

Department of Specialized Education Services
Promotion and Tenure Guidelines
Revised: May 18, 2018

Document Purpose: This document is supplementary to and is to be used in concert with the University and School of Education guidelines to provide broader guidance on expectations situated within the contexts of the disciplinary characteristics of the Department.

The Department of Specialized Education Services (SES) faculty are committed to developing and maintaining undergraduate, Master's and doctoral programs that develop students' competence in the use and study of evidence-based practices across three Program Areas (i.e., Birth Through Kindergarten [BTK], Special Education [SE], and Professions in Deafness [PID]). The faculty seeks to maintain national and international profiles by: (a) offering rigorous, coherent, and innovative programs comprising evidence-based practices that are grounded in authentic supervised field-based experiences and supported by theoretical frameworks from the disciplines; (b) providing exemplary leadership through research and other scholarly activities, and through professional service for the Department, School of Education, UNCG, and national and international professional organizations; and (c) mentoring exemplary leaders in research, personnel development, and professional service. Across the three programs, SES faculty serve as role models of excellence, professionalism, and leadership.

Philosophically, SES programs are centered on a researcher-practitioner framework, which is reflected in the content of and assignments for each course, supervision of clinical experiences, and expectations for professional practice. In SES undergraduate and Master's programs, faculty members are responsible for preparing professional practitioners (e.g., early interventionists, teachers, American Sign Language [ASL] interpreters, advocates) with either entry-level or advanced expertise, respectively. SES graduates are charged with providing and evaluating high quality evidence-based services (e.g., instruction, ASL interpreting) for individuals with specialized needs in a variety of community, school, and university settings. In the SES doctoral program, faculty members are responsible for developing effective leaders (i.e., university faculty, administrators, researchers) who will make significant contributions to the fields of knowledge and/or practice through their own scholarship, teaching, supervision, and professional service.

Teaching. SES faculty teaching responsibilities are unique in two ways. First, SES faculty are responsible for preparing highly qualified professionals at the undergraduate, Master's and doctoral levels in fields that require specialized knowledge and skills (e.g., language and/or evidence-based instructional strategies for unique populations), as well as the ability to use these qualities across varying contexts and interactions with numerous other practitioners and collaborators (e.g., families, individuals with specialized needs, national experts). Thus, SES teaching includes multiple approaches (e.g., lectures, clinical experiences, observations with feedback, shadowing, and direct instruction, coaching, mentoring, collaborations), at varying levels of intensity, using multiple modes of instruction (e.g., face-to-face, online, hybrid, individualized with distance communication). SES teaching is understood to include not only direct instruction, but also other instruction-related processes, such as supervision of clinical experiences, course development, program improvement, collaboration with colleagues, supervision and mentoring of students in research and scholarship/ creative activities (e.g., conference presentations). Within the SES doctoral program teaching is

understood to also include advising students, mentoring doctoral students' professional development related, but not limited, to teaching, research, leadership, and professional service.

Research and Creative Activity. SES faculty research and scholarship, including creative activity, responsibilities encompass three main areas. First, SES faculty are responsible for publications that could include, but not be limited to, articles in peer-reviewed professional journals, books, book chapters, formal reports, and products such as digital products and/or innovations. SES faculty members' published work may include conceptual, practical, and empirical works, and may use a variety of methodological approaches (e.g., large-n quantitative research, single-subject research, qualitative research, mixed methods research) for basic and applied research questions. Rigorous empirical work published in highly ranked peer-reviewed professional journals is strongly valued in the Department. Because SES faculty are engaged with service providers in the community (e.g., local education agencies [LEAs], state education agencies [SEAs], human service agencies, such as early childhood programs), as well as families and individuals who have specialized support needs (e.g., Deaf and hard-of-hearing persons), publications in practitioner- and individual-related peer-reviewed journals also are valued. Finally, because SES faculty work includes collaboration with agencies, organizations, and governments, publications may include formal evaluations of services and/or other reports officially submitted to agencies, organizations, governments (e.g., NC Department of Public Instruction, international ministries of education), and professional organizations (e.g., Council for Exceptional Children). Finally, in line with the University priorities, publications that reflect community-engaged scholarship (see UNCG Guidelines on Community-Engaged Scholarship) are valued for its application of knowledge in ways that benefit society.

The quantity of publications may vary per faculty member, based on their individual content area(s) and roles in state, national, and international initiatives, as well as interdisciplinary and multidisciplinary research efforts to address complex issues relevant across multiple fields (i.e., early intervention, community and therapeutic recreation, augmentative and alternative communication). The quantity and types of publications are considered within context of the faculty member's role and field as documented in their P&T dossier. Besides the quantity and type of publications, the quality, significance, and impact of each faculty member's body of publications is strongly considered. Thus, attention to the quality and visibility of publication outlets is warranted. SES faculty scholarship is intended to inform educational and professional services in relevant fields, and SES faculty members seek to create and maintain a community of scholars.

