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COLLEGE OF EDUCATION PROMOTION AND TENURE POLICY AND PROCEDURES

Preamble

The College of Education (COE) has a responsibility to employ well-prepared and experienced faculty and to assist them in developing their talents by promoting and safeguarding organizational values characteristic of a community of professional scholars. Further, the COE has a responsibility to sustain an environment that supports academic freedom and provides opportunities for faculty growth and development in teaching, scholarship, service, and creative and grant related activities. Thus, all faculty members have a responsibility to mentor and support each other as they work toward promotion and tenure. Each person pursuing tenure and promotion is expected to describe how her or his work and accomplishments align with COE and University missions and priorities. Given the importance of the University's OP 32.01, every COE faculty member is strongly encouraged to become knowledgeable of its details so that applications for promotion and tenure are made and reviewed in the light of its requirements.

The awarding of promotion and tenure signifies that faculty members have reached an important milestone in their careers and are ready to assume greater leadership roles in the University, professional circles, and the COE. Promotion and tenure constitutes a mutual promise: The COE promises to support faculty members' work throughout their careers, and faculty members promise to continue to grow as teachers, scholars, and service providers to the University, the community, and the COE. This results in a significant contribution to the goals of the University, the COE, and the profession. As faculty members experience professional growth and advance in rank (i.e., from assistant professor to associate professor to professor), they can achieve national and/or international prominence and enhance their academic status, as well as the status of the COE and the University.

The COE is committed to attracting and retaining a diverse faculty who demonstrate the potential for achieving promotion and tenure. Faculty members who are promoted and tenured have a strong, consistent record of teaching excellence, a sustained, focused scholarship record, and evidence of meaningful professional service.

In keeping with the policy of the TTU Board of Regents' implementation of the revised OP 32.01, Faculty members being considered for promotion or tenure in the COE will have the opportunity to choose to be evaluated under the COE policy in effect on the date of their hire (if being considered for tenure and promotion to associate professor) or the date of their last promotion (if being considered for promotion to full professor) or the new or current revised policy (approved by the COE faculty in 2012).

Conceptual Background

Since it is important to understand the COE's integrated approach to teaching, research, and service, the following thoughts are provided for clarification. The actual criteria for tenure and promotion are provided in later sections of this document.

Teaching

In the COE, teaching is understood to include any activity that is designed to impact the learning of university students and their professional influence on others. Consequently, teaching includes but is not limited to the responsibilities that are integral to course and program design, development, assessment, evaluation, and revision. Likewise, it includes supervision of student teachers and practicum/internship students, oversight of other site-based responsibilities, advisement of students, and serving on dissertation committees. Teaching is focused on developing students' knowledge bases, reasoning abilities, skills acquisition, productive capacities, and reflective and affective dispositions.

Examples of evidence of effective teaching include but are not limited to the following:

- creating a face-to-face, online, or hybrid course
- developing a new online program
- providing the results of student course evaluations
- supervising a thesis, a dissertation, or an independent study course
- revising syllabi and/or course assignments to reflect professional changes and the needs of students and the community
- providing feedback on dissertations, theses, and papers
- overseeing a research team of students
- co-creating a new minor or major
- serving on a program evaluation team with other faculty
- co-writing a planning grant that supports the creation or redesign of a program.

Research and Creative Activity

The University and College recognize both the scholarship of discovery and the scholarship of integration. The scholarship of discovery contributes to knowledge and involves the pursuit of

knowledge and/or creative expression. The scholarship of integration interprets, draws together, and brings new insight to bear on original research or creative expression.

All faculty members in the COE are expected to engage in scholarly research and/or creative activities on a consistent basis. Scholarly research and creative activity should expand knowledge and understanding in the field of education with the ultimate goal of addressing and impacting educational issues of importance to society. The results of research and creative activities should be shared with professionals outside the university in order to positively influence educational practice, educational theory, and/or the development of new research and/or creative endeavors. Research studies and reports should be submitted to peer-review, review by experts in the area of contribution, or demonstrate that the research has entered the public dialog in education. Collaborative endeavors are encouraged (e.g. co-authoring); however, the proportional contributions of the faculty will be taken into account when evaluating the activity. Though scholarly research and creative activity can be demonstrated in many ways, the essential criterion of such scholarship is its public distribution through publication, conference presentations, and/or use to improve services in professional settings.

