

Standards for Peer Reviews of Tenured Faculty

This document is intended to be used in conjunction with two others: the College of Nursing Post-Tenure Peer Review Policy and the College of Nursing Criteria for Promotion and Tenure.

POLICY INTENT:

A tenured faculty member has the responsibility of strengthening his/her university citizenship through his/her work in education, research, and service. The faculty member must also ensure that he/she continues to strive to meet this responsibility. Post –tenure review is a process that has been developed to assess a tenured faculty member’s progress. (University of Iowa Operations Manual III.10.7.a.3).

In addition to the Deans’ annual performance reviews of all faculty, a peer review of tenured faculty will occur at least every 5-years; exemptions are located in the collegiate Post-Tenure Peer Review Policy document. The purpose of this review is to assess the faculty member’s academic vitality over the past five years, as well as the fittingness of their goals and developmental plans for the future. This peer review should also be *formative and developmental and should encourage and facilitate professional vitality.* (University of Iowa Operations Manual III.10.7.a.1.b).

POLICY STATEMENT:

Throughout their careers, faculty members are expected to continue to teach, advise, and mentor students at the undergraduate and graduate levels; to produce and disseminate scholarly work; and to contribute service to the College, the University and the profession.

Although all tenured faculty members are expected to be fully engaged in teaching, research, and service throughout their academic careers, the proportion of effort allocated to each of these activities may vary from year to year. The standards hold for all tenured faculty with a typical effort allocation (40-40-20) unless other specific expectations have been formalized through the Provost’s office in a Post-tenure Allocation of Effort. Additionally, at the time of administrative review, faculty may temporarily realign their efforts to meet the overall needs/mission of the College; exigent circumstances (e.g., grant funding, teaching needs, and major committee/ task force assignments); effort reallocation may preclude achieving the Standards. The peer group shall take these formal and temporary effort reallocations into account when evaluating a faculty member’s 5-year performance.

STANDARDS:

In general, Associate Professors should have an active research program, potentially still in a growth phase. They should continue being effective teachers, and should be in the process of assuming more responsibility for college governance and other service activities. It is assumed that all Associate Professors are progressing toward promotion to Full Professor unless otherwise negotiated.

Full professors should maintain their nationally recognized research programs, continue as effective teachers and assume significant responsibility for college governance and service unless otherwise negotiated.

TEACHING:

Tenured faculty members must continue to demonstrate evidence of high-quality teaching. A large portion of faculty teaching effort occurs in scheduled classes, including lectures, seminars, and clinical settings. Faculty members are expected to engage in these activities, and show genuine commitment and success in educating undergraduates and graduate students, consistent with their course assignments.

Moreover, teaching at a major research university such as the University of Iowa also includes training and mentoring of undergraduate and graduate students outside of the traditional classroom setting. This is important because one of the overall missions of a research university is the development of a future generation of scholars and researchers. We strive to provide an environment that prepares students for a wide variety of nursing careers in health care and academia.

Post-Tenure Review Standards by Faculty Rank:

- Associate Professor: continued convincing evidence of effective teaching.
- Professor: Continued consistent record of high-quality teaching.

Evidence should be drawn from student, peer, annual administrative evaluations, and a record of mentoring student research and scholarship. Evidence should be evaluated in light of the faculty member's self-assessment statement on teaching, goal statement, and per cent effort allocation for teaching. Specific criteria are the same as those for promotion to current rank.

RESEARCH:

Tenured faculty member's record of scholarship should show continued development, growth, and increasing visibility.

Post-Tenure Review Standards by Faculty Rank:

- Associate Professor: Continued demonstration of scholarly achievement supported by substantial publications of high quality, as appropriate to the discipline.

- Professor: Continued scholarly achievement of high quality.

The evaluation of research excellence involves an evaluation of the productivity of the tenured faculty member, the ability to obtain and sustain external funding, examination of the quality of the research, its impact on the research activities of others in the field, and the continuity of the research program. An assessment should be made of the faculty member's publication productivity, funding record, and research program (for quality, impact, and continuity).

Evidence should be evaluated in light of the faculty member's self-assessment statement on research, goal statement, and per cent effort allocation for research. Specific criteria are the same as those for promotion to current rank.

SERVICE

General expectations for service are to intensify their contributions to the work of the College, State, University and nation through active membership on committees and task forces; contribute to the profession of Nursing through active participation in professional organizations; and contribute to the community through local agencies/ organizations. It is expected that as faculty members increase in rank, they will increase their leadership and service to the College, the University, and the profession.

Post-Tenure Review Standards by Faculty Rank:

- Associate Professor: Increasing involvement and leadership in collegiate, university, and professional service. Faculty are also expected to participate meaningfully in programmatic grants/ initiatives such as center grants, educational grants, research training grants.
- Professor: Continued involvement and leadership in collegiate, university and professional service. Faculty are expected to lead or contribute in a major way to programmatic grants/initiatives such as center grants, educational grants, research training grants.

Additionally, for both groups, mentoring of junior faculty and faculty colleagues is also an expectation of tenured professors.

Evidence should be drawn from student, peer, annual administrative evaluations, and a record of mentoring student research and scholarship. Evidence should be evaluated in light of the faculty member's self-assessment of service, goal statement, and per cent effort allocation for service. Specific criteria are the same as those for promotion to current rank.

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