

**Reappointment, Tenure, and Promotion Criteria
Department of Educational Leadership and Special Education
School of Education**

ELSE Department Criteria Reappointment, Tenure and Promotion

Section I: Criteria for Probationary Faculty

The following describes minimal levels of performance expected of probationary candidates in the Department of Educational Leadership and Special Education (ELSE) as they seek tenure and promotion to associate professor.

Teaching

Effective teaching and student learning is the primary endeavor for faculty in the ELSE Department. The assessment of teaching and student learning utilizes multiple sources of evidence that may be quantitative or qualitative. For this reason, through each of the probationary years, *the candidate is expected to demonstrate the following:*

- Annual written self-assessments of teaching and professional activity that describe, analyze, and reflect thoughtfully on the candidate's practice, showing evidence of a positive growth trajectory in teaching, along with plans for continuing improvement
- Course Outlines that clearly delineate readings, assignments, and due dates
- Timely assistance with and constructive feedback on assignments
- Consistently positive student comments and peer recommendations/observations
- A minimum 3.75 mean score on the combined means of all SETE teaching items across all courses submitted according to University RTP guidelines
 - Any item receiving an average score of 2.50 or less needs to be specifically addressed in the self-assessment of teaching and professional activity, and specific steps to be taken to address the area(s) of weakness must be described

Scholarship, Research, and Creative Achievements

The ELSE Department expects candidates to establish a scholarly agenda that is judged by their professional community as advancing their field of study. To that end, evidence of scholarship, research, and creative achievements submitted for this section must be peer reviewed and disseminated through professional channels. Scholarship that does not result in publication must be in a form that can be shared with peers (beyond what is shared in the classroom) and must be capable of being evaluated and peer reviewed. As with all scholarship, it should demonstrate excellence, originality and impact. Candidates must show that they have made a substantive contribution to their

discipline(s).

Across the period from initial tenure-track appointment to recommendation for tenure and/or promotion, *the candidate is expected to complete:*

- Written reflection within the self-assessment of the importance of each scholarly work, or creative achievement, its influence on the candidate's teaching, and a plan for continued development of scholarship
- One peer-reviewed article, book chapter, or comparable publication; AND
- At least two items from the following list:
 - Proposed and/or Funded grant (internal or external)
 - Accepted book proposal
 - Book published during time in rank at SSU
 - Peer-reviewed article, book chapter, or comparable publication
 - Four peer-reviewed professional conference presentations, which may include invited addresses or keynote speeches
 - Book review published in professional publication
 - Editorship of a professional journal
 - Development and dissemination through professional channels of original curricular, pedagogical, and other education resources (such as digital media, videos, websites, textbooks, and clinical instruction documents)
 - Combination of other scholarly pursuits, research or creative achievement that may lead to a professionally disseminated product, such as article manuscripts submitted for peer review, and book, or grant proposals, or other activities

Service

Because the work of the department cannot be achieved without each faculty member's ongoing contributions, service to the department, school, and university is vital. Across the period from initial tenure-track appointment to recommendation for tenure, *the candidate is expected to provide evidence of each of the following:*

- Discussion within the self-assessment of the candidate's service contributions within the department, school, university, and community and how these inform their teaching and scholarship
- Service to students through timely programmatic and academic advising
- 2 or more years of University-level committee service
- Service on at least one school or department/program committee per year (after year one)
- Significant participation in department/program business, including advising, and master's degree committees
- Professionally-related community service, including presentations or workshops, participation in community organizations, or provision of

- professional development activities.
- Additional optional service activities that are recognized may include, but are not limited to:
 - Design of new courses and new programs that have been approved through regular university channels
 - Significant assessment reports that have been submitted to an accreditation agency or to university administration
 - Professional service as a member of a journal's review board, a conference proposal reviewer, or similar professional service activities

Section II: Criteria for Promotion from Associate to Professor

The ELSE Department faculty are committed to the idea that candidates seeking rank as professor will demonstrate successful leadership skills. Professors' teaching, scholarship, and service reciprocally inform and strengthen each element of the professional work, providing leadership in at least 2 of those 3 areas.

The following describes minimal levels of performance expected of associate professors who wish to be considered for promotion to professor by the ELSE Department.

Teaching

Effective teaching and student learning is the primary endeavor for faculty in the ELSE Department. The assessment of teaching and student learning utilizes multiple sources of evidence that may be quantitative or qualitative.

During the time in rank as associate professor, *the candidate is expected to demonstrate:*

- A self-assessment of teaching and professional activity of the candidate's entire time in rank as associate professor. The candidate must reflect thoughtfully on his/her practice (impact of teaching and student learning), demonstrating not only continuous growth in teaching, but also the ways in which scholarly activities and service inform teaching.
- Leadership in terms of developing new programs, curricula, or courses
- Consistently positive student comments and peer recommendations
- Course Outlines that clearly delineate readings, assignments, and due dates
- Timely assistance with and constructive feedback on assignments
- Consistently positive student comments and peer recommendations/observations
- A minimum 3.75 mean score on the combined means of all SETE teaching items across all courses submitted according to University RTP guidelines

Scholarship, Research, and Creative Achievements

The ELSE Department expects candidates to continue a scholarly agenda judged by their professional community as advancing their field of study. To that end, evidence of scholarship, research, and creative achievements submitted for this section must be peer reviewed and disseminated through professional channels. Scholarship that does not result in publication must be in a form that can be shared with peers (beyond what is shared in the classroom) and must be capable of being evaluated and peer reviewed. As with all scholarship, it should demonstrate excellence, originality and impact. Candidates must show that they have made a substantive contribution to their discipline(s).

As such, during the time in rank as associate professor, *the candidate is expected to demonstrate the following to be promoted to professor.*

- Written reflection within the self-assessment of the importance of each scholarly work, or creative achievement, its influence on the candidate's teaching, and a plan for continued development of scholarship
- One peer-reviewed article, book chapter, or comparable publication; AND
- At least two items from the following list:
 - Externally funded major grant (PI or Co-PI)
 - Peer-reviewed article, book chapter, or comparable publication (first author)
 - Editorship of a professional journal
 - Accepted book proposal
 - Published book
 - Four peer-reviewed professional conference presentations, which may include invited addresses or keynote speeches
 - Leadership in scholarship by working with a student to submit his/her research to a journal for publication or to a conference for presentation
 - Book review published in professional publication
 - Development and dissemination through professional channels of original curricular, pedagogical, and other education resources (such as digital media, videos, websites, textbooks, and clinical instruction documents)
 - Combination of other scholarly pursuits, research or creative achievement that may lead to a professionally disseminated product, such as article manuscripts submitted for peer review, and book, or grant proposals, or other activities

Service

During the time in rank as associate professor, *the candidate is expected to demonstrate:*

- Discussion within the self-assessment of the candidate's contributions to the university through service that includes the following:
- Service on at least one School or Department committee per year
- Successfully serving as chair (or co-chair) of a school or university committee, subcommittee, or task-force, or the department
- Significant participation in department business, including advising, and chairing master's or doctoral degree committees
- Service to students through timely programmatic and academic advising
- Regular professionally-related community service, including presentations, participation in or leadership of community organizations, or leading professional development
- Leadership in *one or more* of the following:
 - Design of new courses and new programs that have been approved through regular University channels
 - Developing assessment reports that have been submitted to an accreditation agency or to University administration
 - Ongoing accreditation expectations or Program Review activities
 - Faculty professional development activities
 - Chairing search committees