Examples of evidence of effective research and creative activity include but go beyond the following:

- presenting findings of a research project at a peer-reviewed conference
- publishing findings in a peer-reviewed journal
- exhibiting one's work in a library, museum, or art gallery
- using findings of studies with professional partners to assist them as they seek to improve their services
- contributing a chapter to a peer-reviewed book
- publishing a collection of short stories or poems in a peer reviewed volume
- receiving approval for an extension of a grant that includes data which demonstrate the effectiveness of an intervention strategy

Since publication is such an important product of research and creative activity, it is important to clarify several aspects of publication, including the idea that peer-reviewed and other professional outlets are required. The goals of publications are to: (a) advance knowledge in the field; (b) assist in translating research into practice; (c) affect policy, or (d) extend a creative genre. Therefore, a publication that serves one of these purposes reports on research or creative activity that evaluates the measurable impact of programs or policies, tests current theories in the field, or generates new frameworks from which to examine persistent issues in education. Regardless of which type of publication a faculty member engages in, emphasis is on providing evidence that the research and creative activity is influential to the education community. Therefore, counting publications is less important than impact of publications. Quality of

publication is determined by the degree of influence attributable to faculty member's overall publication or creative record. Faculty members must document the influence of publications included in their dossier.

Examples of evidence of influential publications include, but extend further than, the following:

- publications cited by peers seeking to influence educational practice
- publications cited in textbooks frequently used in college teaching
- publications cited by legislators involved in education reform
- published textbooks/edited books frequently used in college teaching
- invited presentations to professional conferences or professional development sessions
- publications frequently used in professional development sessions

Other examples include:

- non-peer reviewed publications
- book chapters
- books
- professional journals
- technical reports

Since grants are an important element of research and creative activity, it is important to note that grantsmanship is an anticipated skill of COE faculty, and regular involvement in the writing of grant proposals and the grant oversight processes is expected. When appropriate, seeking internal seed funding to solicit external funding is strongly encouraged. In addition to research itself, grant-related activities (e.g., grant development, management, and report writing) are considered scholarship. Funding sources may include private foundations, government agencies and/or other sources. It is expected that grant activities will support and enhance the missions of the COE, the university and the partnering institution.

High priority is placed on securing funding for research or creative activity designed to make an impact on a candidate's professional field (e.g., schools, universities, agencies, and private practices and businesses) such as intervention-based research activities and basic/theoretical or historical research. All kinds of funding should demonstrate an improvement or advancement of faculty members' respective fields of study through the scholarship of discovery or integration. Evidence of influential grant proposal writing and involvement in the grant oversight process includes but extends far beyond the following:

- receiving notification that a proposal has been funded
- maintaining appropriate oversight of the grant processes in a timely manner
- demonstrating measurable and important outcomes of the grant activities
- publishing findings from the grant project in peer-reviewed journals.

Professional Service

Professional service by COE faculty is highly valued and essential to the success of the University, the COE, and professional partners. Consequently, faculty should consider COE and partner priorities and interests when making decisions about service. Meaningful service, which may include outreach and engagement, often provides a mechanism for creating a multidirectional relationship among faculty members' teaching, research, and service.

Service includes any activity that enables the university and the COE to pursue their respective missions. To reach the goals embedded in these missions, faculty seek to impact the effectiveness of both the University and the COE as well as a variety of professional partners and entities (e.g., P-12 schools and districts, higher education institutions, counseling agencies, private sector educators) by seeking to help them better meet the needs of their students and clients. Examples of service include engaging in collaborative intervention-based research activities, serving as department chairs and program coordinators, and working on University, COE, department, and program committees. Similarly, providing leadership in professional associations, for organizational projects, and on journal staffs or boards is service. Additional examples of effective service include but are not limited to the following:

- engaging in research that results in change in a program, school, agency, or community college
- co-writing a committee report that serves as the impetus for creating measurable outcomes for a project or program
- publishing an article or book that is designed to influence professional development or improve student achievement
- co-writing a grant that supports change in a partnership
- contributing to the development of a school or college that is designed to become an exemplary school or college
- demonstrating as a journal editor or board member that you have promoted an educational reform agenda and activities

1. Standards for Tenure

A favorable tenure decision at any rank requires the candidate to:

- demonstrate effectiveness as a teacher
- produce a record of peer-reviewed publications that demonstrate an impact on the profession and those served thereby
- maintain a record of consistent service
- contribute to COE programs through activities such as serving on governance committees, teaching courses, and mentoring and supervising students' independent studies, and serving on or chairing thesis and/or dissertation committees
- promote and display collegiality by mentoring and supporting other faculty as they work toward promotion and tenure
- consult the Board of Regents Rule 04.02 and OP 32.01 for further information. The final decision on both tenure and promotion lies with the Board of Regents.

2. Standards for Academic Rank

Texas Tech University has established minimum requirements for promotion (O.P. 32.01, Promotion and Tenure Standards and Procedures). Beyond these minimum requirements, the COE has adopted the following standards for promotion.

Annual Review for Assistant Professor

At this rank you will be evaluated annually by your department chair, and in a more comprehensive form during your third year of employment by your chair and tenured faculty. Teaching, research and/or creative activity, and service are the areas this evaluation will address. Evidence of progress in these three areas should include succinctly written statements of your:

- teaching effectiveness that impacts the learning of your university students and their future students/clients to whom they provide service
- involvement in research or creative products, including refereed publications that are designed to make an impact on a candidate's professional field such as intervention-based research activities, basic/theoretical/historical research
- professional service to the university, the COE, and other partnerships (e.g., P-12 schools, school districts, agencies, other institutions).

During these reviews, a committee will evaluate and report to your department chair your progress toward promotion and tenure. Supporting documentation is needed to substantiate the information provided in your statements. For example, when documenting your service activities, which may include outreach and engagement, you may include a letter from a school principal or a counseling agency that discusses your contribution on the school or agency's adoption of a new plan of action.

Faculty members who are working toward promotion should consult the Associate Professor section of this document to understand the precise criteria for promotion to this rank.

Promotion to the Rank of Associate Professor

Teaching Effectiveness: To achieve promotion to the rank of associate professor, the faculty member:

- provides evidence, including peer review, of the learning progress of students on programmatic skills, products, and outcomes in addition to evidence of teaching effectiveness through student course evaluations
- contributes to the development of student knowledge, skills, and products through course and program design, program assessment and evaluation, and/or revision
- supervises student teachers, practicum/internship students, and/or student theses and/or dissertations
- must have evidence of teaching effectiveness or promotion will not be granted.

Research and Creative Activity: To achieve promotion to the rank of associate professor, the faculty member:

- demonstrates consistent engagement in scholarly research and/or creative activities that address educational issues of importance to educational institutions and society.
- participates in grant activities, including grant writing and oversight, that allow implementation of scholarly research, personnel preparation, and/or creative activities to improve education.
- disseminates scholarly research and/or creative activities in a manner that best influences educational practice, educational theory, and/or the development of new research and/or creative endeavors, including peer reviewed publications, other publications, and conference presentations.
- Demonstrates that scholarly research and/or creative activities reach or exceed the standards of the field through positive peer review, review by experts in the area of contribution, or public dialog in education.

Professional Service: To achieve promotion to the rank of associate professor, the faculty member:

- demonstrates meaningful participation in activities that promote the respective missions of the department, the University, and the COE
- participates in service activities in the community that address educational issues through partnerships

- may engage in service activities at the national and international levels if addressing educational issues at broader levels.

