College of Education

Tenure & Promotion Guidelines

This document serves as the adopted expectations for College of Education faculty seeking promotion and/or tenure.

Preface

The attached tools establish benchmarks for **Teaching Effectiveness**, **Research, Creative Work**, and **Service** used in the application and review of tenure and/or promotion portfolios. Faculty members applying for tenure and/or promotion have the responsibility of supplying the College Review Committee members with the evidence necessary to determine fairly the merit of the faculty member's teaching effectiveness, research and creative work, and service. College Review Committee members will carefully evaluate the evidence supplied in the portfolio and will use the identified criteria to assess the merit of the evidence supplied.

Faculty members must provide evidence that they meet or exceed the expected criteria for the rank for which they are applying using work performed while hired in their tenure track position at Troy University. Failure to meet the minimal criteria in any of the areas of evaluation can result in a denial of tenure and/or promotion in rank. **The table on page 1 outlines the minimum requirements to be considered for tenure and/or promotion to each rank.** Faculty members applying for tenure must provide pertinent evidence of fulfilling the criteria for the rank in which they serve. Faculty members applying for promotion (or promotion and tenure) must provide evidence of fulfilling the criteria for the rank being sought.

The benchmarks outlined in this document are not to be used to predict definitively promotion and/or tenure. In addition to its use by the College Review Committee members, it should be used by both faculty members and division chairs/assistant division chairs to guide Professional Development Plans, End of Year Evaluations, and to guide a faculty member's maturity in his or her overall professional development. Faculty members should be prepared to demonstrate progress as evidenced by a well-balanced portfolio that shows consistent progress in the areas of teaching effectiveness, research and creative work, and service.

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Minimum Requirements to Be Considered for Tenure and Promotion

Important: *Below are the "minimum requirements" to be "considered" for tenure and promotion.   Meeting just the recommend minimum requirements does not guarantee advancement to tenure status and promotion in rank. The College of Education strives for excellence in the areas of teaching, research, and service.*

Rank	Teaching Effectiveness	Research[1] and Creative Work	Service
**Refer to page 2 for definition of Categories A and B			

Tenure	*Proven teaching effectiveness to include:*
	• Competence in instruction based on positive Supervisor's Annual Evaluation (*Takes into consideration Student Evaluations and Faculty Handbook requirements*).
	• Evidence of use of technology.
		Proven scholarship in field to include:
		  o Two (2) *category A* intellectual contributions.
		  o One (1) of which <u>must</u> be a peer reviewed publication.
		      AND
		  o One (1) additional *category A or B* intellectual contribution
			Service contributions to include:
			• Proven potential to fulfill duties/responsibilities as a faculty member.
			• Fulfills service requirements as assigned by chair at department, college, discipline, and community level.
			• Evidence of discipline related service at the community and state level.

Associate Professor	*Proven teaching effectiveness to include:*
	• Sustained level of teaching effectiveness based on positive Supervisor's Annual Evaluation (*Takes into consideration Student Evaluations and Faculty Handbook requirements*).
	• Initiates and provides leadership in course development and curriculum reviews.
		Proven scholarship in field to include:
		• All the minimum research requirements for the rank of Assistant Professor plus:
		• Research agenda is apparent in scholarly work
		• Proven leadership in development of artifacts
		• Varying publication venues for your developing research agenda.
		• Four (4) *category A* intellectual contributions.
		  o Two (2) of which <u>**must**</u> be peer reviewed publications.
		    AND
		• One (1) additional *category A or B* intellectual contribution
			Service contributions to include:
			• All the minimum service requirements for the rank of Assistant Professor plus:
			  • Fulfills service requirements at a broader level of College, University, Community and Professional discipline/association work.
			• Participates in assigned tasks related to accreditation.

Full Professor	*Proven teaching effectiveness to include:*
	• Must have all the minimum requirements for the rank of Associate and assumes a leadership role in the department as a resource for teaching methods and mentoring junior faculty.
		Mature *scholarship in field to include:*
		• All the minimum research requirements for the rank of Associate professor plus:
		• Greater depth in publications and presentations to include a demonstration of an invitational level of scholarship and a competitive level of scholarship related to established research agenda.
		• Four (4) *category A* intellectual contributions.
		  o Two (2) of which <u>**must**</u> be peer reviewed publications.
		    AND
		• One (1) additional *category A or B* intellectual contribution
			Service contributions to include:
			• All the minimum service requirements for the rank of Associate Professor plus:
			• Be recognized as a faculty leader contributing to the needs of the university,
			  • Provide leadership in service on a broader level of College, University, Community, Professional discipline/association work and to public entities as they relate to the needs of the above.
			• Serves in elected roles in state, national, or professional associations.