Second, SES faculty scholarly activities include seeking, acquiring, and managing external funds to support research, personnel development, transdisciplinary and multidisciplinary research, and community-engaged projects. While not a requirement, per se, success with externally-funded projects is considered an indicator of recognition of the importance and quality of the faculty's body of research and other scholarly work.

Third, SES faculty are responsible for contributing to their respective fields by sharing research and other scholarly activities through peer-reviewed presentations at major state, national, and international conferences. In addition, blind reviews, invited keynotes and other presentations reflect the importance and quality of the faculty member's research and other scholarly activities by national and international constituents.

Professional service. The SES faculty member's responsibilities for professional service comprise an overall academic citizenship that is characterized by collegiality, mutual respect and support, and commitment to both shared community values and a shared community vision.

These are demonstrated through contributing collegial and supportive involvement in all aspects of services in academic programs, the Department, the School of Education, and the University, as well as in state, national, and international professional arenas. Commitment to the faculty member's individual career goals is balanced by a commitment to collegial and supportive service across these arenas.

Directed professional activity. Although all faculty members are expected to perform in the categories of teaching, research, and service, assigned responsibilities also may 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. In the Department of SES this might include being the editor or associate editor of a major peer-reviewed professional journal, being an elected board member of a national or international professional organization, being engaged in multiple national or international projects or major initiatives, and/or major administrative responsibilities (see the *UNCG Promotion and Tenure Guidelines*).

Assignments for Directed Professional Activity must be detailed in a written agreement between the Department Chair and the candidate no later than the end of the semester in which the Directed Professional Activity responsibilities commence. The Directed Professional Activity together with research and creative activities and service activities may take up to one half of a faculty member's full-time assignment each semester. In accordance with the *UNCG Promotion and Tenure Guidelines*, "While all faculty members are expected to perform and be evaluated in the categories of teaching, research and creative activity, and service, their responsibilities also may include professional activities that merit separate classification as directed professional activity. Directed professional activity embraces university activities whose contribution is sufficiently distinctive that their significance is diminished when embedded in any of the three categories of teaching, research and creative activity, and service. In some cases, these activities may be a significant part of the faculty member's contributions to the University and other communities" (section II. D., p.13).

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 (i.e., Teaching, Research and Other Creative Activity, Service, and Directed Professional Activity) 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. In the Department of SES this may include developing and delivering on-site courses (e.g., in a school); collaborating on action research/design-based research with faculty, staff, and parents (e.g., personnel affiliated with the Moss Street Partnership School); and/or providing services to the Piedmont-Triad community that is mutually beneficial for students, faculty/staff, and the public (e.g., sign language interpreting services at community events).

REAPPOINTMENT AT ASSISTANT PROFESSOR RANK (THIRD YEAR REVIEW)

Successful faculty candidates in the Department of Specialized Education Services are competent researcher-practitioners who demonstrate the beginning of a cohesive research agenda stemming from their dissertations or previous studies, with co-authors identified beyond the candidates' doctoral advisors. Their body of research and creative activities demonstrates potential for publishing in highly ranked peer-reviewed professional journals, but also may include publications in practitioner journals, presentations at conferences (i.e., state, national or international), and other creative activities. Assistant Professors should consult their mentors to identify high-quality outlets (e.g., publications, presentations) for their line of research. Faculty at this level will also demonstrate a beginning mastery of content and pedagogy appropriate to their field in content courses, clinical supervision, and student mentoring. A commitment to all aspects of the teaching and learning process for undergraduate, Master's and doctoral students should be demonstrated. Service activities are primarily at the Department and School of Education levels, with some participation in professional organizations at the state, national, and/or international levels. Successful candidates provide professional service that demonstrates an overall academic citizenship that is characterized by contributing collegial and supportive involvement in all aspects of services in academic programs, the Department, the School of Education, and the University, as well as in state, national, and international professional arenas. Commitment to the faculty member's individual career goals is balanced by a commitment to collegial and supportive service across these arenas. As a whole, a successful SES candidate at this level demonstrates promise of satisfying UNCG and the School of Education criteria for promotion to Associate Professor with tenure.

PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR WITH TENURE

Successful faculty candidates in the Department of Specialized Education Services are strong and committed researcher-practitioners who provide evidence of a unique well-defined line of research and creative activities that has: (a) begun to make a contribution to their field; (b) resulted in additional research questions that will either extend the line of research into the future, or lead to one or more related lines of research; and (c) demonstrated potential for external funding. Successful candidates at this level integrate theory, research, and evidence-based practice across instructional contexts (e.g., higher education classroom, community-based classrooms, community settings), as well as throughout the teaching-learning processes (e.g., instruction, supervision, coaching, mentoring) and across undergraduate, Master's and doctoral programs.

