

Department of Educational Leadership and Policy Analysis (2014)

C.G. Clemmer College of Education

ETSU

Faculty Guidelines for Promotion and Tenure:

The Department of Educational Leadership and Policy Analysis (ELPA) recognizes East Tennessee State University minimum criteria for promotion and tenure, as outlined in section 2.0 of the East Tennessee State University Faculty Handbook. As a department, ELPA also recognizes additional expectations for faculty promotion and tenure in the Claudius G. Clemmer College of Education. Specific guidelines for promotion and tenure as set forth by ELPA are presented in the following document:

The Department of Educational Leadership and Policy Analysis recognizes the Clemmer College of Education mission, “To educate competent, ethical, and caring professionals who are committed to improving the human condition through enhancing teaching and learning, physical and mental health, and leadership,” as an essential construct in the criteria for faculty promotion and tenure guidelines. Positive instructional and mentoring relationships between faculty and students as well as positive relations with constituent institutions are expectations of faculty in the department. Faculty must demonstrate a genuine dedication and commitment to developing outstanding educational leaders, this belief is a central focus in all forms of faculty assessment. Regardless of specific areas of faculty evaluation, faculty members in ELPA are expected to demonstrate educational excellence, professional collegiality, and dedication to the success of all students.

ELPA recognizes the following evaluation categories for the purposes of promotion and tenure: Teaching; Research, Scholarly and Creative activity; Service; and Disposition/Collegiality.

Teaching

Definition and Rationale:

Students are the primary reason for a university; therefore, the primary responsibility of the faculty in the ELPA Department is teaching. The faculty must focus on the preparation of leaders for preK-12 and PPSL arenas. The category of teaching incorporates a broad range of faculty-student interactions in the classroom, through internships, research projects, dissertation process as well as advising and mentoring. Characteristics of effective teaching by faculty include the following:

Teaching Performance Indicators

Excellent Teaching (examples: command of subject matter, skill in pedagogy, familiarity with advances in one's field, organization and presentation of material, use of a variety of methods/strategies, active involvement of students in learning, ability to make one's discipline relevant, high expectations for student achievement, fairness in assessing student performance, developing a community of learners, affirmation of diversity, and respect for all students.)

Conscientious Advisement (examples: careful adherence to programs of study; careful attention to course co-requisites, prerequisites, and rotation of courses; meticulous record-keeping; updating program sheets each semester; making anecdotal notes; providing accurate and timely information about admission to the professional program; listening and responding to students' questions and concerns; receiving high marks on advisement satisfaction forms.)

Effective mentoring (examples: informal work with student organizations; thoughtful observation in preK-12 and PPSL arenas; willingness to listen and make suggestions concerning issues with students in preK-12 and PPSL arenas; modeling advocacy for children and adult rights; modeling awareness of changes in curriculum standards and legislation affecting preK-12 and PPSL schools and institutions; guidance for academic projects and lesson plans; counseling for employment possibilities or graduate study.)

demonstrating depth and breadth in content knowledge,
planning skillfully (both short and long range),
creating an inviting classroom environment,
managing a classroom effectively, and
exhibiting high expectations for students,
employing a variety of teaching strategies including technologies,
monitoring student learning,
assessing students and self,
serving as dissertation chair and/or dissertation committee member
growing personally and professionally.

Evidence may include, but is not limited to:

- Student evaluations for courses (student opinion polls);
- Peer teaching observations and reviews;
- Advising; (number of students advised, participation in orientation sessions) (professional program applications and recommendations)

Teaching Evidence continued:

- Course development; new, or significantly revised courses developed; • Teaching materials developed and used
- Administrative reviews
- Teaching awards and nominations
- Years of relevant teaching experience
- Samples of graded student work
- Course syllabi including the currency of said documents
- Supplemental course materials
- Samples of tests, exams, essays, and other assignments
- Teaching philosophy, narrative of teaching style and techniques
- Listing of educational workshops, trainings, seminars/classes taken to enhance teaching
- Analysis and interpretation of student evaluations
- International teaching exchange, sabbatical, or consulting contracts
- Request to help others with their teaching
- Mentoring colleagues in effective advising
- Innovative teaching techniques and strategies that are reflected in course syllabi and materials. (For example, multimedia, computer technology integration, use of D2L, Adobe Connect, or other e-learning technologies, integrated curriculum,
- Transformative learning, collaborative teaching with invited experts in a particular field, use of community resources)

