**Department of Leadership, Middle and
Secondary Education Criteria for
Promotion/Tenure**

Faculty within the Department of Leadership, Middle, and Secondary Education participate in meeting three primary departmental responsibilities. These include: a) the preparation of undergraduate students to become competent teachers and graduate programs which provide practitioners ample opportunities to increase their knowledge of their profession, b) the dissemination of knowledge of the theoretical and practical aspects of education to other scholars and professional educators, and c) cooperation in the effort to serve the institution as a whole.

The department is also involved in an obligatory relationship with the Missouri Department of Elementary and Secondary Education (DESE) and must fulfill prescribed requirements related to state certification. In addition, the department's programs have achieved continuing accreditation from the Council for Accreditation of Educator Preparation (CAEP) Both certification and accreditation require faculty to participate in ongoing adjustment of curricula to align programs with state and national standards. The certification/accreditation requirements also require department faculty to collaborate to make all sections of courses aligned to standards, as well as to assure vertical alignment and sequence of courses.

Based on these responsibilities, all faculty seeking promotion/tenure must follow a system, which is in accord with the guidelines of the University Faculty Promotion Policy.
1. Terminal degree for Leadership, Middle, and Secondary Education faculty members is the doctorate.
2. The criteria for experience at each rank are those set forth in the university policy.
3. The performance categories are delineated under the traditional headings:
    A. Teaching Effectiveness
    B. Professional Growth
    C. Service

Definitions of Terms:

1. Sustained is defined as a series of accomplishments throughout the period of time in rank with emphasis on the last four years.
2. Categories: Teaching Effectiveness, Professional Growth, and Service
3. Areas: Sections under the Categories labeled as A, B, or C.
4. Indicators: Specific criteria under each Area,
5. Entries: actual activities and accomplishments listed under indicator.

GENERAL GUIDELINES FOR PREPARING PAPERS

"The suggestions that follow are intended to assist departments and faculty members in collecting evidence to be included in the dossier. They are not requirements; rather, they are presented as general guides. When integrated with the criteria, these guides suggest how the faculty member can most clearly substantiate his or her performance in a well-documented academic profile, and therefore present the strongest case possible."
 (Chapter 2 Faculty Policies and Procedures, F. Faculty Tenure and Promotion Policy – Guides for Collecting Evidence)

The system is designed to allow each individual as much flexibility as possible in meeting specific requirements for promotion/tenure by emphasizing particular personal strengths.

"The faculty member's promotion/tenure dossier shall comprise the Summary Form, a Record of Service of accomplishments organized according to the departmental tenure and promotion criteria, a professional curriculum vita, letters of support from professional colleagues addressing the three areas of Teaching Effectiveness, Professional Growth, and Service, and any supporting materials that the faculty member wishes to include." (Chapter 2 Faculty Policies and Procedures, F. Faculty Tenure and Promotion Policy, The Dossier).

The levels of performance, which are established for each category, are as follows: Outstanding, Superior, Good and Does Not Meet Expectations. Within categories there are two to three subdivisions or areas; and each area has several indicators. An accomplishment of the faculty member may fit under more than one indicator and can be used in that manner. The system of categories, areas, and indicators constitutes a set of requirements for promotion/tenure. In the end, the faculty member's demonstrated achievements in teaching, professional growth, and service are expected to meet or exceed the required levels of performance.

Preparation of Promotion/Tenure Materials

The candidate for promotion/tenure is responsible for the collection, organization, and presentation of material to support his or her candidacy.
1. A **vita** highlighting significant activities during the candidate's academic career will be included.
2. At least one **Letter of Recommendation for each Performance Category; Teaching Effectiveness, Professional Growth, and Service** will be included separately.
3. The candidate will submit a list of courses taught (by semester). Include course numbers, titles, credit hours, number of students, delivery format (traditional, field experience, web-enhanced, online, etc.) and location (on campus, off campus).
4. The Record of Service is the candidate's primary means to provide convincing evidence that the department's criteria for promotion/tenure have been clearly met. Supporting materials and artifacts must be cited in the Record of Service.
   A. The entries should be arranged by the categories (Teaching Effectiveness, Professional Growth, and Service).
   B. The Record of Service should be presented in a clear, concise, and specific manner:
   C. Date all entries, in reverse chronological order.
   D. Where applicable, list names, titles, duration/length, whether peer-reviewed, acceptance rate, professional regard etc.
   E. When entries may not be familiar to readers across the University, a one sentence (or very short) explanation should be included.
   F. When entries involve collaborative work, an explanation of the individual's role should be included.
   G. The candidate should relate the entries to the specific examples cited whenever possible. The candidate should provide a rationale that considers why the entries are of sufficient quality.
   H. The candidate can include other examples of entries where appropriate with some justification that the entry is equivalent to those cited.
   I. When including work done at other institutions, materials and entries to be considered for promotion/tenure shall have been completed at a rank equal to or higher than the rank currently held.
5. Artifacts and entries to be considered for promotion/tenure shall be relevant to the candidate's field of professional expertise.
6. Duplication of entries should be avoided. When an activity is applicable to more than one entry, the activity should be listed where its greatest emphasis lies. Additional entries resulting from different aspects of the same activity should then be clearly referenced back to the "home" entry.
7. Effort should be made to determine if an activity represented the candidate's involvement in considerable new study, preparation of new materials, or presentation of newly developed ideas, or if it involved primarily reorganizing

information and materials and teaching tips used elsewhere. This distinction would determine if the entry mainly contributed to the candidate's professional growth or was a service performed by the candidate. Normally, presentations to another faculty member's class, or local in-service workshops would be included under service rather than professional growth.

