REVISION 4-6-2003 (Spell checked 4-14-03)
Faculty Reviews

Probationary Faculty (Non-tenured, Tenure Track Faculty)

Reviews will be conducted annually for probationary faculty. All tenured faculty, as well as the non-tenure track teaching faculty will participate in this review. Each probationary faculty member's mentoring committee (if the faculty member has chosen to make use of such a committee) will play a central role in this review. Based on their interaction with the faculty member, both formally and informally, they will advise the probationary faculty member on preparing documents and supporting materials summarizing their professional activities. The following materials will be furnished for each review.

(a) An updated professional resume.

(b) A list of publications, including those in press and those submitted, together with comments as necessary. The comments should note those titles arising from work performed at the University of Iowa, an explanation of the division of responsibility for jointly authored publications, and anything else that might help the reviewers in their evaluation.

(c) Reprints or manuscripts for each of the entries in (b).

(d) A list of presentations at meetings or other venues. Indicate the title, occasion of presentation including place, date, and sponsoring organization, whether contributed or invited, and any other comments the reviewers might find useful.

(e) A description of current, pending, and contemplated grant support.

(f) A list of courses taught during the last year; including course number, title, semester hours credit, and enrollment.

(g) For each course listed in (f) provide a syllabus, handouts, examinations, and a summary of the student evaluation (SPOT forms). Comment on any innovations in each course. If course visitation was carried out, include the report prepared by the peer reviewer(s) in association with the specific course involved.

(h) Lists of undergraduate students, graduate students, and postdoctoral associates who have worked under your direction at the University of Iowa. Indicate the title of each project, the nature of each project (honors thesis, dissertation, etc.), and the dates during which the work took place. Comment on the significance of each project.

(i) A list of departmental, college, and university committees on which membership is held, together with the term of the appointment. An indication of major accomplishments of the committee during the membership period may be noted.

(j) A listing of service at the national level. Activities such as offices held in or committee memberships associated with professional organizations, journal editorship or ad hoc journal manuscript reviewing should be included.
(k) A statement of your research goals, both short-term and long-term. Include a description of your plans to achieve these goals. Indicate how your current publications relate to these goals.

(l) Any other information that you believe is relevant.

Items (b), (d), (e), (f), (h), (l), and (j) may be included as part of the resume. If they are incorporated in the resume, the required comments may also be made part of the resume or presented in a separate document.

These materials will be made available to the faculty conducting the review prior to the evaluation meeting. The mentoring committee may provide additional pertinent information based on a recent meeting with the probationary faculty member. Normally the committee will act as an advocate for the probationary faculty member. If the probationary faculty member has chosen not to have a mentoring committee the chair will appoint a faculty member who will interview the probationary faculty member shortly before the evaluation meeting takes place. During the meeting this faculty member serves the same function and has the same responsibilities as the mentoring committee.

The discussion at the meeting of the faculty at which the review occurs will be evaluative and center principally on progress toward tenure. Following this general meeting the tenured faculty will develop a statement specific to progress toward tenure. This statement will be delivered orally to the probationary faculty member by the chair. It must be recognized that this information is tentative and non-binding, but represents a good faith effort to provide useful information.

It is the chair's responsibility to prepare a document based on the material provided by the probationary faculty member, and on evaluation provided by the faculty, to be transmitted to the probationary faculty member. This document will then be made available to faculty for their comment prior to that transmittal. This document is the same as that forwarded to the Dean and the Provost by the chair as part of required annual report for probationary faculty. Other features of the review process are the same as the review of tenured faculty and non-tenure track teaching faculty.