Evidence of Student Evaluation

- Faculty shall include a table of all courses taught. For each class taught, include the total course enrollment and the number of responses or students who completed evaluations, along with the mean scores for each class. Organize this information by semester, not by courses taught. Include overall mean scores.
- For tenure and promotion, overall mean scores between **3.5** and **5** are considered evidence of **effectiveness** in teaching. More specifically, mean scores between **4** and **5** are considered “**extremely effective**”, and between **3.5** and **4** are considered “**effective**”.
- Present a small number of quotes and comments that are representative of arguments being advanced about teaching effectiveness.
- Student letters attesting to effectiveness in advising, supervision, and directing field studies, master’s theses, and doctoral dissertations.
- Faculty comment and/or respond to student suggestions for improvement are considered important evidence of teaching effectiveness.

Evidence of Peer Evaluation–

- All faculty applying for Retention, Tenure, and Promotion will provide Peer Evaluations that indicate strengths and areas to develop.
- Peer Observation Reports and letters of evaluation from faculty who have observed a faculty teaching will be included. For faculty serving in two different departments, peer letters from both departments may be included.
- Letters of support and recommendation from department and/or university colleagues and colleagues from other institutions may also be included.

Research, Scholarship, and Creative Activities

Definition and Rationale:

Scholarship is widely interpreted and may take many forms. Faculty may conduct research that generates new knowledge or synthesizes and integrates knowledge. Research may be represented by publications, presentations, grants, or creative products, such as original works, creative performances, exhibits or other expressive presentations. Faculty members may engage in applied research, finding new ways to use knowledge for practical purposes, including the scholarship of teaching or of solving problems within academia or the larger community, such as involvement in preK-12 partnerships, higher education institutions, and service agencies. Faculty members also engage in developing and publishing software and in finding new classroom uses for existing technology. Interdisciplinary efforts where faculty members work to expand their knowledge and apply it in new ways constitute yet another form of applied scholarship. This collaboration requires additional efforts on the part of faculty members involved, but the many benefits make such efforts desirable; thus, such effort should be recognized in the evaluation of scholarship.

Performance Indicators

Faculty members expand the knowledge base in their fields by conducting research and generating new knowledge or creative products and/or synthesizing and integrating existing knowledge as demonstrated by one or more of the following:

A clearly defined scholarship/creative agenda and focus

Knowledge of alternative approaches to conducting research, including research design, data analysis, and reporting and interpreting results

Expertise in methodologies appropriate to one's scholarship and/or creative agenda

Efforts to obtain funding to support one's scholarship or creative goals

Evidence that one's research agenda or artistic achievement has matured over time

Research, Scholarship and Creative Activities-Performance Indicators continued:

Recognition by others of the quality of one's scholarship and artistic expression

A sustained record of conducting and reporting empirical research in one's field
or a sustained effort in a particular medium or style

Demonstrated leadership in mentoring colleagues and students, particularly junior
faculty, in their efforts to generate new knowledge in their field or unique
artistic expression

Distinction in the quality of one's scholarship or artistic creative activity

Currency in the knowledge base that under girds one's field of inquiry

Application of that knowledge base to one's teaching, service, and other professional
activities

Application of that knowledge in chairing dissertation committees

Continued interaction with others internally and externally who share one's knowledge
base

Reviews of the knowledge base in one's field, identification of critical themes, and
recommendations for extending that knowledge base in one's field

Evidence may include, but is not limited to (Boyer's Model):

- Earned doctorate from an accredited institution of higher education in an appropriate academic discipline
- Demonstrates an evolving current knowledge base of the subject matter one teaches
- Contributes new knowledge to the evolving knowledge base of one's area(s) of expertise
- Participates in professional seminars and conferences
- Publication of refereed journal articles
- Paper presentations and Panel Discussion
- Symposium Organizer, Conference Coordinator or Session Chairperson
- Professional certification and formal courses
- Textbook and article reviews
- Refereed journal articles; editor/board member
- Chairing dissertation committees
- Consultation and/or collaboration (compensated and uncompensated)
- Publications in non-refereed journals, magazines, or newspapers
- Publications of books, book chapters, monographs, technical reports, and/or proceedings
- Research proposals, grants (funded and/or non-funded), and contracts
- Professional Development Plan
- Yearly Summary Report

