

## **Standards for Annual Review and Five-year Peer Review of Tenured Faculty in the Rhetoric Department**

Approved by CLAS July 5, 2012

Under the CLAS Standards for Tenured Faculty Review

([http://www.clas.uiowa.edu/faculty/review/tenured\\_fac\\_rvw.shtml](http://www.clas.uiowa.edu/faculty/review/tenured_fac_rvw.shtml)) a faculty member is expected throughout his or her career, to continue to teach, advise, and mentor students at the undergraduate and graduate levels; to produce and disseminate scholarly or creative work; and to contribute service to the department, the College, the University, and the profession.

This document states expectations specific to the Rhetoric Department and consistent with the College's Standards. An individual need not engage in every single activity listed below within a given review period, but must demonstrate substantial and meritorious activity in all three areas—teaching, scholarship, and service.

**Teaching.** Each tenure-line faculty member generally teaches four organized courses per academic year, often divided between Rhetoric and other units. Typically, each tenure-line faculty member teaches at least two General Education Rhetoric courses per year; permission may be granted to substitute work in the Writing or Speaking Center for a course. Faculty also participate in the ongoing process of improving the curriculum of General Education Rhetoric. Faculty are expected to be able to demonstrate effective leadership for new Rhetoric teachers in the Professional Development Program. Student evaluations will reflect a positive assessment of such abilities as clearly communicating course content and procedures, effectively using class time, and fairly evaluating students' performance. Development of new courses is valued as an important contribution. Faculty supervise and mentor TAs (within their standard teaching expectation) and/or serve in student-related duties as assigned—(e.g., as Associate Chair or Student Complaints Officer). Mentoring TAs is an essential teaching function in professionalization of graduate students and requires regular meetings with TAs and oversight of their syllabi, class plans and their feedback to undergraduates.

**Scholarship.** Faculty regularly publish their work and present it at regional, national and international conferences. In long-term projects like monographs and books, progress is indicated by regular conference presentations, peer review of drafts and chapters, and publication of portions of the manuscript. The record of scholarly and/or creative work shows continued growth, development, and visibility. Scholarly/creative work that enhances teaching is valued as an important contribution. Faculty are expected to apply for internal and external funding to support their scholarly and/or creative work and/or to support pedagogical or curricular development.

**Service.** Faculty serve as chairs, leaders, and members of departmental committees and are expected to seek out opportunities to serve on CLAS and UI bodies. Faculty also serve as officers of professional organizations, members of editorial boards, journal editors, referees for article and book manuscripts, and consultants to other institutions. Faculty use their knowledge and skills to assist in community endeavors and campaigns: e.g. help in local schools, mentor schoolchildren, serve as guest speakers, and serve on local boards.