

**College of Education
Promotion and Tenure Criteria
Introduction**

The College of Education's review for tenure and promotion from Assistant to Associate Professor and promotion review from Associate to Full Professor focuses on the quality, relevance, and impact of the candidate's performance in scholarship, teaching, and service. A candidate's performance will be judged within the context of the candidate's discipline and the College's mission.

Tenure requires distinction in scholarship and teaching unless the faculty member has an assignment that primarily reflects other responsibilities. Promotion also requires distinction in at least two of the three areas, both of which are related to the candidate's primary responsibilities. Scholarship, teaching, and service are defined as follows:

Scholarship is defined broadly to include basic research, the integration of knowledge, the transformation of knowledge through the intellectual work involved in teaching and facilitating learning, and/or the application of knowledge to solve a compelling problem in the community. The productive scholar is continuously involved in research, writing, and creative efforts that advance knowledge in a field.

Teaching is defined in its broadest sense to include instruction, course revision and development, analysis of the impact of one's teaching, program development and leadership, advising and mentoring, serving on and chairing doctoral committees. It also includes responsiveness to students' needs beyond the classroom.

Service is defined as working creatively to ensure that professional knowledge has an impact on families, schools, colleges, professional organizations, community agencies, or other institutions, and local, state, national, and international policies and practices.

Determining distinction is a comprehensive judgment that requires a holistic review of the evidence presented in the candidate's packet. The following sections provide the context for evaluating the quality of the candidate's performance in scholarship, teaching, and service.

Faculty Scholarship

I. Introduction/Definition of Scholarship

Research, scholarship and artistic creativity are among the primary functions of the university. A faculty member's contribution will vary from one academic or professional field to another, but generally the faculty member is engaged continually and effectively in scholarly activities of distinction. We embrace broad views of scholarship and recognize that over the course of a career a faculty member may, and likely will, be engaged in more than one type of scholarship. The

productive scholar is continuously involved in research, writing, and creative effort that advances knowledge in a field. This may include activities such as basic research, the integration of knowledge, the transformation of knowledge through the intellectual work involved in teaching and facilitating learning, and/or the application of knowledge to solve a compelling problem in the community.

The quality of productive scholarship refers to the magnitude and impact of the work on the scholarly community and/or practitioners and should not be evaluated only on the basis of the quantity of the work. The magnitude and impact of the work will be examined in a holistic manner and it can be shown through a multitude of methods. No specific number of publications or pages of publications will satisfy the criterion. Instead, the quality of the research and the candidate's total research accomplishment should provide evidence of significant contribution to the literature in the relevant field or fields. Increasingly, research, scholarship, or creative activity involves collaboration. Quality of a scholar's work is based on the significance of the contribution whether it is individual or collaborative.

The expectations for distinction in scholarship will vary depending on the level of promotion involved. An individual applying for **promotion from assistant to associate professor** is expected to have established an emerging national reputation with *demonstrated scholarly productivity based upon a clearly defined research agenda or line of research*. A candidate applying for promotion from **associate to full professor** is expected to be a mature productive scholar *with an established national and/or international reputation based upon a clearly defined research agenda or line of research*.

II. Areas of Distinction

Evidence of ability and promise in the area of research includes conduct of research with appropriate methods and rigor; conceptualizing and theorizing in an original way; synthesis, criticism, and clarification of extant knowledge and research; and/or relating research to the solution of practical problems. Furthermore, faculty members are expected to be engaged continuously and effectively in scholarly activity of high quality and significance.

There are several broad areas that may be viewed when considering distinction: 1) Published works, 2) Grant activity, 3) Research presentations, and 4) Other related scholarship activities.

Published works

A faculty member is expected to publish manuscripts within quality peer reviewed journals. In addition distinction may be supported through publications in a variety of other scholarly outlets. The quality and stature of peer reviewed journals and other scholarly outlets are a significant indicator of distinction.

Grant activity

A faculty member is expected to pursue research, development and/or training grants, which may reflect activity at different stages (e.g. pending, funded, and unfunded). This expectation may vary as a function of the availability of funding sources. The quality, stature, and competitiveness of grants are a significant indicator of distinction. ***Research presentations*** Presentations at national and international conferences illustrate how the faculty member actively participates in and contributes to the research community and other related audiences. These presentations should thus increase a faculty member's visibility in the broader community and contribute to his/her research agenda.

Other related scholarship activities

Additional sources may provide evidence of a faculty member's scholarship beyond the aforementioned areas of distinction. These additional activities advance a faculty member's visibility in the broader community and his/her research agenda.

III. Quality Indicators to Demonstrate Distinction

Evidence of distinction in scholarship appropriate for a candidate's discipline includes, but is not limited to:

Published works

- Articles in peer reviewed periodicals
- Books
- Book chapters
- Monographs and technical reports
- Abstracts for research publications
- Articles in non-refereed publications
- Book reviews for peer-reviewed journals or periodicals

Grant activity

- Grant proposals submitted as PI or Co-PI or investigator
- Grant proposals funded as PI or Co-PI or investigator
- Grant participation as an expert (non-PI status)

Research presentations

- Peer reviewed papers and presentations at national and international conferences
- Invited presentations at national and international conferences
- Peer reviewed papers and presentations at state and regional conferences

Awards and Honors

- Recognition as a leading scholar by a professional association (Associate to Full)
- Recognition as a promising scholar by a professional association (Assistant to Associate)
- Institutional, state, national, and international awards for scholarly work
- Research fellowships in support of a faculty member's work

Other related scholarship activities

- Creative works or activities, surveys or instrumentations, patents and copyrights
- Intervention programs that prevent, ameliorate, or remediate persistent negative outcomes or optimize positive outcomes for individuals or groups.
- Documented contributions to public policy at the local, state, national, or international levels (for example, written testimony and policy briefs).