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[1]All research activities are not equal and will be reviewed by the College Review Committee for quality on a case-by-case basis.

Definition of Categories A and B

(Developmental)[2]	Category A[3, 4]	Category B[3, 4]
• Submission of a journal article*	• Peer reviewed journal publication*	• Peer reviewed regional/state oral/paper/poster presentation
• Collaborate with program faculty members to conduct potentially publish-worthy research in the curriculum, most likely, within fieldwork experiences	• Highly recognized peer reviewed or invited professional oral/paper/poster presentation (e.g., keynote speaker, national organization convention with educational presentations)	• Book review (published in refereed periodical)
• Funded Troy University paper presentation grants	• Chapter in a peer reviewed or edited book in one's professional field	• Review of book, chapter, or article for textbook publisher or journal
• Submitted external research grants and sponsored projects	• Book (edited or authored) within one's professional field	• Funded Troy University internal instructional improvement, summer research, and research grants for course enhancement and/or research
	• Creation of educational materials (published and peer reviewed)	• Guided student research projects or preceptorships
	• Funded research grants and sponsored research projects	
	• Inventions and/or patent	

[2]Pertinent to tenure track faculty members within their first two to three years of service. These activities are not recognized as artifacts that are accepted under tenure and promotion criteria, but are important steps in producing those products that are recognized for tenure and promotion.
[3]The topic of scholarly work should not only be within one's discipline, but should also be consistent with the faculty member's research agenda. A case for the professional significance of the work should be made in the faculty essay.
[4]When more than two authors contribute to an artifact, the role of the faculty member documenting the work as evidence for scholarship should clearly describe his/her role in producing the artifact or contribution to the product.
*Seek advice of your Division chairperson regarding the validity of the publication.

Assessment Tools
(Teaching, Research & Creative Works,
Professional Competence, and Service)

Teaching Effectiveness Assessment Tool

Teaching Effectiveness is the demonstration of effectively promoting and fostering learning among students. The College Review Committee members assess the areas of teaching effectiveness using various artifacts that demonstrate effective teaching presented in the table below. Evidence of teaching effectiveness can be demonstrated through student evaluations, peer reviewed class observations, letters of support for teaching/advising effectiveness from students/colleagues, diverse samples of teaching materials (e.g. samples of exceptional/outstanding lectures, graded exams; to include passing and failing exams, student projects, etc.), professional development plans, and year-end evaluations.

Teaching Effectiveness	
Area of Review	**Evidence**
Command of one's subject	
Ability to organize subject matter and present it clearly, logically & imaginatively	
Knowledge of current developments in one's teaching discipline	
Ability to relate one's subject to other areas of knowledge	
Ability to provoke and broaden student interest in subject matter	
Ability to develop and utilize effective teaching methods and strategies	
Availability for and effectiveness in academic advising and directing students	
Ability to develop and foster student utilization of current information technology	
Possesses and demonstrates integrity, industry, open-mindedness, and objectivity in teaching	
Knowledge and proficiency in current educational technologies	

Meets Minimum Requirement	Yes	No

Research & Creative Work Assessment Tool

Research and Creative Work are scholarly contributions to one's profession. The College Review Committee members assess research and creative work using the types of artifacts that demonstrate scholarship presented in the table below. Any work submitted within the "Other" category; must have documentation that it was mutually agreed upon by the individual faculty and director/chair in the professional development plan.