Successful candidates provide professional service and overall academic citizenship that is characterized by contributing collegial and supportive meaningful engagement in a combination of relevant aspects of services in academic programs, the Department, the School of Education, and the University, as well as in state, national, and international professional arenas. Commitment to the faculty member's individual career goals is balanced by a commitment to collegial and supportive service across these arenas. Finally, successful candidates provide evidence that their level of performance, productivity and commitment related to teaching, research, and service has earned national recognition and will continue beyond the point of promotion to Associate Professor with tenure, and toward promotion to Professor.

PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Successful faculty candidates in the Department of Specialized Education Services at this level clearly demonstrate substantial and sustained achievement in teaching, research and service with a unique and balanced record of success in all these areas. Through their post-tenure record of research and creative activity in their line of research successful candidates demonstrate achievement, distinction, sustained production of scholarship, and impact on their field. They are well-established and mature scholars who have strong national and/or international reputations as leaders including extensive scholarly work in their line of research, as well as application of that work in relevant contexts (e.g., early childhood centers, schools, government agencies, the community). Their scholarly work has had a significant national/international impact in their field, and there is evidence that their scholarly work is recognized by professional organizations and leading scholars in the field. If relevant given the candidate's field, there is evidence of acquiring external funding which is used effectively to positively impact the field either through rigorous published research and/or conceptual papers, extensive collaboration with agencies or organizations to improve the use of expertise by practitioners, or provision of support for students and scholarship. Successful candidates integrate their research and creative activities into teaching, coaching, and mentoring of students and junior faculty members.

Successful candidates at this level provide evidence of teaching that reflects a deep understanding of the teaching and learning process with a record of continuous commitment to all aspects of teaching beyond promotion and tenure. They are accomplished teachers across forms of instruction (e.g., lectures, modules, seminars, mentoring), instructional platforms (e.g., face-to-face, online), and levels as appropriate (e.g., undergraduate, Master's, doctoral). Testimonials of students and peers establish their excellence and innovation related to their practice of pedagogy and related activities, such as curriculum development, program design, and faculty leadership.

Successful candidates at this level integrate their research and creative activities into high profile service across the Department, University, professional organizations, and other relevant entities (e.g., early childhood centers, schools, the community), and national and/or international leadership roles. Their record reflects both contributing and leadership service roles (e.g., chairing initiatives, committees, and other major service roles), as well as efforts that enhance not only their own careers, but also the groups with which they interact across contexts. They provide evidence that that their productivity and professional development will continue beyond the point of promotion to Professor.

Successful candidates continue to provide professional service and overall academic citizenship that is characterized by contributing collegial and supportive meaningful engagement in a combination of relevant aspects of services in academic programs, the Department, the School of Education, and the University, as well as in state, national, and international professional arenas. Commitment to the faculty member's individual career goals is balanced by a commitment to collegial and supportive service across these arenas. Finally, successful candidates provide evidence that their level of performance, productivity and commitment related to teaching, research, and service has earned national recognition and will continue beyond the point of promotion to Professor.

Promotion at this level is not simply based on duration of employment in rank, although this may be a consideration in evaluating long term impact of the faculty member's work as

well as the quantity and quality of the work produced since promotion and tenure.

DEPARTMENTAL PROCEDURES

The Department of SES follows the UNCG and School of Education Promotion and Tenure Guidelines in its procedures for all promotion and tenure submissions.

The candidate works with the Department Chair, and/or his/her designee, to create the file of materials to be reviewed. The file is reviewed by all persons eligible to vote on the candidate, which includes faculty members at or above the rank the candidate seeks. The Department Chair appoints an eligible faculty member to serve as chair of the *ad hoc* review committee. The Acting Committee Chair arranges for faculty reviews of teaching, scholarship/research, and service from other eligible committee members. At a face-to-face meeting scheduled by that Acting Chair, the candidate's file is reviewed by all committee members who must be present for discussion about the candidate's teaching, research and creative activity, and service. Faculty members determine that appropriate and sufficient information has been provided by the candidate, or if additional information is needed to conduct an adequate review. Faculty members determine whether appropriate and sufficient information has been provided by the candidate, or if additional information is needed to conduct an adequate review. Once the information is deemed sufficient, the Committee members present at this meeting will vote to approve or disapprove the candidate's promotion and tenure dossier. The Acting Committee Chair records the count of the faculty vote.

The Committee will decide how to develop, discuss and synthesize their findings, culminating in the Acting Committee Chair finalizing a written recommendation regarding the candidate and submits this to the Department Chair. The Department Chair writes an independent review and recommendation regarding the candidate. If both the vote of the faculty and the recommendation of the Chair are negative, the candidate's file does not go forward to the School of Education. Otherwise, the candidate's file, summary evaluations written by Department Committee members, the Department Committee vote count, and the written recommendation of the Chair is forwarded for consideration to the School of Education Promotion and Tenure Committee.