Promotion to the Rank of Professor

Teaching Effectiveness: To achieve promotion to the rank of professor, the faculty member:

- provides evidence, including peer review, of the learning progress of students on programmatic skills, products, and outcomes in addition to evidence of teaching effectiveness through student course evaluation results
- contributes to the development of student knowledge, skills, and products through involvement in course and program design, program assessment and evaluation, and/or revision
- supervises student teachers, practicum/internship students, and/or student theses and/or dissertations
- provides evidence of being a successful teacher in multiple teaching contexts, such as writing conference proposals; authoring grant proposals; writing articles, chapters, and books; constructing software programs
- must have evidence of teaching effectiveness or promotion will not be granted

Research and Creative Activity: To achieve promotion to the rank of professor, the faculty member:

- demonstrates consistent engagement in scholarly research and/or creative activities that address educational issues of importance to educational institutions and society
- provides evidence of national and/or international recognition of their research and/or creative activity (A record that leads to national and/or international recognition should be characterized by scholarship and/or creative activity that has impacted the candidate's professional field as well as impacted those who are former students or graduates)
- conducts research and/or creativity in a variety of ways, (e.g., working with schools and agencies to implement research findings, publishing peer-reviewed manuscripts, making peer-reviewed scholarly presentations, securing external funding, receiving institutional and professional recognitions and awards for research and creative products)

Professional Service: To achieve promotion to rank of professor, the faculty member:

- Demonstrates meaningful participation in activities that promote the respective missions of the department, the University, and the COE

- Participates in service or outreach activities in the community that address educational issues through partnerships.
- Engages in service activities at national and/or international level.
- Must be a leader in the governance and development of the university, profession, and the COE.
- Demonstrates evidence of a cumulative record of service and leadership in such areas as national and international committees, councils, boards, and associations.

Appendix A

Decision-Making Procedures for Promotion and Tenure

- Candidates who are being considered for promotion and tenure are evaluated by faculty within their department who are tenured or with rank equal to or higher than that of the contemplated promotion, the Department Chair, the COE Promotion, Tenure, and Post Tenure Review Committee (P&T), the Dean of the COE, the Dean of the Graduate School, the Provost and Senior Vice President (PSVP) and provost-designated officials, and the President. The President's recommendations are provided to the Chancellor and to the Board of Regents. Action of the Board of Regents awards promotion and tenure to faculty members at Texas Tech University. and designated officials in the Provost/Senior Vice-President for Academic Affairs (PSVP). Eligible faculty may only vote once. For example, if someone is on the P&T Committee, this person votes as a member of the committee and cannot vote as a faculty member. In the event, a department does not have at least three faculty members of the appropriate rank for voting, the additional number needed will be selected by a candidate's department chair from another department within the COE.
- By Monday of the second week in September of each academic year [or immediately after being provided with this information by the Provost], the Dean of the COE will distribute to all faculty the COE's and University's time line for promotion and tenure decisions for the current year.
- Although candidates originate their applications for tenure and promotion, and they are reviewed initially by eligible faculty in the respective departments, the COE is the basic academic unit within the University for the purpose of promotion and tenure decisions.
- The College of Education P&T Committee, composed of six, tenured, faculty members holding the rank of associate or full, reviews all applications for promotion and tenure within the College of Education and makes recommendations to the Dean. Efforts will be made to insure that the committee includes individuals who represent multiple diversity factors.
- The members of the P&T Committee will meet during the spring semester, elect a chair, establish the procedures governing their deliberations, and plan their activities for the coming year. All proceedings by this committee are strictly confidential in nature. All members of the committee will independently review the candidates' dossiers. Following the review the committee will meet to deliberate and vote. After recording the vote, the Chair of the P&T Committee will give the marked, signed ballots to the Associate Dean, who will retain custody of the ballots.

