

College or Department Level Tenure and Promotion Criteria

College Clemmer College of Education
Department Curriculum and Instruction Tenure and Promotion Criteria
Approved 12/12/2016



TENURE

The criteria and statements in this document are intended to supplement and clarify the statements in Tennessee Board of Regents and East Tennessee State University policy regarding tenure, specifically for faculty in the Department of Curriculum and Instruction. This document does not repeat the criteria and statements referenced in the *ETSU Faculty Handbook* and is to be considered an addition to them. If any contradiction is perceived, the *ETSU Faculty Handbook* takes precedence.

The criteria and statements below should be applied in light of the overall assignment of the candidate. For example, a program coordinator would be expected to have a greater allocation of time and energy to service (program management and development) than a faculty member without a substantial administrative assignment. To be recommended for tenure in the Department of Curriculum and Instruction, the candidate should document an overall profile of competence in teaching, research/scholarly/creative activity, and service that reasonably can be thought to predict a high and sustained level of growth and accomplishment in all three areas and thus warrant the long-term institutional and collegial commitment that tenure represents. The successful candidate for tenure will be well beyond the beginner phase in all three areas and will have no major areas of concern or question about his/her competence and accomplishments.

Teaching effectiveness

Teaching: In addition to criteria in the *ETSU Faculty Handbook*, the candidate for tenure in the Department of Curriculum and Instruction is expected to present an array of data that demonstrate excellence in teaching:

- In-depth mastery of one or more clearly identified areas of teaching (i.e. course development or modifications), appropriate for the degree program and/or courses. The area(s) of expertise must meet the current instructional needs of the department and likely future needs.
- In-depth knowledge of current and emerging theory and research related to the identified area(s) of teaching.

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- Currency and creativity in pedagogy, including current and emerging instructional methods and appropriate uses of instructional technology.
- Documented student learning outcomes that meet the standards and requirements of the department and instructional program(s). This includes presentation of student learning outcomes and evidence of students' attainment of these outcomes. Specifically, instruction should reflect:
 - A high level of intellectual stimulation and rigor
 - Key assessments and assignments that
 - Develop students' skills in research/scholarly/creative activity, synthesis, writing, and oral presentation
 - Develop students' ability to solve problems and think critically
 - Develop students' ability to enter professional practice at a competent beginning level of expertise or enable experienced practitioners to enhance their performance.
 - Develop and assess students' dispositions for professional practice.
- Commitment to self-assessment and improvement of instruction beyond the required Student Assessment of Instruction (i.e. MOU, participation in courses to improve teaching)
- Commitment to the program, including active involvement in course and curriculum development.

Evidence of effectiveness

Documentation of teaching effectiveness should include Student Assessment of Instruction, excellent peer observations, peer review of on-line courses and evaluations of teaching, evidence of self-reflection, and several other substantial sources of evidence. The candidate is responsible for consulting with supervisors and collecting and analyzing such items as peer evaluations, evidence of course and curriculum development, self-assessment and improvement efforts, student performance data, awards and recognitions, data from key assessments and external evaluations of instruction. (See List of Potential Activities in Appendix A.)

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Professional service

Service: In addition to criteria in the ETSU *Faculty Handbook*, the candidate for tenure in the Department of Curriculum and Instruction is expected to present an array of data that demonstrate some of the following:

- Involvement in national or regional professional organizations related to his/her areas of professional expertise within the department.
- Commitment to and active involvement in the Department of Curriculum and Instruction programs through student advising, recruitment and retention activities, and program assessment and evaluation.
- Documented involvement of active service in departmental, college, and university service activities related to the candidate's professional interests or responsibilities as a member of the university community. Candidates should have demonstrated the ability to work productively with colleagues to accomplish the goals of the department and college and both willingness and ability to fulfill collective professional responsibilities.
- Appropriate involvement in public/community service activities related to the candidate's professional expertise.
- Appropriate involvement within or outside the university to represent and support the Department of Curriculum and Instruction and its programs.

Documentation should include the nature of the service activity, evidence of what was accomplished, the candidate's role in the accomplishment. The candidate is responsible for consulting with supervisors to plan service activities and to collect and analyze appropriate documentation. (See List of Potential Activities in Appendix A.)