Other Faculty (Tenured and Non-tenure Track Teaching Faculty)

Reviews will be conducted periodically in accord with collegiate policies. The review will be conducted by the entire faculty for tenure track faculty (except for the individual being reviewed). Any faculty member can request to be reviewed in any given year. For Clinical Non-Tenure track faculty the review will be done by a committee appointed by the Chair. The committee will be made up of four faculty members including two clinical track and two tenure track faculty who participate in clinical activities. The committee will transmit a report to the Chair who will provide feedback to the faculty members under review. The report will provide an evaluation of the faculty member’s contribution to the teaching and clinical missions of the department. The report should also address activity in program development and/or research activity. Any faculty member can be scheduled for review by the department chair, if circumstances warrant (e.g., change in workload).

The review will include consideration of the individual's performance in teaching, research and scholarship, and service (especially professional contributions).

Each faculty member shall place the materials to be reviewed in an open file in the departmental office. This file is open to any member of the reviewing body for the faculty member concerned. The following materials should be placed in the file each year:
(a) Current, updated vita.

(b) Reprints or preprints of representative publications, including all articles published in the last year. A notation should be attached to each of the latter, indicating whether it was refereed, invited, or non-refereed.

(c) Summary of teaching evaluation which shall include the student evaluation of teaching printouts and comments as well as a report of the peer observation of teaching.

(d) Course outlines and/or syllabi from each course taught and a summary of teaching loads since the last review.

(e) Statement of current research activity and plans for future research. Faculty review will be held ordinarily during the fall semester of each academic year. Feedback from the review is provided by the chair in an individual conference with each faculty member. A written summary of the major points of the review is also provided. The faculty member may provide a written response to the review. If the faculty member provides a written response, it together with the DEO's written summary relevant to the response, will be distributed to each member of the reviewing group upon written permission of the reviewee. The written summaries and the faculty members' responses will be sent to the dean of the College of Liberal Arts. See the section on Criteria for specific ranks and Appendices A-C for information about the guidelines used for review.

The above materials will be updated each year, with the chair notifying the faculty of collegiate deadlines. These materials will be evaluated each spring by the chair for the purposes of making salary recommendations to the Dean. Faculty who are not reviewed during a given year will prepare comparable materials to those being reviewed.

Tenure & Promotion
The department policies are incorporated in the university/collegiate policy guidelines on tenure and promotion. Formative evaluations performed in years in which no tenure, promotion or contract renewal consideration occurs are meant to provide adequate feedback to faculty members about their progress toward tenure and promotion. This will involve review of scholarship and university and professional service in addition to a review of teaching. See Appendix M for Tenure & Promotion Procedure.

Frequency of Reviews.
Request for review for promotion may be made at any time. Once a review for promotion is initiated by the chair, the review process will be governed by the procedures for a mandatory review.
In the second year, all tenure-track instructors must be considered for promotion to assistant professor. Independent of the promotion committee's decision, faculty should be aware that no individual may hold the rank of instructor for more than three years (Faculty Handbook).
The term of the first appointment for assistant professors is typically three years. The decision to reappoint assistant professors beyond the first appointment term is handled as a part of the annual review of assistant professors.
University review of assistant professor for promotion and tenure is mandatory during the sixth year of service (Faculty Handbook).
Non-tenured associate professors and professors who have been on the faculty of another university will be reviewed for tenure during the second year of the three-year appointment. Non-tenured associate professors and professors without previous academic experience will be reviewed for tenure during the fifth year of probationary service (Faculty Handbook). Non-tenure track clinical faculty will be reviewed pursuant to Collegiate guidelines and at least once during the term of their contract.

Aspects of Evaluation
Three major aspects of evaluation are considered in promotion:

Evaluation of Teaching. The first step in promotion and tenure decision-making is an evaluation of teaching effectiveness. Only after an affirmative judgment as to effectiveness has been made can serious consideration be given to an evaluation of scholarship and of professional service. Unless a determination is made that the candidate is an effective teacher--whether at the department or interdisciplinary level--neither tenure nor promotion will be granted.

