

Department of Educational Research Methodology
Promotion and Tenure Guidelines
Revised: May 18, 2018

Preamble

The Department of Educational Research Methodology (ERM) comprises two academic threads: program evaluation and quantitative methods with a focus on measurement. These threads are represented in the MS and PhD offerings of the department. Faculty generally will have portfolios of responsibility in teaching and research that will align with one of the foci. Mostly, service will not be differentiated by academic focus; however, there may be some service opportunities that align with one focus more than another.

Both of these foci (evaluation and measurement) have both theoretical and practitioner components that are highly valued by the department. There is later elaboration in this document, but especially in the area of research, the department favorably views sponsored applied activities and facilitating practical applied experiences for students as an important compliment to theoretical work and the production of academic products (e.g., journal articles).

General Principles

The Department of Educational Research Methodology (ERM) follows the School and University guidelines on Promotion and Tenure (P&T) and views those documents as the guiding rules and procedures on P&T.

The following sections should be viewed as providing context for interpreting the School and University guidelines in the context of the professional work of most ERM faculty. They are not a substitute for the more complete documentation of the P&T process found in School and University policies and procedures. Further, these guidelines apply to tenure accruing lines. P&T for clinical positions is fully elaborated in the School documentation.

ERM does allow for differentiated portfolios for promotion and tenure. However, any candidate for promotion and tenure seeking to advance under a differentiated portfolio must notify their Chair and/or the Dean of that intention before beginning the process. Differentiated portfolios are not commonly used and therefore must be carefully planned in advance. Differentiated portfolios may substantially differ from the guidelines presented here.

Teaching

The concept of "teaching" as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings, including community-engaged

teaching as defined by the UNCG P&T Guidelines. A candidate should have sustained a record of "good" to "excellent" evaluations in the area of teaching as documented by evidence that may include (but not necessarily be limited to) peer reviews and student course evaluations based on all courses taught.

Teaching Documentation may also include:

- Course load, number of credits, number and level of students.
- Student academic advising
- Student evaluations of teaching
- Peer evaluations of teaching and/or clinical practice
- Development and dissemination of new or improved teaching methods or clinical practices
- Program and/or course development or revision
- Awards for teaching excellence
- Membership on doctoral dissertation committees
- Community-based instruction, such as service learning experiences, on-site courses, or collaborative programs
- Professional development activities (e. g., workshops, non-credit courses)
- Local, regional, state, or national recognition of professional practices or contributions to the field
- Other teaching activities

Research

Research and creative activities may be defined broadly. In general, documented research activity will be consistent with the School and the University:

- Presentations at professional meetings
- Writing or serving on grants or contracts as related to position
- Publication of professional handbooks, curriculum guides, policy briefs, or other community-related products
- Publication of book reviews
- Publication of books or chapters
- Publication of articles published in peer-reviewed professional journals
- Publication of non-refereed articles published in professional journals
- Articles in press
- Grants or funding received from professional organizations
- Technical Reports
- Other creative activities (e. g., creative performances or directorial activities)

While editorial contributions (e.g., editing or associate/editing a journal) may in some circumstances be viewed as research activity, ERM will generally treat those

activities as service to the profession. Edited Special Issues/Volumes will be the exception that generally will be placed under research.

ERM may place somewhat more emphasis on technical reports related to grants and contract than other departments. Evaluation and measurement are applied fields. Knowledge dissemination about the field may occur through traditional scholarly outlets, but it may also occur through technical reports that serve an almost case-study-like role in the field. This use of technical reports may be especially true in the area of evaluation.

Sponsored research and applied contracts that do not lead to traditional scholarly output (e.g., journal articles) may also have an elevated position in ERM relative to other departments. In both measurement and evaluation, the practitioner-scholar model is such that continued applied experience is a crucial part of the professional identity. As such, research may be undertaken that does not advance the field on a theoretical level but that does increase the standing of the individual in the professional community and does add value to the department through connection to current professional practice.

Service

As outlined in the School guidelines, “service embraces activities that enable the University to carry out its mission, contribute to the function and effectiveness of the faculty member’s profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts, where academic knowledge intersects with practical affairs and problem solving.”

ERM values service by faculty at all levels. The department believes that new assistant professors should have the lightest service loads. As they progress professionally, that service should increase. By appointment to Full Professor, the candidate should exhibit a commitment to service at all levels.

Directed Professional Activity

Although all faculty members are expected to perform in the categories of teaching, research, and service, assigned responsibilities may also include professional activities that merit separate classification and delineation. In such cases these activities are a significant part of the faculty member’s contributions to the University and other communities. For those faculty members desiring to use this category, each activity must be carefully defined and agreed upon in advance of beginning the P&T process. Each faculty member using directed professional activity as major component of their promotion and tenure materials should have formal conversations with their Chair, and likely, the Dean of the School of Education.

Community-Engaged Teaching, Research, and Service

Community-Engaged work is recognized by the University as a lens through which teaching, research/creative activities, and service can coalesce “to realize [the university’s] full potential as an inclusive, collaborative, and responsive public research university. The University has developed specific examples for each evaluation category within the University’s Promotion and Tenure Guidelines. These University guidelines should be carefully reviewed by the candidate, Chair and/or Dean before starting the P&T process if they are to be used as evidence for promotion.

Reappointment, Tenure, and Promotion

By reappointment, successful candidates should have established a satisfactory record in the three primary areas of performance: teaching, research, and service. Candidates should have established a satisfactory record of teaching. Those with weaker teaching records should have begun showing some progress toward improvement and/or a clear plan for developing their pedagogy. A research agenda should be underway, with publications, submissions, or sponsored research beginning to show an identifiable theme. Service at reappointment will be lower but understood to be an important part of the profession. The ultimate criterion is evidence that the candidate is on-track for successful promotion to Associate Professor

At promotion to Associate Professor with tenure, successful candidates should have established a strong record in the three primary areas of performance: teaching, research, and service. Candidates should have established a strong record of teaching. Those who began with weaker teaching records should have shown clear improvement and meaningful attention to the improvement of their pedagogy. A research agenda should be established, with publications, submissions, or sponsored research that show an identifiable theme and a contribution to the field and the department (in the case of student support). The year of promotion, the candidate should be fully participating in service to the department, school, and university. They should also show engagement beyond the university in regional and, ideally, national organizations.

At promotion to Full Professor, successful candidates should have a sustained record of contribution to the department, school, and the University through teaching, research, and service, and to the candidate’s field through scholarship and service. The department recognizes that candidates for promotion to Full Professor may have differentiation in their portfolios that reflect specialization within the University and their field. However, all candidates should be contributing in a sustained fashion in the three primary areas of performance even if some areas have a larger role in the candidates portfolio.

