

# ***COLLEGE OF EDUCATION***



## ***TENURE & PROMOTION GUIDELINES***

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This document serves as the adopted expectations for faculty seeking promotion and/or tenure within the College of Education.

## Preface

The attached tools establish benchmarks for Teaching Effectiveness, Research & Creative Work, Professional Competence & Activities, and Service used in the application and review of tenure and/or promotion portfolios. Faculty members applying for tenure and/or promotion have the responsibility of supplying the College Review Committee with the evidence necessary to fairly determine the merit of the faculty member's teaching effectiveness, research and creative works, and service. Reviewers will carefully evaluate the evidence supplied in the portfolio and will use the identified criteria to assess the merit of the evidence supplied.

Faculty must meet or exceed the expectation of the rank for which they are applying as well as demonstrating the ability to fulfill the expectations of the next available rank. Failure to meet the minimal standard in any of the areas of evaluation can result in a denial of tenure and/or rank. Table 1 (found below) outlines the expectations for tenure and/or promotion to each rank. Faculty who are applying for tenure must provide pertinent evidence of fulfilling the criteria for the rank in which they serve. Faculty who are applying for promotion (or promotion and tenure) must provide evidence of fulfilling the criteria for the rank being sought.

This document is not to be used to definitively predict promotion and/or tenure. In addition to its use by the College Review Committee, it should be used by both faculty and department chairs/program chairs to guide a faculty member in his or her overall professional development documented in the Professional Development Plan and End of Year Evaluations. Faculty should be prepared to demonstrate progress as evidenced by a well balanced portfolio that shows consistent progress in the areas of scholarship, service and classroom teaching.

**Table 1: Expectations for Promotion and/or Tenure**

	<b>Minimum Expectations for rank of Instructor</b>	<b>Minimum Expectations for rank of Assistant Professor</b>	<b>Minimum Expectations for rank of Associate Professor</b>	<b>Minimum Expectations for rank of Professor</b>
<b>A. <u>Teaching Effectiveness</u></b> Please see the Faculty Handbook Sections 3.2 & 3.4.2 for details	Teach a full load	Demonstrates professional competence in instruction	Sustained, noteworthy teaching ability	Outstanding teaching
<b>B. <u>Research, Creative Work &amp; Professional Competence and Activities*</u></b> Please see the Faculty Handbook Sections 3.4.5 & 3.4.6 for details		Evidence of proven scholarship in the subject-matter field.	Evidence of developed scholarship in the subject-matter field	Evidence of mature scholarship
<b>C. <u>Service</u></b> Please see the Faculty Handbook Sections 3.4.4 for details	Meet all expectations of a ranked faculty member	Proven potential for satisfactorily fulfilling the duties and responsibilities of a faculty member	Noteworthy fulfillment of duties and responsibilities of a faculty member	Distinguished faculty leadership and devoted service to students

\* Faculty must have evidence of participation in Research and Creative Works and Professional Competence and Activities.

**NOTE:** A “review period” is defined as the period of time since the last review for promotion in academic rank or since review for tenure began (whichever is most recent).

# Teaching Effectiveness Assessment Tool

**Directions:** Using various tools of assessing teaching effectiveness, the College Review Committee members assess the following areas of teaching effectiveness. Evidence of teaching effectiveness can be demonstrated through student evaluations, peer reviewed class observations, letters of support for teaching/advising effectiveness from students/colleagues, diverse samples of teaching materials (e.g. samples of exceptional/outstanding lectures, graded exams; to include passing and failing exams, student projects, etc.), professional development plans, and year-end evaluations.

<b><u>Teaching Effectiveness</u></b>		
<b><u>Area of Review</u></b>	<b><u>Evidence</u></b>	
1. Command of one's subject		
2. Ability to organize subject matter and present it clearly, logically & imaginatively		
3. Knowledge of current developments in one's teaching discipline.		
4. Ability to relate one's subject to other areas of knowledge		
5. Ability to provoke and broaden student interest in subject matter		
6. Ability to develop and utilize effective teaching methods and strategies		
7. Availability for and effectiveness in academic advising and directing students.		
8. Ability to develop and foster student utilization of current information technology		
9. Possesses and demonstrates integrity, industry, open-mindedness, and objectivity in teaching.		
10. Knowledge and proficiency in current educational technologies		
<b>Meets Minimum Requirement</b>	<b>Yes</b>	<b>No</b>

## Research & Creative Work and Professional Competence & Activities Assessment Tool

**Directions:** Use the following table as a way to assess Research and Creative Work. Any work submitted within the “Other” category; must have evidence that it was mutually agreed upon by the individual faculty and director/chair in the professional development plan.

<b><u>Research &amp; Creative Work</u></b>	
<b>Areas of Review</b>	<b><u>Evidence</u></b>
<p><b><u>Publications (peer reviewed)</u></b></p> <p>a. Periodical/journal article (academic, professional, practitioner)</p> <p>b. Book/monograph (including dissertation) authored or edited</p> <p>c. Chapter, case, case study, instructional materials or book</p> <p>d. Paper or Abstract published in proceedings</p>	
<p><b><u>Research grants &amp; sponsored research projects</u></b></p> <p>a. Funded State/Federal grant and/or sponsored research projects (Please indicate level of funding)</p> <p>b. Federal/State grant application submitted but not funded.</p>	
<p><b><u>Reviews of creative &amp; scholarly work</u></b></p> <p>a. Book review (published in refereed periodical)</p> <p>b. Book, chapter, or article review for textbook publisher or journal</p> <p>c. Other, e.g., reviewed abstract for acceptance to conference</p>	
<p><b><u>Paper Presentations (peer-reviewed)</u></b></p> <p>a. Reading papers or making professional presentation to local or state learned societies.</p> <p>b. Reading papers or making professional presentation to national or international learned societies.</p>	
<p><b><u>Poster Presentations (peer-reviewed)</u></b></p> <p>a. Making professional poster presentation to local or state learned societies.</p> <p>b. Making professional poster presentation to national or international learned societies.</p>	