Evaluation of didactic and clinical teaching should include:

Peer evaluation
- Faculty evaluation of the objectives, methods and materials of courses that have been designed and taught by the individual.
- Evaluation of teaching effectiveness by faculty who have taught with the individual or have observed classes taught by the individual.
- Faculty evaluation of design of programs and innovations in teaching that influence teaching beyond the classroom. Performance in proseminar and other forums may also be considered.
- Faculty evaluation of the performance of students taught by the individual whenever appropriate.
- Faculty evaluation of effective advising and counseling of students.
- Faculty evaluation of effectiveness in directing or serving on graduate student research committees and in directing undergraduates in Honors projects. Student evaluation

Student evaluation of the individual by ratings and comments.

See Appendix A for more detail about evaluation of teaching.

Evaluation of Scholarship. After an affirmative decision is made as to teaching effectiveness, an evaluation of scholarly productivity is conducted. Both the number and quality of publications are taken into account. Development of clinical tests or other innovative work may also be used as evidence of scholarly work.

Refereed or invited publications carry more weight than non-refereed work. Experimental or theoretical papers are generally given more weight than review articles or opinion papers. For each entry the faculty member should indicate whether work is refereed, invited (and by whom) or non-refereed. Materials should include:
- Books
- Chapters
• Monographs
• Journal articles
• Published book reviews and reviews of others' creative work
• Published reviews of work
• Published abstracts or proceedings
• Exhibits
• Awards or commissions resulting from competitive peer reviews
• Presentations at state, regional, national, or international meetings
• Invited lectures, seminars, or scholar-in-residence
• Grants obtained in open competition

Judgments about materials prepared to aid classroom teaching, such as introductory textbooks, will be included under evaluation of teaching. Work intended as a new synthesis of knowledge or of methodologies in a field and which may serve as advanced textbooks will be evaluated as a part of scholarly activities.

Reviews of a candidate's books, if available, should be considered. In the absence of such reviews, specific evaluations by departmental colleagues of the candidate's scholarly work should be conducted. If the candidate's field is one in which no colleague has expertise, outside reviews of the published materials may be sought.

It is expected that the candidate will provide evidence of the establishment of a productive research program at this university. The candidate should be the sole or senior author of some publications based on work done in this setting. The faculty member's work should reflect an ongoing theme of research that holds promise of future productivity.

See Appendix B for more detail about the evaluation of research.

**Evaluation of Service.** Service within and external to the university will be evaluated. Service within the university includes administrative activities and service on department, college, or university-wide committees and boards. External service includes activities undertaken for professional organizations and state, national or international agencies. Many different types of activities may be included, such as those listed below:

• Departmental and university contributions
• committees (indicate if chair)
• administrative
• other
• Professional contributions
• serving as juror of exhibitions
• journal editing
• reviewing journal articles
• reviewing grant proposals
• serving as expert witness
• serving on accreditation agencies or boards
• public or government service
• honors and awards from professional organizations
• officer or committee member at state, regional or national
- level for professional organization
- serving on professional/technical committees
- other
- Professional contributions in the community
- guest lectures
- preparation of materials for paraprofessionals
- university representative
- other

See Appendix C for more detail about evaluation of service.

Criteria for Promotion to Specific Ranks
Normal qualifications and conditions of tenure and promotion for all ranks are as follows:

Instructor.
- Holder of master's degree.
- Requirements for doctorate so near completion that degree will be awarded within two years.
- Holds promise of ability as a teacher.
- Holds promise of scholarly productivity.
- Is required to teach and engage in research.

Assistant Professor.
- Holder of the doctorate.
- Holds promise of ability as a teacher.
- Holds promise of scholarly productivity.
- Is required to teach and to engage in research.

Associate Professor.
- Acknowledged record of teaching success including academic advising and a record of successful direction of graduate degree candidates or service on graduate degree candidates' committees.
- Established record in productive scholarship supported by substantial publication. All scholarly and creative endeavors should be activities that are aimed at disseminating knowledge beyond the scope of immediate colleagues, clientele, and students.
- Professional contributions to the department are demonstrated and promise for contributions to the university, profession, and community in the future is evident.
- Candidate must have shown such capacity that he or she may be expected to attain full professorship.