Research and Creative Work	
Areas of Review	**Evidence**
Publications (peer reviewed) • Periodical/Journal article (academic, professional, practitioner) • Book/monograph (including dissertation) authored or edited. • Chapter, case, case study, instructional materials or book	
Research grants & sponsored research projects • Funded State/Federal grant and/or sponsored research projects (please indicate level of funding) • Federal/State grant application • Submitted but not funded	
Reviews of creative & scholarly work • Book review (published in refereed periodical) • Book, chapter, or article review for textbook publisher or journal • Other, e.g., reviewed abstract for acceptance to conference	
Presentations (peer-reviewed) • Reading papers or making professional presentation to local or state learned societies • Reading papers or making professional presentation to national or international learned societies	
Creation of educational materials • Consulting work product (e.g. published report, survey, etc.) • Teaching material (e.g. published works: e.g. instructors manual, test bank) • Other (Must be agreed upon in the Faculty's Professional Development Plan)	

Meets Minimum Requirement	Yes	No

Professional Competence Assessment Tool

Professional Competence is active engagement with one's profession. The College Review Committee members assess professional competence using the types of artifacts that demonstrate professional activity presented in the table below. Any work submitted within the "Other" category; must have documentation that it was mutually agreed upon by the individual faculty and director/chair in the professional development plan.

Professional Competence and Activities	
Areas of Review	**Evidence**
Receipt of awards, internal grants, and/or fellowships	
Appointment in scholarly capacity to state, regional, or national posts Must serve 1 full year in position	
Active participation in professional organizations ("Active" is defined as meeting all membership criteria and being listed on the organization's membership list)	
Reading papers or making professional presentations before organizations and/or agencies Non-peer reviewed	
Participation in state, regional or national Conferences, Institutes, Symposiums, etc.	
Serve as chair on dissertation/thesis committee (Full year is defined as three semesters)	
Active Clinical Practice, New/Committee • Clinical practice (Indicate hours per week) • New Licensure/New Certification • Continuing Education Units (Document hours per year)	
K-12 Involvement: (e.g. team teaching activities, serving on advisory boards, working with AMSTI, ARI, participation in formal partnerships with local schools or taskforces, etc.)	
Other (Must be agreed upon in the Faculty's Professional Development Plan) • Engaged in doctoral studies or Postdoctoral education (Document hours completed per year) • Participation in special programs (e.g., writing-across-the-curriculum, technology instruction	

• Non K-12 faculty involvement on advisory boards/taskforces, etc.		

Meets Minimum Requirement	**Yes**	**No**

Service

Service activities are contributions to one's Program, Division, College, University, Community and Profession. The College Review Committee members assess service using the types of artifacts that demonstrate professional activity presented in the table below. Any work submitted within the "Other" category; must have documentation that it was mutually agreed upon by the individual faculty and director/chair in the professional development plan. Credit for these activities can be considered as Professional Competence **OR** Service, but not both.

Required Faculty Responsibilities

Required Responsibilities: To be completed by the faculty's direct supervisor.	Requirement Met (yes/no)	Evidence (yes/no)
Regularly attends faculty meetings (Divisional, College, University)		
Contributes to positive work and academic environment as evaluated by Division Chair		
Fulfills faculty duties and responsibilities as outlined by Faculty Handbook and other pertinent University documents as evaluated by Division Chair or Immediate Supervisor		

Service Assessment Tool

Service to Department, College, and University

Areas of Review	Evidence
Selected member of Division, College, or Program Committee	
Appointed/elected Chair of Division, College, or Program Committee	
Selected member of College or University Committee	
Appointed/elected Chair of a College/University Committee	
Faculty Advisor to Student Organization	
Mentor to New and/or Novice Faculty	
Special Assignment for Division, College, or University as agreed upon by the Dean, e.g. Accreditation Steering Committee, standard committee member, etc.	
Other (Must be agreed upon in the Faculty's Professional Development Plan)	

Meets Minimum Requirement	Yes	No

Service to Community

Areas of Review	Evidence
Member of Community Committee or Organization for one year	
Chair of Community Committee or Organization (e.g. President of Rotary, etc.)	
Advisor/Consultant/ Invited Speaker to Community Committee/Group/Organization	
Participates in Community Activities	
Other (Must be agreed upon in the Faculty's Professional Development Plan	

Meets Minimum Requirement	Yes	No

Service to Professional Discipline**

Areas of Review	Evidence
Active membership and participation in professional organizations (e.g. maintain current dues, serve on committees/board	
Officer of Local, State, Regional Professional Organization	
Officer of National or International Professional Organization	
Advisor/Consultant to Professional Organization	
Member of Editorial Board of Professional Journal and/or Professional Accreditation Board (e.g. NCATE/CAEP, CACREP, CORE, etc.)	
Member of Specialized Accreditation Review Committee (external reviewer for other universities)	
Member of professional panels, committees, taskforces, advisory boards, etc.	
Other (Must be agreed upon in the Faculty's Professional Development Plan)	

Activities may be assigned to Service to Professional Discipline or to Professional Competence and Activities, but not both. **The same activity may not be used in both areas.