Faculty Teaching

I. Introduction/Definition of Teaching

Faculty members in the College of Education are expected to demonstrate a sustained commitment to excellence in teaching. Performance in teaching should be defined in its broadest sense to include instruction, course revision and development, analysis of the impact of one's teaching, program development and leadership, advising and mentoring, serving on and chairing doctoral committees. Teaching also includes responsiveness to students' needs beyond the classroom. It is expected that the candidate's teaching will have demonstrable ties to current research in the candidate's field.

II. Areas of Distinction

Areas in which to demonstrate distinction in teaching include: course instruction, course development, program development, instructional leadership, and mentoring. Candidates must present evidence of excellence in teaching appropriate to the unit's mission and the candidates' teaching responsibilities.

The expectations for distinction in teaching will vary depending on the level of promotion involved. An individual applying for **promotion to assistant professor and/or tenure** is required to demonstrate distinction in teaching. At this level the candidate is expected to demonstrate distinction related to course instruction and course development. A candidate applying for promotion **from associate professor to full professor** is required to demonstrate distinction in teaching unless teaching is not an area of primary assignment. Candidates demonstrating excellence in teaching at this level should demonstrate excellence in classroom teaching and significant involvement with doctoral students. In addition, they are expected to

have attained a leadership role in areas such as curriculum development, program development, accreditation reviews, publishing with students, and/or mentoring junior faculty and graduate students.

III. Quality Indicators to Demonstrate Distinction

Quality indicators for teaching include (but are not limited to) the following:

- Evidence of the quality of teaching as evaluated by peer reviews, and student evaluations.
- Development of new courses, and revisions of existing courses (including online and other presentation mediums as assigned).
- Development or creative utilization of new materials and new technology
- Program development or leadership, including leadership in the accreditation process
- Publication, research awards, and/or teaching awards by undergraduate or graduate students and/or graduates
- Local, regional, national, or international teaching, advising, or mentoring awards
- Mentoring graduate students, graduates, and/or faculty in research, publication, and/or teaching
- Publication of peer reviewed articles related to instruction
- Grants, including training grants, that are related to teaching or advising
- Conducting training workshops in schools or colleges

Numerical ratings from student evaluations are required and should be considered a source of data about classroom teaching. It should be recognized that the context of instruction influences student rating and hence should not be the sole nor the most important measure used to judge distinction. For example, the candidates' teaching narrative can situate and build a case for excellence in teaching. The broad definition of teaching used by the College of Education requires the use of other evidence to judge distinction in this area.

Faculty Service

I. Introduction/Definition of Service

Service is working creatively to ensure that professional knowledge has an impact on families, schools, colleges, professional organizations, community agencies, or other institutions, and local, state, national, and international policies and practices.

Expectations for level of service increase as a faculty member's career advances. An assistant professor should not be involved in service at a level that interferes with his or her ability to achieve distinction in research and teaching, and should typically not take on a leadership role in service activities. The level of service

expected of an associate professor seeking promotion to a full professor status should be significantly greater than the level of service of an assistant professor seeking promotion and tenure, and should include leadership roles relative to service that contribute to an increasing national or international reputation as a professional in his or her field, self-governance, and/or community-based service at the local, state, national, or international level.

Evidence of service for assistant professors seeking promotion to associate professor with tenure should indicate that candidates have begun to develop a record of service and to find ways to contribute to the profession, self-governance, and the local, state, and national community. Evidence of distinction in the area of service for an associate professor seeking promotion to full professor should reflect outstanding performance over a period of several years that demonstrates a significant impact on his or her professional discipline, self-governance, and/or local, state, national, or international communities.

II. Areas of distinction

Service refers to work performed on behalf of others in any of the following three areas: advancement of a scholarly discipline (service to the profession), fulfillment of the obligations of self-governance (service to the department, college, or university), or meaningful engagement with local, state, national, or international communities (e.g., service to schools, parents/families, community agencies or other organizations).

III. Quality Indicators to Demonstrate Distinction

Distinction in service can be demonstrated in any one or all of the categories of service in this document (service to the profession; service to the department, college, and/or university; service to the local, state, national, and/or international community). Indicators of distinction for service may include, but are not limited to the following (not provided in any order of importance):

Service to the state, national, international professional organizations

- Editorial service for peer reviewed journals (e.g., editor, editorial board, reviewer, or editing special issues)
- Leadership role in the governance of professional organizations in the candidate's field or discipline (e.g., holding office in a national organization or taking a leadership role and making substantive contributions to areas such as accreditation standards)
- Organization of conferences and symposia
- Chair or membership on committees of professional organizations in the candidate's field or discipline
- Honors, awards, and other recognition for service to the profession

Service to the Department, College, or University

- Chair or member of departmental, college, and university-wide governance committees and other representative bodies
- Mentoring of faculty and students
- Developing and/or sponsoring professional student groups
- Participation in recruitment activities
- Honors, awards, and other recognition for service to the department, college, or university

Service to the Local, State, National, or International Community

- Sustained work with local, state, or federal agencies (e.g., test development; standards development; accreditation reviews). The expectation is that this work, when feasible, will result in conference presentations, publications, awards, and/or leadership, and will translate beyond the particular setting in which the work is done
- Sustained work in schools or other relevant community settings. The expectation is that this work, when feasible, will result in publications, awards, and/or leadership and will translate beyond the particular setting in which the work is done
- Service/outreach or training grant proposals funded
- Honors, awards, and other recognition for service to the local, state, national, or international community
- Presentations at non-peer reviewed conferences