Note: A candidate for tenure who is a beginning faculty member should present a carefully selected set of high quality service activities related to his/her expertise and should not be expected to have participated in a large number of service activities, particularly committees, to the detriment of teaching and scholarship.

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Research/scholarly/creative activity

Research/scholarly/creative activity: In addition to criteria in the ETSU *Faculty Handbook*, the candidate for tenure in the Department of Curriculum and Instruction is expected to present an array of data that demonstrate:

- Productivity in one or more clearly identified and coherent areas of research/scholarly/creative activity appropriate for the Department of Curriculum and Instruction and program area. The area(s) of research/scholarly/creative activity should incorporate appropriate topics and methods of inquiry, both traditional and emerging.
- An established program of research/scholarly/creative activity that shows clear potential for continuation and growth. For example, the candidate for tenure should document completed articles/papers or scholarly products, items accepted for publication, presentation, or exhibition, items under review, items in process, and items planned for the future.

Documentation should include the products of research/scholarly/creative activity and evidence of their quality, including the nature of review and selection processes, significance of the scholarly/creative outlets and audiences, impact on the field of inquiry, results of external reviews, and evidence of peer recognition (i.e. acceptance rate, review process).

Nontraditional forms of scholarly productivity may be included with appropriate documentation of quality and impact. The candidate is responsible for consulting with supervisors and collecting and analyzing evidence of the quality of all research/scholarly/creative accomplishments. (See List of Potential Activities in Appendix A.)

Other factors

If graduate-level teaching is or may be an expectation in the future, the candidate for tenure should have the following qualifications:

- Terminal degree in an appropriate field

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- Eligibility for full membership in the graduate faculty on a continuing basis
- Appropriate involvement in research/scholarly/creative activity

In all cases, the candidate is expected to document and reviewers to evaluate both the nature and quality of all activities and accomplishments.

Staffing needs

Current and likely future staffing needs may be taken into account in tenure recommendations and decisions.

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PROMOTION

The criteria and statements in this document are intended to supplement and clarify the statements in Tennessee Board of Regents and East Tennessee State University policy regarding promotion, specifically for faculty in the Department of Curriculum and Instruction. This document does not repeat the criteria and statements referenced in the *ETSU Faculty Handbook* and is to be considered an addition to them. If any contradiction is perceived, the *ETSU Faculty Handbook* takes precedence.

The criteria and statements for promotion in the Department of Curriculum and Instruction should be applied in light of the overall assignment of the candidate. For example, program coordinators would be expected to have a greater allocation of time and energy to service (program management and development) than a faculty member without a substantial administrative assignment.

As noted under the section on tenure, if graduate teaching is or may be an expectation in the future, candidates for promotion and tenure will be expected to document the level of performance appropriate for graduate faculty.

Expectations for promotion to Associate Professor

As noted under general criteria, if graduate teaching is or may be an expectation in the future, candidates for promotion and tenure will be expected to document the level of performance appropriate for graduate faculty.

Teaching effectiveness

Teaching: In addition to criteria in the *ETSU Faculty Handbook*, the candidate for promotion in the Department of Curriculum and Instruction is expected to present an array of data that demonstrate excellence in teaching:

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- In-depth mastery of one or more clearly identified areas of teaching, appropriate for the degree program and/or courses.
- In-depth knowledge of current and emerging theory and research related to the identified area(s) of teaching.
- Currency and creativity in pedagogy, including current and emerging instructional methods and appropriate uses of instructional technology.
- Documented student learning outcomes that meet the standards and requirements of the department and instructional program(s). Specifically, instruction should reflect:
 - A high level of intellectual stimulation and rigor
 - Key assessments and assignments that
 - Develop students' skills in research/scholarly/creative activity, synthesis, writing, and oral presentation
 - Develop student's ability to solve problems and think critically
 - Develop students' ability to enter professional practice at a competent beginning level of expertise or enable experienced practitioners to enhance their performance.
 - Develop and assess students' dispositions for professional practice.

Faculty who teach in the Department of Curriculum and Instruction are expected to teach at ETSU's extended campuses, online, or in off-campus cohort programs, when assigned; and to provide high-quality instruction to all students.

