly emphasis. Does the faculty member have an appropriate number of advisees, given the specific field of study? Are advisees well served by the advising they receive?

Serving on graduate thesis and dissertation committees. Faculty members are expected to work with graduate students on thesis and dissertation committees. Does the faculty member participate on committees as invited? Does the faculty member do an appropriate amount of work on thesis and dissertation committees? Is the student well served by the faculty member's participation?

Directing doctoral dissertations or master's theses. Faculty members are expected to direct graduate students who fall under the faculty member's area of expertise and who are assigned to the faculty member as primary adviser. Does the faculty member accept responsibility for such supervision? Does the faculty member successfully and effectively supervise student work at the level of writing doctoral dissertations or master's theses?

II. Standards for Scholarship

The CLAS Standards for Tenured Faculty Review

(http://www.clas.uiowa.edu/faculty/review/tenured_fac_rvw.shtml) state that the expectation that "tenured faculty members' records of scholarly and creative work show continued development and growth and increasing visibility." The department expects that associate professors exhibit continued scholarly growth beyond the level of expectation for tenure and promotion from assistant professor. Associate professors are expected to make progress toward a successful review for promotion to full professor through scholarly achievements as measured by a record of publications and public presentations. Full professors are expected to maintain high quality scholarship, as evident in publication, public presentations, and special honors or achievements.

A. Collected Evidence of Scholarship

Publications

Tenured faculty members are expected to pursue an active research program leading to publications. Faculty members are expected both to maintain a current curriculum vita with full information concerning published work and to provide the DEO with copies of published work during the assessment period. Publications will be assessed according to type—e.g., primary authorship of book or monograph, co-authorship of book or monograph, edited book or monograph with or without introduction or commentaries, contributed chapters to edited books, articles in journals, etc.

Scholarly Conferences

Tenured faculty members are expected to participate in scholarly conferences within their professional fields. Faculty members are expected both to update their curriculum vitae with information about participation at scholarly conferences and to provide the DEO with a program or other notice concerning the conference. Participation at scholarly conferences will be assessed according to quality and scope of the conference, as well as according to the role of the faculty member within the conference (e.g., plenary address, lecture with respondents, membership on panel, respondent, role in organization of conference, etc.).

B. Standards for Assessing Collected Evidence

Quality of Publication within its Type

Judgments will be made about the quality of the research as well as the quality of the venue for its publication. Reviews of work accepted for publication by presses, and reviews of published work by peers in journals, are valuable and helpful in assessing research and should be made available to the DEO. Both associate professors and full professors are expected to seek out the highest quality venues for their published work—i.e., venues of international or national reputation and recognition, which invite, referee, and commission work by notable scholars in the fields.

Quality of Scholarly Conference and the Role within It

Both associate professors and full professors are expected to maintain a record of active conference participation as presenters, organizers, and administrators of scholarly groups. The annual and five-year tenured faculty reviews will assess the quality of participation at scholarly conferences as well as the quantity.

- Acquisition of Resources to Support Scholarly Work

Grants, fellowships, and scholarships to support scholarly work, are themselves evidence of quality in scholarship. Faculty members are expected to apply for such resources whenever it is feasible and desirable. In assessing faculty performance, applications as well as received awards will be taken into consideration.

- Honors and Awards

Peer recognition of scholarship in the form of internal or external honors and awards are important measures of accomplishment.

III. Standards for Service

All tenured faculty members are expected to contribute to the service of the department, college, university, and profession. Associate professors are expected to assume higher levels of service than they were assigned as assistant professors. Full professors are expected to provide leadership in service areas.

A. Evidence of Service

Departmental Service

All tenured faculty members are expected to perform duties in committee assignments, as specified by the DEO. All tenured faculty members are expected to attend departmental colloquia and

departmental-sponsored events, whenever possible. All tenured faculty members are expected to attend faculty meetings as scheduled whenever possible.

Collegiate and University Service

All tenured faculty members are expected to accept committee assignments or special appointments from the college or university.

Professional Service

Associate professors are expected to establish a record of professional service. Professional service includes such assignments as editorial boards for publishers or journals, officers in scholarly organizations, conference organizers, referees for tenure decisions at other universities, referees for departmental reviews, referees for manuscripts under consideration for publication, and the like. Full professors are expected to be highly active and visible in the profession.

Service to the Community

Service to the community by tenured faculty members is always appreciated.

B. Standards for Assessing Service

Departmental, Collegiate, and University Service

All tenured faculty members are expected to meet the standard of willing, consistent, helpful service to the department, the college, and the university.

Professional Service

All tenured faculty members are expected to meet the standard of willing, consistent, helpful service to the profession.