

DEPARTMENT OF TEACHER EDUCATION AND HIGHER EDUCATION
DEPARTMENTAL GUIDELINES FOR REAPPOINTMENT, PROMOTION AND/OR TENURE,
AND POST-TENURE REVIEW
(Revised May 18, 2018)

INTRODUCTION

The standards, established in this document for promotion and tenure reflect the policies and guidelines of the University and School of Education. The standards and expectations outlined in this document address promotion and tenure as it relates specifically to faculty in the department of Teacher Education and Higher Education (TEHE). The intent is to bring clarity to the ways members of the faculty may demonstrate their contributions to teaching, research, and service as it is practiced in their specific fields. Candidates should read these guidelines carefully and consult with the Chair or their mentors if they have questions.

REAPPOINTMENT AS ASSISTANT PROFESSOR

The purpose of reappointment is to demonstrate that assistant professors have demonstrated satisfactory teaching, a program of research, and service activities that indicate both accomplishments in these areas and evidence that their current accomplishments will lead to promotion and tenure.

Teaching: Pre-tenure faculty will carry a 2/2-course load and will have been granted a course-release during the first year of their appointment. Their teaching shall be assessed by both students and faculty. During the reappointment period, the expectation is that they will maintain average student course evaluations of 3.5 or better on the 2 required questions. Student comments regarding the effectiveness of teaching performance shall be summarized, including both aspects of teaching that went well and those that indicate suggestions for improvement. In documenting teaching activities, the candidate will also explain their responses to the suggestions from students. Candidates should identify faculty members to observe and assess their teaching. Pre-tenure faculty should solicit at least one observation each academic year.

Course evaluation is only one aspect of teaching documentation. In keeping with University and School of Education policies, faculty coming up for promotion and tenure shall provide detailed data and evaluative comments for courses as well as outline their overall contributions to the teaching and learning of the students they teach. This documentation includes all aspects of teaching in which the faculty has engaged—course evaluations, faculty observations of teaching, professional development activities, awards, membership on doctoral committees, membership in curriculum committees, program development, etc. Candidates for reappointment are not required to participate in all of these activities but must provide evidence that they are engaged in the other responsibilities of teaching as a faculty member.

Research: TEHE embraces a broad range of research practices, e. g., quantitative, qualitative, community engaged, research partnerships in faculty's effort to address professional, educational, or theoretical problems in their fields. All tenure-earning faculty in the department will engage in ongoing research. In addition, candidates should document state, national, and international collaborations. The department further embraces collaboratively published manuscripts and single-authored publications. Candidates for reappointment should consult their faculty mentors about publication outlets and other publication opportunities.

The department expects that candidates for reappointment will demonstrate research activity not only through publications in peer-reviewed journals but also evidence that they have manuscripts in press or in

progress in publication outlets consistent with their research agenda. Faculty are also expected to present papers at the primary professional organizations of their fields especially as these presentations may serve as the groundwork for new publications. It is through this stream of publications that reappointment candidates demonstrate an active program of research and the potential for ongoing research activity. The department considers both research reports and professional publications that bring research to practicing educational professionals. Pre-tenure faculty are encouraged to pursue funding for research activities consistent with their research program, but it is not a requirement for reappointment. Candidates should document both internal and external grant activity, including those funded and those not. In addition, candidates should report other publications, such as book reviews, articles in non-peer reviewed journals, publication of professional materials (e.g., handbooks, curriculum guides, policy briefs, other community-related products). In the dossier, candidates should indicate the scope of their research, the theoretic perspectives they draw from, and the methods they use, demonstrating how these aspects of their research support the development of their research agenda. Both publication acceptance rates and the role of the candidate in collaboratively authored manuscripts must be described in the dossier.

Service: Pre-tenure faculty should begin to establish a record of service at the department, school, or university, or professional levels. Most candidates begin with department or school activities, although because of their individual areas of expertise they may be invited to participate in university, state, or professional organizations. Service activities should increase incrementally across the reappointment period. Faculty mentors can serve as important guides to service activities and should be consulted about service activities that require a significant time commitment on the part of the candidate. All service activities should be documented, including dates of service and position.

PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR WITH TENURE

Teaching: At the time of promotion and tenure, faculty in TEHE should demonstrate excellence in teaching as exhibited through student course evaluations and at least three peer observations completed by tenured faculty members in addition to those completed during reappointment. Although most peer observations will be completed by TEHE tenured faculty, candidates may request that an observation by a tenured faculty outside the department whose academic work has a direct connection to the candidate's. Candidates should show evidence of continuous efforts to improve their teaching, based upon course evaluations, peer observations, and professional standards. These actions should be clearly articulated in their annual reviews. Course evaluations scores on the two required questions on course evaluations should regularly average 3.5 or above. Deviations from this minimum score should be explained in both annual reviews and the promotion and tenure statement of accomplished work. Student comments regarding the effectiveness of teaching performance shall be summarized, including both aspects of teaching that went well and those that indicate suggestions for improvement. In documenting teaching activities, candidates will also explain their responses to the suggestions from students.

Tenure-earning faculty who engage in research activities and doctoral education will generally teach two courses per semester across the undergraduate, masters, and doctoral programs with the exception of Higher Education faculty who teach masters and doctoral students only. They will also be engaged in programmatic efforts to revise curriculum of the programs in which they teach and engage with students as advisors, informal mentors, and instructors who encourage and support high standards. Engagement with state or national professional teaching groups are also considered as part of teaching activities.

In keeping with University and School of Education policies, faculty coming up for promotion and tenure shall provide detailed data and evaluative comments for courses as well as outline their overall contributions to the teaching and learning of the students they teach. This documentation includes all aspects of teaching in which the faculty has engaged—course evaluations, faculty observations of teaching, professional development activities, awards, membership on doctoral committees, membership

in curriculum committees, program development, awards or recognitions of teaching, etc. In addition, co-teaching or cross-departmental teaching is valued by the department should also be described in the dossier.

Research: At the time of promotion and tenure, faculty members should show evidence of a growing research agenda. Although the department does not specify a fixed number of publications, consistent publishing in journals, chapters in edited volumes, editing themed issues, books, and peer-review proceedings important to the faculty member's field is expected. A record of a manuscripts submitted or in preparation demonstrates continuing research activity and is valued as part of the review process. The department recognizes the role of practitioner journals in disseminating research to the profession and considers them in the evaluation of the candidate's scholarly productivity. Faculty members are also expected to present papers at professional conferences, especially as these presentations may serve as the groundwork for new publications. In addition, candidates should report other publications, such as book reviews, articles in non-peer reviewed journals, publication of professional materials (e.g., handbooks, curriculum guides, policy briefs, other community-related products).

The Teacher Education and Higher Department embraces a broad range of research practices—quantitative, qualitative, community engaged, research partnerships—in faculty's effort to address professional, educational, or theoretical problems. The department also values collaborative research and publications with doctoral students; TEHE colleagues; faculty from other universities; and professionals in higher education, schools, or community organizations. In their promotion and tenure dossiers, candidates should indicate the scope of their research, the theoretic perspectives they draw from, and the methods they use, demonstrating how these aspects of their research support the development of their research agenda. Both publication acceptance rates and the role of the candidate in collaboratively authored manuscripts must be described in the dossier.

The department encourages faculty members to pursue internal and external funding when aligned with their research agenda. Although valued, securing external grants is not required for promotion and tenure. Efforts to secure internal or external grants should be documented in the dossier, indication those funded and those not funded.

Service: All members of the faculty are expected to show leadership through service to their various professional communities. As assistant professors, faculty members should begin with committees in the department or school. They may also be invited to serve on committees at the University that align with their academic work. All service commitments should be reviewed with the Chair and/or Faculty Mentors. By the time they reach promotion and tenure, faculty members should begin to serve not only the University but also their professional organizations, community organizations, or other external institutions. All service activities should be documented, including dates of service and position.

PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Promotion to the rank of professor is based upon achievement, distinction, and the impact of scholarly work, most commonly achieved by the development of a national reputation. Promotion to professor is not based on the duration of employment in rank although this may be a consideration in evaluating the long term impact of the faculty member's work and the quantity and quality of worked produced since promotion to associate. Each faculty member is evaluated on the body of work in relation to teaching, research, and service. Substantial achievement in each area is expected. Although a candidate for promotion to professor may not have equally substantial achievements in all categories, the unique aspects of the faculty member's work is considered in promotion decisions.

Teaching: At the time of promotion to Professor, faculty in TEHE should demonstrate excellence in teaching as exhibited through student course evaluations and at least three peer observations completed by tenured faculty members in addition to those completed during reappointment. Although most peer observations will be completed by TEHE tenured faculty, candidates may request that an observation by a tenured faculty outside the department whose academic work has a direct connection to the candidate's. Candidates should show evidence of continuous efforts to improve their teaching, based upon course evaluations, peer observations, and professional standards. These actions should be clearly articulated in their annual reviews. Course evaluations scores on the two required questions on course evaluations should regularly average 3.5 or above. Deviations from this minimum score should be explained in both annual reviews and the promotion and tenure statement of accomplished work. Student comments regarding the effectiveness of teaching performance shall be summarized, including both aspects of teaching that went well and those that indicate suggestions for improvement. In documenting teaching activities, candidates will also explain their responses to the suggestions from students. In addition, candidates for promotion to Professor should demonstrate engagement in state and national initiatives related their areas. Such activities can include service on state curriculum committees, policy work for professional organizations, participation in professional development related to new standards, etc.

Research: The Teacher Education and Higher department embraces a broad range of research practices—quantitative, qualitative, community engaged, research partnerships—in faculty's effort to address professional, educational, or theoretical problems. The department also values collaborative research and publications with doctoral students; TEHE colleagues; faculty from other universities; and professionals in higher education, schools, or community organizations. In their promotion and tenure dossiers, candidates should indicate the scope of their research, the theoretic perspectives they draw from, and the methods they use, demonstrating how these aspects of their research support the development of their research agenda. Both publication acceptance rates and the role of the candidate in collaboratively authored manuscripts must be described in the dossier.

A candidate seeking promotion to professor will have demonstrated a continuous commitment to scholarly accomplishments and a continuous record of post-tenure productivity (e. g., publication, external grants where relevant, research awards). Associates Professors should also document their participation in the doctoral research through their service on as chair or member of doctoral committees. Candidates should have a national reputation based on a significant body of scholarly work. Publications can include books, journal articles, book chapters as well as publications sponsored by state departments, philanthropic organizations, or professional associations. There should be a balance between quality and quantity in evaluating the body of presented and published work. Candidates are expected to have published in the major journals in their fields.

Service: Service is intended to support the activities fundamental to the University mission. Candidates for promotion will have maintained a consistent record of service through committee work and leadership in TEHE, SOE, University, and professional organizations. Their service and scholarship support the expectation that candidates for promotion to Professor have established themselves across the organization and institutions Service commitments should continue to be tailored around the candidate's specific interests and scholarly work. Candidates for promotion to Professor should also demonstrate leadership in their service activities as committee chairs, leadership in professional or civic organizations, appointments to state or national commissions, etc. All service activities should be documented in the dossier, including position and dates of service.

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 promotion and tenure process.

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 promotion and tenure process, if they are to be used as evidence for promotion.

POST-TENURE REVIEW

Post-tenure review occurs every five years once a faculty member has been promoted and tenured. Faculty members who are promoted during the fifth year, they will be considered to have had a successful post-tenure review. Faculty members preparing their dossier for post-tenure review will include goals for the previous five years, annual reviews completed since promotion, and a current CV. If desired, a faculty member may include a Statement of Elaboration in addition to the CV and annual reviews. In the Department of Teacher Education and Higher Education, the Chair, in consultation with the faculty, will appoint the review committee. Upon completion of their review the committee will submit a letter reflecting the outcomes of their review, including suggestions for the faculty member. This letter, along with a report from the Chair will be provided to the Dean.