

College of Education and P-16 Integration Guidelines for Establishing Departmental Tenure and Promotion Criteria

The College of Education and P-16 Integration faculty and administration strongly support the quality of productivity for individual faculty for tenure, promotion, post-tenure, and annual evaluation. The indicators provided below are examples of materials to be used by departments when developing their criteria as opposed to requirements for each and every faculty member. The Departments should ensure that their evaluative criteria:

1. Meet the requirements of HOP ADM 06-505, their respective professional standards, and the guidance provided in this document.
2. Differentiate criteria at the Assistant, Associate, and Full Professor ranks, including criteria for post-tenure review.
3. Includes criteria for annual evaluations that are aligned with this Tenure and Promotion document.

It is the responsibility of the faculty member to justify and provide evidence of how they meet departmental criteria at each of the decision points (e.g., annual, tenure, promotion, and post-tenure).

Teaching

Faculty members in the College of Education and P-16 Integration model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in educator preparation. They are expected to apply cultural competence and social justice in educator preparation.

The following are indicators for the area of teaching:

- a) Appropriate credentials, such as a terminal degree
- b) Content of syllabi
- c) Critical reflection of own teaching
- d) Peer evaluations for faculty teaching
- e) Evidence of assessment aligned to student learning outcomes
- f) Student evaluation of instruction including student comments from course evaluations
- g) Innovation in instructional approach
- h) Innovation demonstrated in use of technology
- i) Professional development for teaching improvement
- j) Student needs assessments
- k) Student advisement and mentoring

l) Supervision of undergraduate and graduate students in research/theses

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Approved by Provost/Executive Vice President for Academic Affairs

The faculty member should include in their narrative the total Semester Credit Hours as defined by the University and that a faculty member is asked to teach, the number of different classes, the number of new preparations, and the number of students per class. In addition, the faculty member should include whether classes are field-based or contain a significant service learning component.

The faculty members are expected to provide a comprehensive narrative explaining how their teaching is aligned with their department indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. Moreover, faculty should be conscientious in documenting their teaching activities. Faculty members should submit documents related to the above indicators such as syllabi, reflections, evaluations, etc.

Research

Developing new knowledge and translating research findings for practitioners are central activities of faculty members in an emerging research institution. In the field of education, research includes empirical research (qualitative and/or quantitative); reviews of research; theoretical research; conceptual research; methodological essays; critiques of research tradition or practices; and scholarship grounded in the humanities, including history, philosophy, literary analysis, and arts-based inquiry (AERA, 2006). This includes research that examines systemic challenges that impact students and adults. Faculty members are recommended to align research with the mission of the University and the College.¹

Faculty members in the College of Education and P-16 Integration are encouraged to engage in research that promotes collaboration regularly and in significant ways with relevant stakeholders (e.g., universities, schools, families, communities, foundations, businesses, museums etc.) to improve teaching, research, and student learning. This includes engaging in cross-institutional and cross-college research partnerships, as well as collaborative research work with students (graduate and undergraduate). In addition, faculty are encouraged to initiate collaborative research projects that contribute to improved educator preparation.

¹ American Educational Research Association (2006). AERA, Standards for Reporting on Empirical Social Science Research in AERA Publications. Educational Researcher 35(6): 33-40

http://www.sagepub.com/sites/default/files/upm-binaries/13127_Standards_from_AERA.pdf

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Faculty within the College of Education and P-16 Integration (CEP) are encouraged to work towards establishing an academic identity. Scholarly work will include, but is not limited to, publications in peer-reviewed journals, presentations, funded grants, research awards, and research-based program development and/or other creative and scholarly activities. When developing a research agenda, the following should be considered:

- a) Scholarly work (e.g., articles, presentations, and other creative activity) should include peer-reviewed empirical research.
- b) Scholarly work should be published in national and international journals
- c) Acceptance rate and demonstrated impact on the field should be considered for journal publications
- d) Citations of one's work by other authors should be considered for promotion from Associate to Full

The faculty member is expected to provide a comprehensive narrative explaining how their work is aligned with the departmental indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. Moreover, faculty should be conscientious in documenting their research activities. Recommended artifacts might include copies of publications, copies of presentations, letters of acceptance, journal submission guidelines, etc.

Service

Faculty within the College of Education and P-16 Integration (CEP) have many choices when it comes to providing service to the profession, and they will likely be sought after and expected to serve on a variety of different committees within their respective programs, department, and College and across the University. Service to the institution should be valued in the departmental evaluative criteria.

It is also critical that faculty also provide service that is directly aimed at improving the quality of education (P-16) by seeking to address and solve the many challenges that undermine the academic preparation of tomorrow's society. Clearly, having any kind of impact will take time so sustained and strategic service will be warranted, expected and valued in departmental criteria. Faculty are expected to dedicate a portion of their time to advancing educational causes that merit the profession's resolve.

Faculty are encouraged to commit a portion of their service to P-16 educational activities aimed explicitly at:

- a) The development, implementation, evaluation and ongoing refinement of departmental programs and specially to providing leadership for such activities.
- b) Being actively engaged in and facilitating collaboration among education, community, and business stakeholders (in and outside of the College) to address P16 issues impacting our campus, local, state, regional and national community.

- c) Advancing public advocacy and social justice through community forums and or work with local, state and national policy makers.
- d) Being actively engaged in campus, local, state, national, and international organizations and/or committees to improving education and specially to providing leadership for such activities.

At all ranks, departments are encouraged to provide service to our local educational entities and such expectations should be part of the evaluative criteria. As faculty progress toward the rank of Professor, evaluative criteria should include statewide, national and international service, and leadership positions in professional organizations in such roles as external grant review panels (e.g., NSF, DOE, etc.); journal reviewer; editorial boards; association committees (e.g., AERA, NABE, etc.).

The faculty member is expected to provide a comprehensive narrative explaining how their work is aligned with the departmental indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions, and society. Moreover, faculty should be conscientious in documenting their service related activities and its impact. Recommended artifacts might include official letters, requests, thank you notes, outcome documents, agendas from workshops, etc.