Presentations

Evidence may include, but are not limited to:

- **Local** Presentations at local professional organizations and associations are *expected*.
- **State**—Peer Reviewed and Non Peer Reviewed Conferences, Symposium, Task Forces, and State Government representation
- **National**—Peer Reviewed (For example, but not limited to: American Educational Research Association, Adult Education Research Conference, University Council for Educational Administration, American Association of Adult and Continuing Education, Southern Association of Colleges, Association of Higher Education)
- **International**—Peer Reviewed (For example, but not limited to: Annual International Conference on Educational Research, Network Conference on Learning)

Grants

Faculty may write and/or collaborate on educational research, practice, and policy grants pertaining to the candidate's teaching, program development, and work in the schools, higher education institutions, and service organizations. Candidates may serve as Principal Investigator or Co-Investigator on the grants. These examples of evidence are not in order of importance.

Evidence may include, but are not limited to:

Research—Grants from the National Science Foundation (NSF), the Institute of Educational Sciences (IES), the Spencer Foundation; ETSU Mini-Grant for Faculty Research; International Program Research; the College of Education's Grants for Faculty Research.

Program Development/Work in Schools For example, ETSU funded grant to promote increased knowledge for PK-12 students and higher education opportunities; vocational and community colleague collaboration.

Curricular Innovations

The Department recognizes the importance of curricular innovations – such as development of academic programs, new courses or course content, new pedagogical approaches or applications of technology, or new areas of instructional expertise.

Curricular Evidence may include, but is not limited to:

- New Programs, New Certificates, and New Courses (creation of new programs and/or new courses within the Department, College of Education, or University)
- Creation and administration of professional development schools and programs
- Course Revision (significant revision to existing course within the Department, College of Education, or University)
- Development of assessment system for credential, MA, Ed.S., and Ed.D. candidates
- Intra-Departmental and Intra-College Collaboration (collaboration within the Department and/or College to promote curricular change and innovation)
- Inter-Departmental and Inter-College Collaboration (collaboration across departments and/or colleges to promote curricular change and innovation)
- Inter-Institution of Higher Education (leadership role in curricular change between ETSU and cooperating community college and other institutions)

Service

Definition and Rationale:

Faculty members are expected to be good citizens and to advance the mission of the college and university. Faculty accomplishes this through service to the department, College of Education, university, service to the profession, and service to the community.

ELPA Department Service

An ELPA faculty member is expected to serve on committees, faculty are responsible for meeting accreditation standards, for developing new and revising current curricula, serve on dissertation committees, serve in establishing policies and procedures for the ELPA Department, and for making recommendations concerning the hiring of new faculty.

College of Education Service

An ELPA faculty member is expected to serve on committees, faculty are responsible for meeting accreditation standards, for developing new and revising current curricula, for establishing policies and procedures for the College of Education, and for making recommendations concerning the hiring of new faculty.

University Service

An ELPA faculty member is, together with administration and staff, responsible for governance. In this capacity, faculty is expected to serve on University committees, to serve on the Faculty Senate, and to serve in advisory roles for student organizations.

Professional Service

An ELPA faculty member is expected to contribute to the professional community. Professional service is evidenced by a solid record of faculty contributions to public and/or private schools, other colleges and universities, professional organizations, business and industry, governmental units, local/state agencies, and the community at large.

Community Service

The ELPA Department recognizes a strong obligation to provide community service through the expertise of its faculty. The faculty member's service to the community at large, when it is related to the faculty member's field of expertise or when it promotes the mission of University, is of particular import. It is expected that faculty seeking promotion and/or tenure in the ELPA Department, therefore, demonstrate a record of sustained, effective service within the community and/or larger society. Because the ELPA Department combines the functions of a professional entity and a traditional academic department, it is essential that faculty engage in a broad range of community service activities that help to connect the ELPA Department to schools and other

service agencies and that contribute to providing ELPA Department with superior clinical experiences and training. The responsibility is on the faculty member to explain how such community service relates to the faculty member's field of expertise and/or promotes the mission of the University.