The candidate is responsible for consulting with supervisors to identify, collect, and analyze multiple substantial sources of evidence to document the nature and quality of instruction, including Student Assessment of Instruction, peer observation and evaluation of instruction, data from key assessments, and other sources of evidence. (See List of Potential Activities in Appendix A.)

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Service

Service: In addition to criteria in the ETSU *Faculty Handbook*, the candidate for promotion to Associate Professor in the Department of Curriculum and Instruction is expected to present an array of data that demonstrate some of the following:

- Involvement in national, state, and/or regional professional organizations that will support the candidate's continuing development in his/her specialty areas, including continuing currency in research/scholarly/creative activity and theory, leadership in professional organizations, and professional recognition.
- Commitment to and active involvement in promoting undergraduate and/or graduate students' education and involvement in research/scholarly/creative activity.
- Commitment to and active interest and competence in recruiting, advising, retaining, developing and mentoring students.
- Leadership in recruitment and retention activities, service on graduate committees (chair and/or member), directing theses, projects, and independent studies,
- Involvement in public/community service that is related to the candidate's area of expertise.

The candidate is responsible for consulting with the department chair and others to plan service activities and to collect and analyze appropriate documentation of the nature and quality of his/her contributions. (See List of Potential Activities in Appendix A.)

Research/scholarly/creative activity

In addition to criteria in the ETSU *Faculty Handbook*, the candidate for promotion to Associate Professor in the Department of Curriculum and Instruction is expected to present evidence of achievement in scholarship in areas that are appropriate for the Department of Curriculum and Instruction and program area. The candidate should provide evidence of the quality of the publication, presentation, or other scholarly activity. The bulk of the evidence should be accomplishments with documented review

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and evaluation by qualified professionals of quality and impact. For joint-authored items, the candidate needs to present evidence of the nature of his/her contribution.

- Four articles of reasonable length and good quality published in recognized international or national refereed journals of good quality or the equivalent level of scholarly achievement in
 - Other types of peer-reviewed publications, including articles in recognized journals with regional or state readership, book chapters, monographs, and book-length works
 - Editorially-reviewed publications, including book chapters, monographs, and book-length works, from reputable academic presses/publishers.
 - Other types of scholarly products and activities with appropriate peer review for acceptance and/or other types of critical review and evaluation of quality
 - Competitive funded projects (external or internal)
- Peer-reviewed presentations or papers presented at international, national, regional, and state meetings of professional organizations. The candidate should provide information about the conference organization and its impact, reputation in the field, and the selection ratio.
- Other types of peer reviewed scholarly accomplishments such as roundtables, panels, posters, proceedings, webinars, and abstracts.

The candidate for promotion may also present non-peer reviewed items to demonstrate breadth of accomplishments related to scholarly/creative activity:

- Textbooks and other commercial materials.
- Non-peer reviewed and/or invited scholarly articles, other publications, or presentations
- Publications and presentations for popular audiences
- Book reviews, minor publications, etc.

Non-traditional scholarly or creative products, e.g., scholarly items in media other than print and creative products in non-traditional media may be presented, along with documentation of their quality and impact.

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The successful candidate for promotion to Associate Professor will demonstrate an established, coherent, and focused program of scholarly activity that shows strong potential for continuation and growth. The candidate is responsible for consulting with supervisors and collecting and analyzing evidence of the nature and quality of all scholarly/creative accomplishment. (See List of Potential Activities in Appendix A.)

Expectations for Professor

The criteria for promotion to the rank of Professor in the Department of Curriculum and Instruction build on the criteria for tenure and the rank of Associate Professor. The successful candidate for promotion to Professor will demonstrate all the activities and accomplishments for tenure and the rank of Associate Professor at a demonstrably higher level of performance, including:

- Sustained, regular, high-quality involvement in teaching, scholarly activity, and service since the award of tenure and the rank of Associate Professor.
- Significant improvement over time in the quality and breadth of teaching, scholarly activity, and service. In the case of scholarly activity and service, increased quantity of accomplishments is also expected with experience.
- Development of leadership in teaching, scholarly activity, and service within the university and profession. “Leadership” will include serving in leadership roles, various forms of peer recognition as a leader, awards and citations, and providing guidance and support to undergraduate and graduate students and beginning faculty members.