Meets Minimum Requirement	Yes	No

College Review Committee Worksheet

	Meets Minimum Requirement for Category	
	YES	**NO**
Teaching Effectiveness:		
Research & Creative Work:		
Professional Competence & Activities:		
Service:		

	YES	**NO**	**NA**
Candidate Meets Eligibility for Tenure:			
Candidate Meets Eligibility for Promotion:			

College of Education Review Committee Member:

_____   _____

Name   Date

Tenure and Promotion Portfolio

Faculty planning to submit a portfolio for promotion and/or tenure should study carefully sections 3.4, 3.5, 3.6, and 3.7 of the *Faculty Handbook* for specific guidance on what is to be included in the portfolio. Additional guidance is provided within the criteria developed by the Dean and the College Review Committee members.

A faculty member being considered for promotion and/or tenure must complete and submit to the Division Chair his/her portfolio (described in 3.7.4 of the *Faculty Handbook*) on or before September 1. A faculty member may not submit additional material after September 1 and still be considered for tenure/promotion during that year.

Organization of the Portfolio
Candidates must adhere to the organization guidelines published by the Senior Vice Chancellor for Academic Affairs to provide appropriate documentation required for evaluation of teaching, scholarly and creative activities, and service. Documentation is contained in an electronic portfolio for which the faculty member is responsible for maintaining currency. The portfolio must include:

- Review Information Form (Appendix C, Form B.)
- Faculty essay[5] (maximum of ten pages, typed, double-spaced) that addresses teaching effectiveness/advising, scholarly/creative activities, and leadership/service.
- Curriculum Vita[6].
- Professional Development Plan covering the period under consideration.
- Faculty evaluation documents covering the period under consideration.
- All course evaluations covering the period under consideration.
- Appropriate documentation and evaluations of reported activities and achievements (Form C, Candidate Evaluation, must be used if the candidate wishes to include letters of support) *Refer to3.7.4 of the Faculty Handbook*
- Six Letters of Support from faculty members tenured and at the same rank for which the faculty member is applying or higher. Two of these must be from faculty members from an outside university, and two must be from faculty members outside the COE. Your faculty essay and CV should be sent to those asked to write letters of support. Their review should be based on the documentation provided.
- Copies of abstracts for all scholarly work produced within the time period under review.

In addition, full hard copies of journal articles must be submitted to the College of Education Dean's office by the application due date.

Note: Faculty should be judicious in the inclusion and organization of materials in the portfolio and are responsible for ensuring the accuracy, completeness, and integrity of all materials.

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[5]See COE Guidelines section on information for an effective faculty essay.
[6]See COE Guidelines section on information for an effective tenure and promotion vita.

Key Calendar Dates for Tenure and Promotion

By May 1 of each year, the Senior Vice Chancellor for Academic Affairs will establish the calendar for the promotion and tenure decision cycle for the next academic year, to be sent to each member of the faculty and to be posted in each department. Refer to section *3.7.2* of the *Faculty Handbook* for key dates.

Faculty Essay

The faculty essay and faculty vita should parallel each other. Use the essay to explain items included in your vita. Explain your teaching philosophy and describe what you have done in the classes you taught during the tenure and promotion cycle. In the essay, describe your research agenda and primary and secondary research interests. Explain the progression from presentation to publication. If there are more than two authors for the research publication, then discuss your contribution and/or role in writing the publication. Explain the readership of the journals where you are published. Use APA format for listing publications. Include an abstract of the publication in your portfolio, Section 6, Supporting Documentation of Activities and Achievements. Describe your contributions to service at the College, University, Profession/Discipline, and the community. Do not list publications or conference proceedings that are pending.

Faculty Vita

Faculty must use Digital Measures, which can be accessed at http://trojan.troy.edu/employees/digitalmeasures/. The faculty vita included in the faculty portfolio must reflect the Digital Measures format. Only list courses taught during the tenure and promotion cycle.