

**Department of Early Childhood Education**  
**East Tennessee State University**  
**Guidelines and Criteria for Promotion and Tenure**

The tenure and promotion guidelines for the Department of Early Childhood Education were revised through faculty participation and vote. The following revised guidelines are effective spring, 2018. The previous set of guidelines governs all tenure and promotions for faculty hired prior to spring, 2018, unless the individual *chooses* to be held to the new set of guidelines below. The previous set of guidelines can only be used once. The revised guidelines will then be used for the next review for tenure and/or promotion.

The faculty member seeking promotion and/or tenure is to be rated by Program/Departmental faculty as (a) having *exceeded* program and department expectations for promotion and/or tenure; (b) having *met* program and department expectations for promotion and/or tenure; or (c) having *failed to meet* program and department expectations for promotion and/or tenure. In considering the criteria below, Program and Departmental faculty shall consider overall workload and accomplishments/productivity as a context for their decisions. The Program and Department faculty shall support any person's application that meets or exceeds expectations, listed below, for promotion in rank and/or tenure within the declared timelines of the university.

## **To Gain Promotion from Instructor to Assistant Professor in the Department of Early Childhood Education:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. Consistently good/positive written evaluations from students (both formally and informally obtained).
3. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers. In addition to the Chair's teaching reviews, one Program/Department peer teaching evaluation from inside the department is required.

### **Quantitative Expectations in Teaching**

1. An earned terminal degree from a regionally accredited university in a field or discipline associated with the program in which the person was hired.
2. Formal Instructor Ratings (e.g., from the SAI's) collectively are primarily (80% of the time) in the range from agree to strongly agree.
3. Demonstration of sustained activity in at least 2 of the following ten categories: (a) articles on teaching (not to be duplicated in scholarship); (b) presentations/workshops on teaching (not to be duplicated in scholarship); (c) guest lectures; (d) participation in courses, conferences, seminars, workshops, etc. about teaching; (e) participation in seminars/courses on use of technology in the classroom; (f) development of new courses; (g) substantive revision of existing courses with review (Curriculum, ATS); (h) teaching awards; (i) provide evidence of including recognition and appreciation of diversity in courses; or (j) faculty advisor for early childhood related service organizations (not to be duplicated in service).

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

### **Quantitative Expectations in Research and Scholarly Activity**

1. Two articles, chapters or grants (or some combination), with at least one (1) article, chapter, or grant significantly developed with a reasonably planned date for submission to a state, national or international *refereed* journal, a national publisher, or an external grant-funding agency, respectively.

### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs and goals of the program, department, college, university, and professional discipline.
2. Active, effective, participation in the Department, which includes, but is not limited to, student advisement. Some examples are: Open House, Teacher Boards, Recruitment and Retention Activities, Student Admission, SAYC Advisor, and Exit Processes...
3. Active, effective, participation and responsibility in **two** of the following:

- a) the College
  - b) the University
  - c) Professional associations
  - d) the Community
4. Support letters specifically address quality of service in any professional area in which service is offered.

**Quantitative Expectations in Service**

- 1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; (f) websites, etc.
- 2. Membership in one (1) professional organization.
- 3. Evaluation data from non-refereed professional presentations.

## **To Gain Tenure from Instructor to Assistant Professor in the Department of Early Childhood Education:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education Framework and its ten (10) dimensions.
3. Consistently good/positive written evaluations from students (both formally and informally obtained).
4. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers. In addition to the Chair's teaching reviews, one Program/Department peer teaching evaluation from inside the department is required.

### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from the SAI's) in the range from agree to strongly agree collectively in at least 80% of the tenure-review period.
2. Demonstration of sustained activity in at least 3 of the following ten categories: (a) articles on teaching (not to be duplicated in scholarship); (b) presentations/workshops on teaching (not to be duplicated in scholarship); (c) guest lectures; (d) participation in courses, conferences, seminars, workshops, etc. about teaching; (e) participation in seminars/courses on use of technology in the classroom; (f) development of new courses; (g) substantive revision of existing courses with review (Curriculum, ATS); (h) teaching awards; (i) provide evidence of including recognition and appreciation of diversity in courses; or (j) faculty advisor for early childhood related service organizations (not to be duplicated in service).

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years of tenure-track service, at least **two** articles, chapters, or grants\* published, accepted for publication, or awarded. Of these, at least 1 *refereed* article or chapter published or accepted for publication. Grant award may be internally or externally funded.