Performance Indicators

Service to the ELPA Department

Leadership in accreditation activities,
Preparation of SPA folios,
Writing the conceptual framework or institutional report for the College of Education,
Service on standing committees [including chair], service on ad hoc and search committees [including chair],
Service on dissertation committees [especially chairing]
Program Coordinator
Advisement of student organizations,
Development of new and revision of current degree and certification programs,
Development of new and revision of current policies and procedures, assistance with recruitment and retention students.

Serviced to the College of Education

Leadership in accreditation activities,
Preparation of SPA folios,
Writing the conceptual framework or institutional report for the College of Education,
Service on standing committees [including chair], service on ad hoc and search committees [including chair],
Service on dissertation committees [especially chairing]
Program Coordinator
Advisement of student organizations,
Development of new and revision of current degree and certification programs,
Development of new and revision of current policies and procedures, assistance with recruitment and retention students.

Service to the University

Faculty chair,
Program Coordinator,
Faculty recording secretary,
Faculty Senate, University standing committees [including chair],
University ad hoc committees [including chair],
University search committees,
University representative on boards or committees,
Advisement of student organizations,
Recruitment and retention of students,
Sponsorship of art, music, and theater shows/productions,
sponsorship/support of athletic activities.

Service to Profession

Providing service to professional organizations,
Serving on professional boards or committees,
Developing professional materials,
Providing technical assistance to schools, colleges, universities or service agencies
Assisting teachers improve instruction, and presenting workshops.

Service to Community

Working in professional consultancies and advisory roles;
Creating and conducting professional institutes, conferences, symposia, workshops;
Establishing and implementing centers or other agencies/programs for the delivery
of professional education services.

Evidence may include, but is not limited to:

- Presentations to civic groups
- Presentations to local schools and universities/colleges
- Service on boards, agencies, and commissions (local, state, and national)
- Service on School Improvement Councils

- Leadership/Membership in community groups.
- A description of one's agenda (Goals) for service and of how that service builds on
- one's professional expertise
- Examples of involvement with practitioners that is sustained and focused and that draws upon one's professional expertise
- Correspondence (requests/acknowledgement)
- In- service education or technical assistance
- Professional consultations with private agencies related to education.
- Sustained involvement/contributions in the work of practitioners in one's field
- Leadership/Advocacy in addressing needs of practitioners in one's field
- Sustained involvement/membership in professional organizations and associations in one's field at state, regional, national and/or international levels.
- Service to licensure, certification or accreditation boards
- Awards and recognition for service
- Mentoring junior faculty or school personnel
- Faculty liaison for students to professional organizations
- Service as dissertation committee member
- Service both compensated and uncompensated

The activities under each type of service listed above can be documented by letters from colleagues, the candidate's personal description of her/his level of activity, and/or relevant documents produced in this service. The faculty member's service record must clearly demonstrate the nature of accomplishments and reveal sustained and effective professional, community and/or clinical service.

Collegiality/Disposition

The ELPA Department recognizes and values positive disposition and collegiality among students, faculty, and staff (both within and without the department)

Performance Indicators

- Actively contributes to a supportive academic environment through positive interactions with peers, students and other professionals.
- Demonstrates enthusiasm for the discipline one teaches
- Builds and maintains collegial relationships with others
- Participates in collegial activities designed to make the university a productive learning environment
- Continually reflects upon the effects of one's choices and actions on others
- Is committed to reflection, assessment, and learning as an ongoing process
- Gives and receives constructive feedback
- Engages in and supports appropriate professional practices for self and colleagues
- Is committed to being a team player and actively sharing a role in ongoing professional activities
- Tolerates and respects diverse opinions
- Fosters relationships with colleagues/students/community to support learning and well-being
- Values and appreciates the importance of all aspects of others' experiences
- Draws upon colleagues as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback
- Respects the privacy of others and the confidentiality of information
- Consults with others to improve the overall academic environment

Evidence may include, but is not limited to:

- Correspondence
- Collaborative projects
- Student evaluations
- Peer evaluations
- Minutes
- Reports
- Curriculum materials
- Professional Development Plan
- Yearly Summary Report
- Other

Candidate Self Statement

Candidates are required to provide a self-statement of teaching effectiveness, professional achievement and growth, and contributions to campus and community that provides an introduction to the candidate's accomplishments. The goal of the self-statement is to provide an introduction of the candidate's materials within each area for subsequent levels of review. It should provide a context for understanding the candidate's accomplishments within each area. It is recommended that the statement for each area (effectiveness in teaching or area of primary assignment, professional achievement and growth, and contributions to campus and community). A set of supplementary materials representing the candidate's accomplishments in teaching effectiveness, professional achievement and growth, and contributions to campus and community should be arranged as follows: (a) - evidence pertaining to educational background (if necessary), (b) evidence pertaining to teaching effectiveness, (c) evidence pertaining to professional achievement and growth, and (d) evidence pertaining to contributions to campus and community. It is recommended that the supplementary materials consist of no more than three 3-inch binders.