Professor.
- Acknowledged record of teaching success including academic advising and a record of successful direction of graduate degree candidates or service on graduate candidates' committees.
- Evidence of continuing productive scholarship supported by substantial publication.
• Demonstration of professional contributions to the department, university, profession, and community.
• Unmistakable evidence of recognition by peers at the national level. Evidence of national recognition must include publications with national distribution. In addition, evidence may be presented of having served on editorial boards of journals, presented papers at national meetings, reviewed journal articles, reviewed grant proposals, served as moderator of a panel or symposium, held an office or served on a committee for a professional organization or association, and served on national level accreditation and/or granting agencies.

Clinical and Adjunct Faculty.
Qualifications of the corresponding tenure-track rank, except that promotion may be based on any combination of teaching and research.
Contributions to the teaching mission of the department through service on thesis or dissertation committees and/or didactic or clinical teaching.

Clinical Associates.
Supervision of department students enrolled in external clinical practicum placements during the year appointed.

Notice of Nonrenewal
Notice of nonrenewal of a probationary appointment, or of intention not to recommend reappointment after a stated period of a probationary appointment has expired, will be given in writing in accordance with the following standards (Faculty Handbook):

• Not later than March 1 of the first year of service, if the appointment expires at the end of that year, or, if a one-year appointment terminates during a year, at least three months in advance of its termination.
• Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year, or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
• At least twelve months before the expiration of an appointment after two or more years in the institution.

Faculty Rights
Any faculty member, whether probationary or tenured, has a right to file a response to his or her review. That response becomes a part of the review file. Any faculty member has the right to see the material in his or her departmental personnel file. In the case of letters written in the

1Clinical faculty who hold a master's degree and who are also nontenure-track teaching faculty may be promoted or appointed to levels above clinical instructor on the basis of performance and experience displayed over a reasonable period of time. Ordinarily the promotion from clinical/adjunct instructor would not happen sooner than the end of the second year in rank. Promotion from clinical/adjunct assistant professor to clinical/adjunct associate professor would not occur prior to the end of the sixth year of employment, and promotion to clinical/adjunct professor would not occur prior to the end of the twelfth year of employment. Years in which an individual is employed less than full time would accrue as full years in rank.
expectation of confidence, all identifying information will be removed from the material before it is made available to the faculty member.

Further information is provided in the University Operations Manual, section 20.330, Policy on Faculty Access to Personnel Files.
APPENDIX A
Departmental Standards for tenured faculty review
TEACHING EFFECTIVENESS

Teaching Evaluation
Evaluation of teaching will include both direct observation of teaching as well as review of syllabi and course materials. It is expected that each teaching assignment (didactic & clinical) will be periodically reviewed. Evaluators will be selected by the chair in consultation with the faculty and faculty member being reviewed. Review of teaching materials will involve a discussion with the faculty member. All peer observations of teaching will be conducted with prior notice and consultation with the faculty member being reviewed. Written summaries of peer evaluations will be provided to the faculty member being reviewed and may at the faculty member’s request be followed up with a meeting with the evaluator and mentor(s). These formative reviews shall be included in the faculty members promotion record and be supplemented by an additional evaluation of teaching to be conducted for the departmental tenure and promotion committee when it reviews a faculty member.

The dossiers of tenured faculty are expected to reflect. 1) Evidence over the period leading up to the review that the faculty member is an effective teacher at undergraduate and graduate levels. 2) Evidence over the period leading up to the review that the faculty member is making contributions to curriculum development and enhancement. 3) Evidence of effective mentoring and advising of students.

Indications of a faculty member’s adherence to these standards must be evident in evaluations of teaching, course content and the faculty member’s record of advising and mentoring.