<p><b><u>Creation of educational materials</u></b></p> <p>a. Consulting work product (e.g. published report, survey, etc.)</p> <p>b. Teaching material (e.g. published works: e.g. instructor's manual, test bank)</p> <p>c. Other (Must be agreed upon in the Faculty's Professional Development Plan)</p>		
<b>Meets Minimum Requirement</b>	<b>Yes</b>	<b>No</b>

<b><u>Professional Competence and Activities</u></b>		
<b><u>Areas of Review</u></b>	<b><u>Evidence</u></b>	
Receipt of awards, internal grants, and or fellowships		
Appointment in a scholarly capacity to state, regional, or national post <b>Must serve 1 full year in position</b>		
Active participation in professional Organizations (“Active” is defined as meeting all membership criteria and being listed on the organization’s membership list		
Reading papers or making professional presentations before organizations and/or agencies <b>Non-peer reviewed</b>		
Attendance only at state, regional or national Conferences, Institutes, Symposiums, etc.		
Serve as chair on dissertation/thesis Committee (Full year is defined as three semesters)		
Active Clinical Practice, New/Continuing Licensure, and Continuing Education Units a. Clinical practice (Indicate hours per week) b. New Licensure/New Certification c. Continuing Education Units (Document hours per year)		
K-12 involvement: (e.g. team teaching activities, serving on advisory boards, working with AMSTI, ARI, participation in formal partnerships with local schools or taskforces, etc.)		
Other (Must be agreed upon in the Faculty’s Professional Development Plan) a. Engaged in doctoral studies or Postdoctoral education (Document hours completed per year) b. Participation in special programs (e.g., writing-across-the-curriculum, technology instruction, c. Non K-12 faculty involvement on advisory boards/taskforces, etc.		
<b>Meets Minimum Requirement</b>	<b>Yes</b>	<b>No</b>

## Required Faculty Responsibilities

Required faculty responsibilities must be met before any points will be awarded for service.  
Compliance should be verified by the faculty's direct supervisor.

<b>Required Responsibilities: To be completed by the faculty's direct supervisor.</b>	<b>Requirement Met (yes/no)</b>	<b>Evidence (yes/no)</b>
Regularly attends faculty meetings (Departmental, School, College, University)		
Contributes to positive work and academic environment as evaluated by Department chair		
Fulfills faculty duties and responsibilities as outlined by Faculty Handbook and other pertinent University documents as evaluated by Department chair or Immediate Supervisor.		

## Service Assessment Tool

Faculty members are expected to participate actively in University activities. Service activity should be carried out with the following constituencies: Department, College, University, Community, and Professional discipline. Use the following tables to assess your level of activity in the Service category. When credit for an additional “Other” is listed it must be mutually agreed upon by faculty and director/chair. Credit for these activities can be considered as Professional Competence **OR** Service, but not both.

<b><u>Service</u></b>	
<b><u>Areas of Review</u></b>	<b><u>Evidence</u></b>
<b><u>Service to Department, College, and University</u></b>	
Selected member of Department, College, or UC Regional Committee	
Appointed/elected Chair of Department, College, or UC Regional Committee	
Selected member of College or University Committee	
Appointed/elected Chair of a College/University Committee	
Faculty Advisor to Student Organization	
Mentor to New and/or Novice Faculty	
Special Assignment for Department, College, U.C. or University as agreed upon by the Dean, e.g. Accreditation Steering Committee, standard committee member, etc.	
Other (Must be agreed upon in the Faculty’s Professional Development Plan)	
<b><u>Service to Community</u></b>	
Member of Community Committee or Organization for one year	
Chair of Community Committee or Organization (e.g. President of Rotary, etc.)	
Advisor/Consultant/ Invited Speaker to Community Committee/Group/Organization	
Participates in Community Activities	
Other (Must be agreed upon in the Faculty’s Professional Development Plan)	

<b><u>Service to Professional Discipline**</u></b>	
Active membership and participation in professional organizations (e.g. maintain current dues, serve on committees/boards, etc)	
Officer of Local, State, Regional Professional Organization	
Officer of National or International Professional Organization	
Advisor/Consultant to Professional Organization	
Member of Editorial Board of Professional Journal and /or Professional Accreditation Board (e.g. NCATE, CACREP, CORE, etc.)	
Member of Specialized Accreditation Review Committee (external reviewer for other universities)	
Member of professional panels, committees, taskforces, advisory boards, etc.	
Other (Must be agreed upon in the Faculty's Professional Development Plan)	

\*\*Activities may be assigned to Service to Professional Discipline or to Professional Competence and Activities, but not to both. **The same activity may not be used in both areas.**

<b>Meets Minimum Requirement</b>	<b>Yes</b>	<b>No</b>
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## College Review Worksheet

	Meets Minimum Expectation for Category	
	<u>YES</u>	<u>NO</u>
<b>Teaching Effectiveness:</b>		
<b>Research &amp; Creative Work and Professional Competence &amp; Activities:</b>		
<b>Service:</b>		

	<u>YES</u>	<u>NO</u>	<u>NA</u>
<b>Candidate Meets Eligibility for Tenure:</b>			
<b>Candidate Meets Eligibility for Promotion:</b>			

College of Education Review Committee Member:

\_\_\_\_\_

Name

\_\_\_\_\_

Date