#### **\*Equivalencies:**

**A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two articles, chapters, or grants (excluding self-published and non-peer reviewed).**

**Two of the following (from two different categories, with the exception of (b) where 2 presentations competitively selected can count as one of the two required) shall count as the equivalent of one of the two required articles, chapters, or grants:**

(a) serving on an editorial board of a national or international refereed journal; (b) **PRESENTATION REFEREED PAPER OR A COMPETITIVELY SELECTED POSTER OR CONVENTION PRESENTATION AT A NATIONAL OR INTERNATIONAL PROFESSIONAL MEETING**; (c) articles in state or regional refereed journals; (d) monographs or edited proceedings from professional meetings or seminars; (e) professional audio or video tapes; (f) development of curriculum related to the person's discipline or other technology related to the academic discipline; (g) non-refereed publications such as chapter, newsletters, blogs, practitioner focused journal articles; (h) one large grant (RDC, IDG...) or two or more small grants (RDC, IDG...); (i) creation of test banks; or (j) textbook revisions.

### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs and goals of the program, department, college, university, and professional discipline.
2. Active, effective, participation in the Department, which includes, but is not limited to, student advisement. Some examples are: Open House, Teacher Boards, Recruitment and Retention Activities, Student Admission, SAYC Advisor, and Exit Processes...
3. Active, effective, participation and responsibility in **one** of the following:
  - a) the College
  - b) the University
  - c) Professional associations
  - d) the Community
4. Support letters specifically address quality of service in any professional area in which service is offered.

### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; (f) websites, etc.
2. Membership in one (1) professional organization.
3. Evaluation data from non-refereed professional presentations.

## **To Gain Promotion from Assistant Professor to Associate Professor in the Department of Early Childhood Education:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education Framework and its ten (10) dimensions.
3. Consistently good/positive written evaluations from students (both formally and informally obtained).
4. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers. In addition to the Chair's teaching reviews, one Program/Department peer teaching evaluation from inside the department is required, as well as one peer teaching evaluation from outside the department.

### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from the SAI's) in the range from agree to strongly agree collectively in at least 80% of the review period.
2. Demonstration of sustained activity in at least 3 of the following ten categories: (a) article on teaching (not to be duplicated in scholarship); (b) 2 or more presentations/workshops on teaching (not to be duplicated in scholarship); (c) 2 or more guest lectures; (d) participation in 2 or more of any of the following: courses, conferences, seminars, workshops, etc. about teaching; (e) participation in seminars/courses on use of technology in the classroom; (f) development of new courses; (g) substantive revision of existing courses with review (Curriculum, ATS); (h) teaching awards; (i) provide evidence of including recognition and appreciation of diversity in courses; or (j) faculty advisor for early childhood related service organizations.

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.
2. Positive written support of the quality of the research and scholarly activity.

### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years of tenure-track service, at least **three** articles, chapters, or grants\* published, accepted for publication, or awarded. Of these, at least 2 *refereed* articles or chapters published or accepted for publication. Grant award may be internally or externally funded.

**\*Equivalencies:**

A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two articles, chapters, or grants (excluding self-published and non-peer reviewed).

Two of the following (from two different categories, with the exception of (b) where 2 presentations competitively selected can count as one of the two required) shall count as the equivalent of one of the three required articles, chapters, or grants: (a) serving on an editorial board of a national or international refereed journal; (b) **PRESENTATION OF A REFEREED PAPER OR A COMPETITIVELY SELECTED POSTER OR CONVENTION PRESENTATION AT A NATIONAL OR INTERNATIONAL PROFESSIONAL MEETING**; (c) articles in state or regional refereed journals; (d) monographs or edited proceedings from professional meetings or seminars; (e) professional audio or video tapes; (f) development of curriculum related to the person's discipline or other technology related to the academic discipline; (g) non-refereed publications such as chapter, newsletters, blogs, practitioner focused journal articles; (h) one large grant (RDC, IDG) or two or more small grants (RDC, IDG...); (i) creation of test banks; or (j) textbook revisions.

**Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Active, effective, participation in the Department, which includes, but is not limited to, student advisement. Some examples are: Open House, Teacher Boards, Recruitment and Retention Activities, Student Admission, SAYC Advisor, and Exit Processes...
3. Active, effective, participation in **three** of the following:
  - a) the College
  - b) the University
  - c) Professional associations
  - d) the Community
4. Support letters that specifically address quality of service and responsibilities in any professional area in which service is offered.

**Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; (f) websites, etc.
2. Membership in one (1) professional organization.
3. Evaluation data from non-refereed professional presentations.

## **To Gain Tenure from Assistant Professor to Associate Professor in the Department of Early Childhood Education:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education Framework and its ten (10) dimensions.
3. Consistently good/positive written evaluations from students (both formally and informally obtained).
4. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers. In addition to the Chair's teaching reviews, one Program/Department peer teaching evaluation from inside the department is required, as well as one peer teaching evaluation from outside the department.

### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from the SAI's) in the range from agree to strongly agree collectively in at least 80% of the tenure-review period.
2. Demonstration of sustained activity in at least 3 of the following ten categories: (a) article on teaching (not to be duplicated in scholarship); (b) 2 or more presentations/workshops on teaching (not to be duplicated in scholarship); (c) 2 or more guest lectures; (d) participation in 2 or more of any of the following courses, conferences, seminars, workshops, etc. about teaching; (e) participation in seminars/courses on use of technology in the classroom; (f) development of new courses; (g) substantive revision of existing courses with review (Curriculum, ATS); (h) teaching awards; (i) provide evidence of including recognition and appreciation of diversity courses; or (j) faculty advisor for early childhood related service organizations.

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.
2. Positive written support of the quality of the research and scholarly activity.

### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years of tenure-track service, at least **two** articles, chapters, or grants\* published, accepted for publication, or awarded. Of these, at least 1 *refereed* article or chapter published or accepted for publication. Grant award may be internally or externally funded.

#### **\*Equivalencies:**

**A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two articles, chapters, or grants (excluding self-published and non-peer reviewed).**



Two of the following (from two different categories) shall count as the equivalent of one of the two required articles, chapters, or grants: (a) serving on an editorial board of a national or international refereed journal; (b) **PRESENTATION OF A REFEREED PAPER OR A COMPETITIVELY SELECTED POSTER OR CONVENTION PRESENTATION AT A NATIONAL OR INTERNATIONAL PROFESSIONAL MEETING**; (c) articles in state or regional refereed journals; (d) monographs or edited proceedings from professional meetings or seminars; (e) professional audio or video tapes; (f) development of curriculum related to the person's discipline or other technology related to the academic discipline, (g) non-refereed publications such as chapter, newsletters, blogs, practitioner focused journal articles; (h) one large grant (RDC, IDG...), or two or more small grants (RDC, IDG...); (i) creation of test banks; or (j) textbook revisions.

### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs and goals of the program, department, college, university, and professional discipline.
2. Active, effective, participation in the Department, which includes, but is not limited to, student advisement. Some examples are: Open House, Teacher Boards, Recruitment and Retention Activities, Student Admission, SAYC Advisor, and Exit Processes...
3. Active, effective, participation in **two** of the following:
  - a) the College
  - b) the University
  - c) Professional associations
  - d) the Community
4. Support letters specifically address quality of service in any professional area in which service is offered.

### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; (f) websites, etc.
2. Membership in one (1) professional organization.
3. Evaluation data from non-refereed professional presentations.

## **To Gain Promotion from Associate Professor to Full Professor in the Department of Early Childhood Education:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education Framework and its ten (10) dimensions.
3. Consistently good/positive written evaluations from students (both formally and informally obtained).
4. Consistently meets and/or exceeds expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers. In addition to the Chair's teaching reviews, one Program/Department peer teaching evaluation from inside the department is required, as well as one peer teaching evaluation from outside the department.

### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from SAI's) in range from agree to strongly agree collectively in at least 80% of the review period.
2. Demonstration of sustained activity in at least 5 of the following ten categories: (a) article on teaching (not to be duplicated in scholarship); (b) 2 or more presentations/workshops on teaching (not to be duplicated in scholarship); (c) 2 or more guest lectures; (d) participation in 2 or more of any of the following courses, conferences, seminars, workshops, etc. about teaching; (e) participation in seminars/courses on use of technology in the classroom; (f) development of new courses; (g) substantive revision of existing courses with review (Curriculum, ATS); (h) teaching awards; (i) provide evidence of including recognition and appreciation of diversity courses; or (j) faculty advisor for early childhood related service organizations.

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years between achieving the rank of Associate Professor and the Application for Full Professor, at least **five** articles, chapters, or grants\* (or any combination of five) published, accepted for publication, or awarded (grant) in national or international refereed journals, national publishers, or external grant-funding agencies, respectively.

\*For those who apply more than five years after receiving promotion to Associate Professor, the quantity expected for promotion shall be at least **five** articles, chapters, or grants\* (or any combination of five) published, accepted for publication, or awarded (grant) in national or international refereed journals, national publishers, or external grant-funding agencies, respectively, **in the previous six years**.

**\*Equivalencies:**

A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two articles, chapters, or grants (excluding self-published and non-peer reviewed). An externally funded grant in which the faculty member serves as PI or Co-PI will count as the equivalent of the required five articles, chapters or grants.