- Each year two of the members will rotate off the committee since all are in staggered three-year terms. The appointment of faculty members to the P&T Committee will occur on or before the third Monday in March, during the spring semester. The chair of the Faculty Council, or the chair's designate will ask the faculty to make nominations or self-nominations for the open P&T committee slots. These names will be reviewed and considered by the Dean. The Dean will inform the faculty of the selected committee members by April 1st.
- The procedures outlined in Texas Tech University OP 32.01 (revision 7/11/12) Promotion and Tenure Standards and Procedures, are followed by the COE.
- Applications for promotion or tenure are initiated by the faculty member.
- Each candidate for promotion, tenure, or both consults with and writes a formal letter to the Department Chair. Prior to submitting the dossier, the applicant also must provide the Department Chair with a list of at least five tenured individuals of rank at the level aspired or higher to serve as external reviewers (e.g. if promotion is to full, then five external reviewers would be at the full professor level, or if promotion is to associate, then five external reviewers would be at the associate or full professor levels). Usually, at least three of the reviewers should be from the University's national or international peer institutions or aspirational peer institutions. The applicant will also submit three sets of copies of supporting documents which will be sent to the external reviewers. These supporting documents will include a copy of the candidate's curriculum vita, together with supporting documentation showing evidence of teaching, research creative activity, and service. The persons selected to serve as external reviewers should not have had extensive prior contact with the applicant (i.e., those typically selected as external reviewers should not be the applicant's co-authors, co-researchers, or former doctoral program colleagues), and it will be the Department Chair's responsibility to ascertain their willingness to serve in a review capacity. In consultation with the candidate the Department Chair will select three individuals to serve as external reviewers. After the Department Chair confirms via an initial telephone or e-mail contact that each external reviewer is qualified and willing to serve and that s/he will be able to meet the deadline for timely submission of the reviewer's letter, the Chair will send a cover letter and copies of the applicant's vita, supporting documents showing evidence of teaching, research and creativity, and service, and copies of the COE's Promotion and Tenure Policy as well as University O.P. Promotion and Tenure Standards and Procedures. The external reviewers will be asked to comment in writing on the quality of the candidate's teaching, published research or creative activity, service to professional or other associations or entities, or other matters within the reviewer's competence to judge. In all instances, reviewers will be expected to provide a vita to substantiate their own credentials and institutional affiliation. They will also be informed that the letters they submit will become a component of the applicant's dossier and, as such, are not confidential.
- The candidate also prepares a formal electronic dossier organized in the format required in OP 32.01 Attachment B Promotion and Tenure Dossier Format, and submits these

dossiers to the Chair by the date established annually by the COE's dean. With the exception of the letters received from external reviewers, no other materials may be added once the dossiers are submitted to the Department Chair. The chair will add these letters before the dossier is reviewed by eligible faculty members and by members of the COE Promotion, Tenure and Post-tenure Review Committee.

- The candidate's dossier, which is submitted to the Department Chair, must include the following materials:
 1. Letter addressed to the Department Chair requesting promotion or tenure;
 2. Complete and current vita;
 3. Listing of information as required by Supporting Information, Basic Information, of the Dossier Format (see **O.P. 32.01**);
 4. Summary of evidence of teaching effectiveness, including student evaluations and other documentation;
 5. Summary of research and other activities, copies of publications or other evidence of scholarship; and
 6. Summary of service activities and accompanying documentation.

- When the Department Chair receives the dossier from the candidate, the Chair will evaluate the candidate's teaching assignments, research, and service as required by Section III, Basic Information, of the Dossier Format (see OP 32.01).

- When the candidate's dossier is complete, including the responses of the outside reviewers, the Department Chair shall make it available for review and voting by eligible faculty in the department. For promotion, only those faculty members with rank equal to or higher than that of the contemplated promotion may vote. For tenure, only those faculty members holding tenure may vote. These rank and tenure stipulations do not apply to department chairs or deans. Department faculty operate as a committee of the whole; each candidate's dossier is reviewed by eligible faculty in the department. OP 32.01 requires a formal vote of eligible faculty members for the committee's consideration in a given promotion and/or tenure decision. Faculty voting will occur electronically unless a faculty member requests a paper ballot from the chair prior to the voting deadline. Faculty votes are unsigned. Voting faculty shall be made aware that the ballots and written ballot comments will become part of the dossier. The chairperson and

one other individual shall count the ballots and certify the vote in writing. Each academic unit shall determine in advance its voting criteria, subject to adhering to university guidelines, and the higher units of which this unit is a part must approve these criteria. Faculty holding ranks equal to or higher than that to which the person desiring promotion aspires shall constitute the eligible voters for promotion, regardless of whether these individuals are tenured.