Indicators that the faculty member has met these standards of teaching include:

Evaluations
- Student evaluations that, on average, reflect a positive assessment of enhancement of knowledge in the appropriate area of communication sciences and disorders, ability to communicate, and fairness in the administration of courses.
- Peer evaluations of classroom performance that reflect a positive assessment of communication skills, organization and delivery of content

Course Content
- Syllabi that reflect that the content of courses, seminars and workshops represent the current state of knowledge in the field.
- The preparation and offering of new courses in accord with departmental needs.

Advising and mentoring
- Record of effective mentoring and advising of undergraduate and graduate students.
- Willingness to serve as an undergraduate honor’s thesis advisor
- Service on graduate thesis and dissertation committees.
- Supervision of graduate theses and dissertation

The following list provides examples of how the standards may be assessed:
1. Peer evaluation:
Faculty evaluation of the objectives, methods, and materials of courses that have been designed and taught by the individual.

- Course content indicates he/she is informed of new developments in the specialty and related fields.
- Relevant and fair procedures are used to evaluate student performance.

Evaluation of teaching effectiveness by faculty who have taught with the individual or have observed classes taught by the individual.

- Rapport with students is good to excellent.
- Relevant methods of teaching subject matter are employed and evidence of improving them is discernible over time.

Evaluation of design of courses and programs and innovations in teaching that influence teaching beyond the classroom.

- Publication of prepared notes, elementary level textbooks, and other educational materials that are recognized by colleagues and peers as a worthwhile contribution to the discipline.
- Invited presentations or workshops which are the result of reputation as an effective teacher.

Evaluation concerning the performance of students taught by the individual whenever possible and appropriate.

- Outstanding professionals can be numbered among former students.
- Departmental courses taught by the individual which are prerequisite for other departmental courses provide proper and adequate preparation of students.
- Departmental courses for non-majors provide proper introduction to the subject matter.

Faculty evaluation of effective advising and counseling of students based on student input or other relevant evidence.

- Knowledge of departmental and university requirements is evident.
- Availability and accessibility to students is good to excellent.

Evaluation by faculty of effectiveness in directing or serving on graduate student research committees and in directing undergraduates in Honors Seminar or Honors Thesis courses.

- Critical evaluation of thesis project is provided.
- Candidate demonstrates a willingness to encourage and support creative or scholarly thesis projects.

2. Student evaluation
Student evaluation of the in-class performance of the individual.

- Departmental teaching evaluation forms provide evidence of improvement or ongoing effectiveness of teaching as perceived by students.
- Evaluations of teaching effectiveness from former students, if available, also support excellence.
- Evidence of a teaching philosophy is present.
- Individual develops new courses.
- Individual indicates the relationship of the subject matter of the course to other areas within the program.
APPENDIX B
Departmental standards for tenured faculty review
SCHOLARSHIP EVALUATION

The faculty member shall have a clearly identified program(s) of research, showing a continuing level of productivity. Given that some studies may be of a longitudinal nature, evaluation of ongoing projects may require indications of progress as well as eventual peer-reviewed publication of the work.

The dossiers of faculty are expected to reflect the program of scholarly activity of the faculty member for the period leading up to the review. Indications of the faculty member’s record of scholarship must be evident in the faculty member’s record of publication and presentation. It addition there must be a record of applying for funding to support the faculty member’s scholarly work. Indicators that a faculty member has met these standards of scholarship include:

Publication Record
- Development and maintenance of a publication record that clearly reflects the faculty member’s ongoing contributions to and impact on the field of communication sciences and disorders
- A record of citations of the faculty member’s scholarly work that reflects a clear ongoing impact of that work on the discipline

Public Presentations of Scholarship
- Multiple occasions of participation in refereed sessions at national and/or international conferences
- Invited presentations of scholarship at other colleges, universities, and/or learned societies and professional organizations

Applications for Resources to support Scholarly Work
- Record of applications for intramural sources of funding to support the faculty member’s scholarly work
- Record of applications for extra-mural sources of grants and contracts to support the faculty member’s scholarly work

Honors, Awards and Recognition
- National and/or international awards for scholarly contributions
- Designation as “fellow” in professional societies