The successful candidate for promotion to the rank of Professor will document an overall profile of an established, competent senior faculty member who may reasonably be expected to continue to serve indefinitely as a leader within the university and within his/her disciplinary and professional communities.

The candidate is responsible for consulting with supervisors and collecting and analyzing appropriate documentation for promotion to the rank of professor. (See List of Potential Activities in Appendix A.)

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Appendix A List of Potential Activities & Evidence for Tenure and/or Promotion Department of Curriculum and Instruction

The following list provides examples of activities and evidence for tenure and/or promotion applications in the Department of Curriculum and Instruction.

Teaching

1. Teaching & Teaching Performance
 - a. Load, number of preparations, class sizes; amount of field, clinical, or practicum supervision
 - b. Graduate courses taught, significantly revised, developed
 - c. Undergraduate courses taught, significantly revised, developed
 - d. Major curriculum development and/or revision
 - e. Special topics courses, independent study, supervised research or supervised teaching
2. Sources of evidence for evaluating teaching **MUST** include the following:
 - a. Systematic rating by students (SAI)—Organize results into a table and adding discussion.
 - b. Peer evaluations of instruction/on-line course site
 - c. External evaluation of on-line site
3. Sources of evidence for evaluating teaching may include the following:
 - a. Student performance data—formal and informal, success on assessments, samples of assignments and projects; samples of student feedback, student awards and honors
 - b. Examples of instructional materials, innovative strategies, etc.
 - c. Chairperson evaluations
 - d. Content and ongoing updating of course syllabi with changes highlighted
 - e. Self-reflections
 - f. Professional development activities (e.g., workshops, technology classes)
4. Supervisory committees or positions
 - a. Chair or Member of master's committee
 - b. Chair or Member of doctoral committee
5. Awards

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Research, Scholarship and Creative Activities

1. Publications
 - a. Articles, papers, and monographs published in refereed international, national, or state journals
 - b. Published book
 - c. Chapter within a published book
 - d. Published conference proceedings
2. Editorial Activities
 - a. Editor of book
 - b. Editor of national, state, or international professional journal
 - c. Associate editor or reviewer for international, national or state journal
 - d. Book reviewer for major publisher
 - e. Reviewer for federal agency
3. Funded Research/Scholarly/Creative Activities
 - a. Author of project funded by outside agency
 - b. Author of project funded by university
 - c. Author of project submitted to outside agency but not funded
 - d. Author of project submitted to university but not funded
4. Academic Presentations
 - a. Presentation to a refereed national, state, or international meeting
 - b. Submitted to present at a refereed national, state, or international meeting
 - c. Presentation to a non-refereed institution or meeting
5. Non-traditional Activities
 - a. Webinars
 - b. Blogs (for recognized organizations)
 - c. Other creative outlets
6. Awards

Service

1. Professional Service
 - a. Chairperson or member of national, regional, or state committee
 - b. Officer at national, regional, or state level
 - c. Major committee responsibility for professional association
 - d. Reviewer for refereed manuscripts and proposals

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- e. Reviewer for grant proposals
 - f. Reviewer for conference proposals
 - g. Professional Development Leader for training, workshop, or local conference
 - h. Professional Association Membership
 - i. Partnerships with local schools or agencies
 - j. Faculty sponsor for organization chapter
 - k. Writing references for students
 - l. Sponsor for visiting scholar
 - m. State or National Accrediting Team
 - n. Author of Newsletter
2. University, College, and Departmental Committee Service
 - a. Undergraduate or graduate program coordinator
 - b. Graduate & Undergraduate student advising
 - c. Chairperson or member of university committee
 - d. Chairperson or member of college committee
 - e. Chairperson or member of department committee
 - f. President or member of Faculty Senate
 - g. Chairperson or member of search committee
 - h. Departmental reports
 - i. Leadership role in program changes, accreditation reports, and proposals
3. Public/Community Service related to professional expertise
 - a. Member of an accrediting team for national, state, or professional organization
 - b. Member of an advisory board, steering committee, task committee for public/community service agencies
 - c. Presentations to public groups on professional issues
 - d. Consulting (as a professional service, not for compensation beyond expenses and modest honorarium)
 - e. Other significant service involvement
4. Awards