Separate ballots are provided for all promotion and tenure votes. The Department Chair provides a ballot for eligible voting faculty. They mark one of three choices regarding promotion and one of three choices regarding tenure. These choices are approve, disapprove, and abstain. Space is provided on the ballot for voting faculty to make comments if desired. Electronic votes are collected using the voting system. Completed ballots are placed inside a ballot box or envelope in the office of the Department Chair. The Department Chair provides ratings of the candidate's publications and at least seven working days for the faculty review and vote.

- At the end of the faculty review period, the Department Chair and one other person will count the ballots and mark the ballot count in the appropriate boxes on the candidate's recommendations form, which is part of the dossier.
- The Department Chair reviews and evaluates the candidate's dossier and marks the results in the appropriate boxes (for tenure, promotion, or both) under "Department Chairperson" on the recommendation form in the candidate's dossier. The Chair writes a letter which includes a recommendation for or against tenure, promotion, or both. This letter becomes part of the candidate's dossier. The Department Chair signs the candidates' recommendation form and provides a copy of the letter to the candidate. Included in this review is the Department Chair's rating of publications as defined in O.P. 32.01, Attachment A, p. 4.
- The Department Chair sends the candidate's dossier to the Dean of the COE, who makes the dossier available to the Chair of the COE P&T Committee.
- The members of the COE P&T Committee review the candidate's dossier and vote, following deliberation, by marking ballots for promotion and tenure separately, as approve, disapprove, or abstain. The Chair of the COE P&T Committee marks and signs the ballot count (for tenure, promotion, or both) on the recommendation form in the dossier. The Chair of the P&T Committee returns the dossier to the Dean of the COE and the ballots to the Associate Dean.

- The Dean of the COE reviews and evaluates each candidate's promotion and tenure dossier and marks the results of his or her vote in the appropriate boxes (for tenure, promotion, or both) on the recommendation form in the dossier. The Dean makes a decision, signs the form in the appropriate box, and informs the candidate and the Department Chair by making a copy of the Dean's letter available to both.
- If the candidate receives an unfavorable decision made by the Dean of the COE, a faculty member may request, in writing, that the dossier be withdrawn from further consideration, in which case the dossier will not be forwarded to the Provost. If the candidate withdraws from consideration during the mandatory year, such action means that they are forgoing tenure and will be served a terminal year contract.
- The Dean of the COE forwards an abridged version of the dossier prepared by the candidate to the Provost and Senior Vice President (PSVP), which meets the requirement of the PSVP, together with a statement indicating the reasons for each recommendation. In making a recommendation to the PSVP, the Dean will specify the nature of the report and the votes of the COE P&T Committee, the Department Chair, and the departmental faculty vote.
- It is the responsibility of the PSVP, to receive dossiers and recommendations regarding promotion and tenure, to review them with respect to the academic unit, college or school, and University standards, and to approve or disapprove all recommendations received. A review by the Dean of the Graduate School is included at this stage in the decision-making process. As part of this process, the PSVP, meets with each collegiate dean and discusses the dean's recommendations.
- Upon a decision at the Provost's level, the documents are sent to the President for review. Upon a favorable decision at that level, the President's recommendation is forwarded to the Chancellor and Board of Regents for review. The Board has the final decision on all tenure and promotion decisions.
- If an unfavorable decision is made at the President's level, a recommendation is not forwarded to the Board.

Documentation by Department Chair and Dean of the College of Education

At each stage of the review, the following documentation must be provided by the appropriate individual.

Materials to be provided by the Department Chair to the Dean

The following materials must be provided:

- a. A separate letter concerning each candidate including the following information:
 - the chair's evaluation of the candidate's teaching effectiveness, research and creative activity, grant-related activities, and professional service;
 - a summary vote of eligible faculty members;
 - a summary of the procedures followed by the academic unit in evaluating the candidate;
- b. A Complete dossier of the candidate organized in the appropriate format. Copies of publications and other documents should be included only if specifically requested by the Provost. Copies of these materials will not be forwarded to the PSVP unless requested.