Two of the following (from two different categories, with the exception of (b) where 2 presentations competitively selected can count as one of the two required) shall count as the equivalent of one of the five required articles, chapters, or grants: (a) serving on an editorial board of a national or international refereed journal; (b) **PRESENTATION OF A REFEREED PAPER OR A COMPETITIVELY SELECTED POSTER OR CONVENTION PRESENTATION AT A NATIONAL OR INTERNATIONAL PROFESSIONAL MEETING**; (c) articles in state or regional refereed journals; (d) monographs or edited proceedings from professional meetings or seminars; (e) professional audio or video tapes; (f) development of curriculum related to the person's discipline or other technology related to the academic discipline, (g) non-refereed publications such as chapter, newsletters, blogs, practitioner focused journal articles; (h) one large grant (RDC, IDG...) or two or more small grants (RDC, IDG...); (i) creation of test banks; or (j) textbook revisions.

***Additional Requirement:** Invite two people from faculty member's discipline (outside University) to review the articles, chapters, grants or service associated with the faculty member in relation to making a professional contribution to the field of study (per department guidelines).*

**Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs and goals of the program, department, college, university, and professional discipline.
2. Active, effective, participation in the Department, which includes, but is not limited to, student advisement. Some examples are: Open House, Teacher Boards, Recruitment and Retention Activities, Student Admission, SAYC Advisor, and Exit Processes...
3. Active, effective, participation and responsibility in **three** of the following:
  - a) the College
  - b) the University
  - c) Professional associations
  - d) the Community
4. Leadership in 1 area listed in #3.
5. Support letters that specifically address quality of service in any professional area in which service is offered.

**Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; (f) websites, etc.
2. Membership in one (1) professional organization.

3. Evaluation data from non-refereed professional presentations.

## **To Gain Tenure in the Department of Early Childhood Education:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education Framework and its ten (10) dimensions.
3. Consistently good/positive written evaluations from students (both formally and informally obtained).
4. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers. In addition to the Chair's teaching reviews, one Program/Department peer teaching evaluation from inside the department is required, as well as one peer teaching evaluation from outside the department.

### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from the SAI's) in the range from agree to strongly agree collectively in at least 80% of the tenure-review period.
2. Demonstration of sustained activity in at least 3 of the following ten categories: (a) article on teaching (not to be duplicated in scholarship); (b) 2 or more presentations/workshops on teaching (not to be duplicated in scholarship); (c) 2 or more guest lectures; (d) participation in 2 or more of any of the following courses, conferences, seminars, workshops, etc. about teaching.; (e) participation in seminars/courses on use of technology in the classroom; (f) development of new courses; (g) substantive revision of existing courses with review (Curriculum, ATS); (h) teaching awards; (i) provide evidence of including recognition and appreciation of diversity courses; or (j) faculty advisor for early childhood related service organizations.

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.
2. Positive written support of the quality of the research and scholarly activity.

### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years of tenure-track service, at least **two** articles, chapters, or grants\* (or any combination of two) published, accepted for publication, or awarded. Of these, at least 1 referred article or chapter published or accepted for publication. Grant award may be internally or externally funded.

#### **\*Equivalencies:**

**A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two articles, chapters, or grants (excluding self-published and non-peer reviewed).**

Two of the following (from two different categories) shall count as the equivalent of one of the two required articles, chapters, or grants: (a) serving on an editorial board of a national or international refereed journal; (b) **PRESENTATION OF A REFEREED PAPER OR A COMPETITIVELY SELECTED POSTER OR CONVENTION PRESENTATION AT A NATIONAL OR INTERNATIONAL PROFESSIONAL MEETING**; (c) articles in state or regional refereed journals; (d) monographs or edited proceedings from professional meetings or seminars; (e) professional audio or video tapes; (f) development of curriculum related to the person's discipline or other technology related to the academic discipline, (g) non-referred publications such as chapter, newsletters, blogs, practitioner focused journal articles; (h) one large grant (RDC, IDC...), or two or more small grants (RDC, IDC...); (i) creation of test banks; or (j) textbook revisions.

### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs and goals of the program, department, college, university, and professional discipline.
2. Active, effective, participation in the Department, which includes, but is not limited to, student advisement. Some examples are: Open House, Teacher Boards, Recruitment and Retention Activities, Student Admission, SAYC Advisor, and Exit Processes...
3. Active, effective, participation in **two** of the following:
  - a) the College
  - b) the University
  - c) Professional associations
  - d) the Community
4. Support letters specifically address quality of service in any professional area in which service is offered.

### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; (f) websites, etc.
2. Membership in one (1) professional organization.
3. Evaluation data from non-refereed professional presentations.