Promotion to Associate Professor

A minimum of five years (or negotiated number of years) at the assistant professor level and the appropriate terminal degree are normally required before promotion to associate professor. Prior service at other academic institutions at the rank of assistant professor or higher must be established at the time of appointment or within the first year, using University guidelines for establishing the critical year. Separate guidelines for changing one's critical year are also specified in University documents and shall be followed. The criteria for promotion to associate professor are:

Teaching

The teaching record of the candidate should provide evidence of significant contribution in the teaching area. The reviewers will examine evidence in the file which should include, but is not limited to following:

- Course design, organization and management.
- Maintenance of high academic standards.
- Effective instruction.
- Effective student advising and counseling.

Evidence of the above must include student evaluations and may include peer and Department Chair evaluations. Evidence of teaching innovations, new course development, and other appropriate activities shall be contained in the personnel file and indicated on the annual productivity report.

Scholarship and Creativity

For promotion to associate professor, the research record should show substantial progress toward becoming a mature and productive scholar within at least one sub-field of the faculty member's discipline. Primary evidence of this progress involves a strong beginning evidenced by publications in refereed journals of high quality. Evidence of secondary importance includes other types of publications (such as refereed conference proceedings, book reviews, textbooks, non-refereed journal articles), research grants and research contracts, and papers presented at scholarly meetings.

Service

For promotion to associate professor, the service record of the faculty member should be judged by the following criteria:

Involvement in international, national, regional, state or area activities with associations related to his/her professional area and with one's university affiliation identified. Such involvement might include refereeing for academic or professional journals, or participation in the organization of professional meetings. Outreach to the state and the larger community in a professional capacity, such as service-learning activities.

Summary

Overall, the candidate for promotion to associate professor must demonstrate significant contribution in research, significant contribution in teaching, and reasonable contribution in service as listed above. In addition, the candidate should be capable of assuming the greater academic responsibilities in furthering the mission of the Department or the College, associated with the rank of associate professor.

Promotion to Full Professor

Promotion to the rank of full professor is the highest academic honor that the University awards to its own faculty. Clearly, standards for achievement and performance must be much higher for the promotion to full professor than to associate professor. The candidate must substantially have exceeded the minimum contributions required for the rank of associate professor. A minimum of five years at the associate professor level is required before promotion to full professor. The counting of prior service at other academic institutions at the rank of associate professor or higher shall follow University policy. Post promotion to associate professor, the individual should demonstrate continuing adherence to all of the standards required for promotion to associate professor with the following requirements:

Teaching

Continued adherence to the standards required for promotion to associate professor for the entire period since the previous promotion or the time of joining the University.

Scholarship and Creativity

The candidate for promotion to full professor will have become a mature and productive scholar within at least one sub-field of the faculty member's academic discipline. Evidence will include publications in refereed journals of high quality with secondary importance attached to other outlets for scholarly research. Research and refereed publications will count heavily in the promotion to professor. A steady level of research activity is also important. When appropriate, the candidate for promotion should have had responsibility for and supervision of graduate students' research.

Service

The candidate must demonstrate a strong leadership role in the College, University, or external community. Valued professional service activities include, for instance, editorships of academic or professional journals. Since the promotion to associate professor, the candidate for promotion to full professor should have exhibited a significant contribution in research, a significant contribution in teaching and a reasonable contribution in service as indicated above (unless the faculty member's areas of significant contribution have been changed). In addition, the candidate should be capable of assuming the additional academic responsibilities in furthering the mission of department and college, associated with the rank of full professor at East Tennessee State University.

Summary

Overall, the candidate for promotion to full professor must demonstrate significant contribution in research, significant contribution in teaching, and reasonable contribution in service as listed above. In addition, the candidate should be capable of assuming the greater academic leadership responsibilities in furthering the mission of the Department or the College, associated with the rank of associate professor.