Materials to be supplied by the *Dean* to the PSVP

The following materials must be provided:

- cover letter summarizing collegiate procedures
- letter of recommendation by the Department Chair
- letter of recommendation by the Dean, including the department vote
- recommendations from the COE P&T Committee, including the summary vote of this Committee
- the specially prepared dossier of each candidate, excluding supporting materials, but including letters solicited from external reviewers.

Appendix B

Exemplars of Teaching, Research and/or Creative Activity, and Service

As noted in the conceptual framework and standards for academic ranks, there are three categories of academic performance on which promotion and tenure evaluations are made in the COE:

In the following sections, an elaboration on possible exemplars of each area are provided to assist faculty in defining the range of their work and providing evidence of that work for promotion and tenure purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of successful activities are possible.

a. Teaching Effectiveness

Teaching is broadly defined. It includes classroom instructional activities as well as instruction to individuals or small groups. Teaching also encompasses course and curricular program development, and may include the advisement of students and supervision of student teachers, interns, or practicum students. It may also include the direction of individual studies, thesis, and dissertations and thesis or doctoral committee membership. Teaching effectiveness can also encompass field training and staff development.

Examples of Teaching Activities

- required course evaluations of teaching effectiveness through student evaluation forms. Other evaluations can include: self-evaluation and evaluation by field-based professionals. Peer evaluation is required of tenure seeking faculty on an annual basis
- and of faculty seeking promotion to full professor in, at a minimum, the semester prior to application for promotion.
- Receipt of University or COE awards for teaching excellence
- grant-related activities obtaining external support for projects related to teaching or teacher education from private foundations, government agencies or other sources. (Teaching, training grants and curriculum development grants may fall in this category. Activities may include: (a) the development of applications/proposals (either funded or un-funded), (b) project management, and (c) production of a final report.)
- direction of independent study, thesis, or dissertation research
- documentation of the development of new courses, curricula, or programs
- documentation of the development of instructional materials

- documentation of the supervision of student teachers, interns, or practicum students
- statements from the Program Coordinator or Department Chair regarding effective program advisement of students
- solicited or unsolicited statements from students, program coordinators, department chairs, administrators, or field-based professionals regarding instructional performance and advisement

b. Research and Creative Activity

Research and creative activity includes publications, product development, and dissemination of one's work through presentations at professional conferences or through other recognized, field-appropriate forums. It is understood that scholars share their work individually or collaboratively with professional peers and subject their work to peer evaluation and criticism. Thus, scholars extend both their own knowledge and the knowledge of others in order to add to the strength of their fields of inquiry and creativity and to the professional expertise of their students.

Examples of Research and Creative Activity

- articles published in peer-reviewed journals, either individually or in collaboration with colleagues or students. Articles accepted for publication or published in non-refereed journals, while weighted lower, are also accepted
- published books
- book chapters, or monographs invited or reviewed and accepted by editor(s) or editorial staff of a publishing company
- published reviews of books, articles, essays, or products
- editorship of a handbook, section of a handbook, journal, or journal section.
- technical reports
- invited or refereed presentations and proceedings at professional association conferences or meetings
- grant-related efforts to obtain external support for projects from private foundations, government agencies or other sources. Service and training grants, with a research component (whether stated in the grant or enacted by the researchers) may fall in this

category. Activities include (a) the development of applications/proposals, either funded or un-funded, (b) project management, and (c) production of a final report.

- other scholarship (Examples include, curriculum or training materials, software, multimedia forms, testing or evaluation instruments, children's books, and historical writings).

