

CRITERIA FOR PROMOTION AND TENURE BY RANK COLLEGE OF EDUCATION

| | Associate Professor | Professor |
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| Teaching | All members of the professorial faculty are responsible for participating with distinction in classroom teaching. Quality instruction is expected from all members of the College of Education faculty at all levels. Indicators of outstanding teaching include systematic student evaluations anchored in a comparative data base, peer and administrative evaluations, evidence of mentoring and advising, student supervision (practica, internships, student teaching), directorship of theses and dissertations, instructional innovation, course and curriculum development, load (course, advising, student committees), teaching honors and awards, and/or evidence of student success. | Criteria are identical to those for promotion to associate professor; however, quality, significance, and impact are more rigorously evaluated. In addition, the following are considered most important: mentoring and collaborative research with undergraduate and graduate students and teachers in the field and mentoring of other faculty members throughout the academic community. |
| Research, Scholarly/ Creative Activity | The key is to advance knowledge in the field and engage in inquiry that enhances our understanding of learning and educational systems and thereby provides a foundation for the improvement of education. Evidence of originality, significance, methodological soundness, scholarly work embedded in a coherently related and sustained line of inquiry, and scholarly recognition may include books; monographs; chapters in books and monographs; refereed articles; nonrefereed articles; other publications such as bulletins, technical and research reports, editorials, abstracts, and book reviews; invited scholarly presentations (colloquia, seminars, symposia, and conferences); honors and awards for scholarship; citations to scholarship; documentation of research in progress; or research grants or contracts received. | Criteria are identical to those for promotion to associate professor. In addition, candidates must show how national and/or international scholars have used their work and the extent of the impact this work has had on the field. In all respects, a body of cohesive research with steady publication is expected, and quality, significance, and impact are rigorously evaluated. |
| Service/ Outreach | Faculty must be involved with intra-University and extramural service, including K-12 and community college collaborations. Evidence includes contributions to the University, the local community, and the general profession, e.g., administrative offices held or services performed; chairing or membership on program, department, college, and university committees; participation in special university programs such as student recruitment/retention or advisor to student organization; workshops, presentations, service on local boards, seminars, colloquia; elected offices, committee assignments, proposal reviewer, program chair, discussant at professional meetings, invited addresses; journal editor or membership on editorial board; service on special panels, task forces, teams, or commissions; consultation services; honors and awards for service. Serving in a leadership role as an associate department head, program chair or director, or similar service to the department should be recognized in this category. | Criteria are identical to those for promotion to associate professor; however, quality, significance, and impact are more rigorously evaluated. In addition, criteria include national and/or international activity in professional organizations and consultancies and a strong and visible presence in intra University and College activities. |
| Admin Service | Administrative service is a category the university tends to reserve for administrative positions within the institution, such as department head, assistant/associate dean. | |
| % Assigned _____ | | |
| <p><i>Note: Faculty being evaluated supply a range of qualitative and quantitative data to serve as indicators of performance; however, those responsible for evaluation have full responsibility for interpretation. The criteria listed above identify major sources of evidence for assessment; promotion and/or tenure are not dependent upon meeting each criterion. Peer and administrative evaluation emphasize the quality, significance, and impact of each faculty member's work.</i></p> | | |