The following list provides examples of how the standards may be assessed:
In addition to the record of publications, an evaluation of the publications is essential. Excellence in research will be required for a recommendation of renewal, promotion, or tenure. Refereed, juried or invited work should carry more weight than non-refereed work. For each entry under this section, the faculty member should indicate whether work is refereed or juried (local, regional, or national), invited, or non-refereed. Materials should be organized into the following categories with full citations given for each:

- Books
• Chapters in books
• Monographs
• Journal articles
• Published book reviews and reviews of others' creative work
• Published reviews of work
• Published abstracts or proceedings
• Exhibitions: one person, group
• Awards or commissions resulting from competitive peer reviews
• Presentations at state, regional, national, or international meetings
• Invited lectures, seminars or artist- or scholar-in-residence
• Grants obtained in open competition

Judgments about materials prepared to aid classroom teaching, such as introductory textbooks, should be included under evaluation of teaching. Work intended as a new synthesis of knowledge or of methodologies in a field and which may serve as advanced textbooks should be evaluated with scholarly activities.

Listed below are items related to that aspect of "quality" which should be considered in evaluating scholarship:

• Originality of the study
• Actual or likely impact of the work
• Difficulty or complexity of the subject matter
• Thoroughness of analysis
• Scope and depth of subjects covered
• Clarity of expression
APPENDIX C
Departmental standards for tenured faculty review
EVALUATION OF SERVICE OTHER PROFESSIONAL CONTRIBUTIONS

The diverse missions of different units and variations in the extent and character of their interaction with external groups make specifying criteria for evaluating professional service difficult. However, administrators and colleagues in the field should be able to make and support a judgment about the educational or scholarly value of the services rendered. The dossier of a faculty member should reflect
1) Service related work with in the department, college, university and profession
2) Assumption of leadership positions in service activities
3) Willingness to participate in professional service activities that contribute to society and/or the community.

Tenured faculty members are expected to provide service to the department, college and university as well as to the profession and to the community. The quantity and level of service should increase with tenured faculty rank, with the expectation that Full Professor assume a higher leadership role in service activities.

Indicators that a faculty member has met these standards in each domain of service include:

Departmental Service
- Consistent service on departmental committees
- Assumption of leadership roles on departmental committees
- Facilitating the department’s teaching mission and/or outreach activities

Collegiate Service
- Record of service on collegiate committees, councils or task forces
- Assumption of a leadership role on collegiate committees, councils or task forces
- Record of service on Faculty Assembly

University Service
- Record of service on university committees, councils or task forces
- Assumption of a leadership role on university committees, councils or task forces
- Record of Service in Faculty Senate

Service to the Profession, Society and the Community
- Record of service on committees of regional, national and international professional organizations
- Service as an elected officer of regional, national and international professional organizations
- Record of service as an editor or editorial board member and/or reviewer for scholarly publications
- Record of service on grant review panels
- Record of service on advisory boards of governmental bodies
• Record of public speaking engagements related to the profession

The service should reflect the visibility of the faculty member's scholarly work and teaching.

The following list provides examples of how the standards may be assessed:
The weight to be accorded a particular professional contribution is a function of such factors as:

• Its value to the department, college, university, and society
• The importance and quality of the work
• The extent to which the experience contributes to a candidate's development as a teacher or as a scholar

Evidence of service could be organized into the following categories:
• Departmental and university service
• Committees (indicate if chair)
• Professional service
• Journal editing
• Reviewing journal articles
• Reviewing grant proposals
• Serving as juror of exhibitions
• Serving on accreditation agencies or boards
• Public or government service
• Holding office in a professional organization
• Honors and awards from serving on a committee of a professional organization
• Advisor to student organizations
• Contributing to professional growth and development of junior colleagues
• Serving on professional/technical committees
• Serving as an expert witness
• Community service (must be professionally related)
• Guest lectures
• Preparation of materials for paraprofessionals