Special Considerations in the Evaluation of Scholarship

(1) Reputation of publications. O.P. 32.01, Attachment A (p. 6) requires department chairs to rate publications according to the following scale:

5-Outstanding recognition in field, highly prestigious, refereed

4-Highly respected in field, refereed

3-Good reputation, selective in publication, refereed

2-Average, fairly easy to publish in, typically refereed

1-Below average publication, not discriminating on articles published

0-Not to be counted as publication

S-Special publication not ranked above

Program areas and departments should maintain a dynamic listing of refereed journals that have been categorized by program faculty. Not all publications are necessarily expected to be in top-ranked journals, but a consistent record of publication in a range of journals is valued. The importance of scholarly activities appearing in more prominent and prestigious peer-reviewed publications is heightened for promotion to full professor. While publication in prestigious peer-reviewed publications is valued, publications that appear in prestigious journals and that show an impact on the work of other professionals within the academy and in one's professional field is more highly valued. Other publications--books, chapters, monographs, so forth—should also be evaluated for their contributions to professional fields and practitioners' work. Evaluative judgments regarding the prestige of the publisher, the proportionality of authorship, impact on service providers and clients should also be considered.

(2) Joint authorship. Major contributions made by several persons to a common project are recognized by joint authorship, with the individual who took the lead or made the principal contribution listed first. In instances of equal contributions by several persons, the authors can be listed in alphabetical order.

(3) In-progress works. Some research projects require a long period of time to complete (e.g., a book). Consideration will be given to the importance of the project and to the demonstration of

reasonable progress toward completion. When a book project extends over several years, it is the author or editor's responsibility to document in writing precisely when the work will be completed (e.g., a book contract, a letter from the publisher's editor, so forth).

Special Considerations for the Evaluation of Grants

The following criteria will be used to evaluate the contribution of grant activity by faculty members:

- level of pre-grant activities (e.g., amount of data collection required to write a proposal, time and/or travel required to communicate with prospective funder, etc.)
- prestige of funding agency (e.g., highly competitive organization vs. local agency that funds most submitted proposals; federal funding vs. private foundations)
- investment as a team member when involved with the writing of an interdisciplinary grant proposal and a funded interdisciplinary grant project
- evidence of effort to submit grants proposals regardless of funding outcome - Faculty members have grant ideas that are not prioritized by the college or the university to submit a proposal to a funding agency.
- impact of grant on research, personnel preparation or service to partners, students/clients
- credit for funded grants throughout their project period (e.g., continuation grants vs. newly funded grants)
- amount of grant funding secured.

c. Service

As noted earlier, service, including outreach and community engagement, involves various activities that are beneficial to the University, the COE, and the profession, including educational institutions, schools, agencies, and professional associations. All faculty at all ranks are expected to perform service.

Examples of Service Activities:

(1) Service to the Program, the Department, the COE, or the University

- chairing department, COE, or University committees.
- program coordination.
- active participation in Department, COE, and University committees.
- providing administrative services in the department or COE that do not involve released time or administrative stipends.

(2) Service to the Profession

- holding office in professional associations.
- chairing or participating actively in committees for agencies, businesses, colleges, schools, and associations.
- chairing departments or special interest groups in professional associations.
- arranging, presiding over, or serving as a discussant or critic in sessions at conferences and meetings of professional associations.
- reviewing manuscripts for refereed journals.
- serving on a school or agency review committee.
- working with practitioners to improve academic programs and delivery services.
- reviewing prospectuses for and manuscripts of books prior to publication.
- reviewing program proposals for international, national, or regional conferences of professional organizations.
- consulting in one's area of expertise for local, state, or national institutions, agencies, or entities.
- serving in leadership, liaison, or consultation roles with professional development schools and other schools, school districts, or entities that are engaged in long-term improvement efforts.
- serving as editor or column editor of a professional newsletter.

(3) Grant-related Activities

Grant-related activities reflect efforts to obtain external support for research and service projects from private foundations, government agencies or other sources. Service and training grants which have a research component (whether stated in the grant or enacted by the researchers) may fall in this category. Activities include: (a) the development of applications, proposals, either funded or unfunded, (b) project management, and (c) production of a final report.

(4) Special Considerations in the Evaluation of Administrative Service

Some faculty are employed to work partly or mainly in administrative positions. Such individuals must be promoted in academic rank on the basis of their teaching, research and/or creative, and service activities. Such individuals cannot use exceptional service as sufficient basis for promotion. The determination of promotion, therefore, will be made essentially according to the same standards as faculty engaged in full-time teaching, research and creative activity, and service.