8. In evaluating particular accomplishments, the following will be taken into consideration: peer review, level of professional organization (international/national, regional, state, local), source of grants (external, internal), length, sole/joint authorship, and/or professional regard of publication / organization.

Criteria for Promotion/Tenure

Performance categories to be evaluated:

1. Teaching Effectiveness
2. Professional Growth
3. Service

Minimum levels of performance:

1. Professor/Post Professorial Merit The professor shall be one who is **Outstanding** in one category and is at least **Superior** in the other two other categories.
2. Associate Professor The associate professor shall be one who is **Superior** in two categories one of which is Teaching Effectiveness and **Good** in the third category.
3. Assistant Professor The assistant professor shall be one who is **Superior** in the category of teaching and **Good** in the two other categories.

Note: These levels of performance are the minimum criteria.

Evidence of Teaching Effectiveness

Teaching effectiveness must be documented with a variety of entries and artifacts. If the faculty member chooses, a summary of the quantitative data from student evaluations of instruction may be included, but is not required. Qualifying statements by the candidate may be included with the data. The candidate should provide a rationale that considers why entries are of sufficient quality.

Evidence of Teaching Effectiveness

A. Delivery of Effective Instruction

1. Student Evaluation of instruction: Summary of the results of neutrally administered student evaluations of instruction conducted using a departmental or university approved evaluative instrument. In accordance with Chapter 2 (F.) and Chapter 3 (C) (10.) of the Faculty handbook (Faculty Senate Bill 10-A-13), faculty are not required to provide traditional classroom evaluations. However, the candidate is responsible for demonstrating effective teaching. This may include responses from current and former students relating to teaching effectiveness.
2. Student evaluations are consistently above average. Faculty are not required to provide traditional classroom evaluations.
3. Evaluation by Peers to Improve Teaching: Peer review using departmental approved criteria for class observation or review of online courses. This review should be done by peers of equal or higher rank whose qualifications and experience lend to the validity of the review. This review analyzes candidate's strengths in teaching and is used to maintain or improve teaching effectiveness.
4. Evaluations by the Department Chair to Improve Teaching: Review by the department chair using departmental approved criteria for class observation or review of online courses. This review analyzes candidates' strengths in teaching and is used to maintain or improve teaching effectiveness.
5. Recognition from the education community (the College of EHHS, the University, or outside The University) for the quality of teaching or use of effective pedagogy.
6. Self-Evaluation of Teaching Effectiveness: A reflective narrative that summarizes strengths and areas for improvement in teaching during the review period. The candidate should highlight strengths and how teaching evaluations have been used to improve instruction and meet student needs.
7. Course review: Evidence of meeting the requirements of a standardized review process external to the department.
8. Provide students with timely performance evaluations
9. Other evidence.

B. Currency in the Instructional Field

1. Participation in professional experiences directly related to teaching effectiveness. Evidence can come from courses completed, workshops attended, seminars attended, or special studies undertaken.
2. Application of new instructional strategies.
3. Application of instructional technology.
4. Submit or receive grants for improvement of teaching.
5. Other evidence.

C. Curriculum Development and Implementation

1. New courses developed and/or taught. Include syllabi where appropriate.
2. Revisions of established courses. Include degree of revisions, and syllabi where appropriate.
3. Curriculum/program development and revision.
4. Development of new course materials and/or formats/delivery methods (such as web course, web enhanced).
5. Provide students with current, organized and coherent course presentations, instructional materials, and exams
6. Other evidence.

Performance Levels – Teaching Effectiveness

Outstanding: To achieve a performance level of Outstanding, the candidate must present a sustained record of teaching effectiveness documented by two indicators under category A; and five additional indicators with a least one indicator from area B and one indicator from area C.

Superior: To achieve a performance level of Superior, the candidate must present a sustained record of teaching effectiveness documented by two indicators under category A; and four additional indicators with a least one indicator from area B and one indicator from area C.

Good: To achieve a performance level of Good, the candidate must present a sustained record of teaching effectiveness documented by two indicators under category A, one indicator from area B and one indicator from area C.

Does Not Meet Expectations: The candidate did not present a sustained record of teaching effectiveness that meets the minimum standard for a performance level of Good.

Evidence of Professional Growth

Professional growth may be documented with a variety of evidence and artifacts. Documentation of activities presented should be annotated by the candidate to provide support for professional growth.

A. Professional Development

1. Attendance at educational or professional institutes, seminars, and conferences etc. (Give place and date).
2. Nomination or election to serve in a leadership position in a state, national, or international organization.
3. Travel which contributes to effectiveness as a faculty member. (Examples might include study tours, participation in faculty exchange programs, or other travel not formally associated with a professional meeting.)
4. Membership in professional organizations.
5. Chair, coordinate, lead discussion and submit summary of a session at a national professional meeting.
6. Actively participate in professional organizations or accrediting agencies. (Describe role / activities; give place and date.)
7. Honors, such as receiving recognition from the educational community within or outside the University for the quality of scholarly research.
8. Other evidence.

B. Scholarly Activities

1. Publications. (Include books, chapters, journal articles, etc. APA bibliographical citation format should be used.) Indicate whether the publication is peer-reviewed or not and give acceptance rate if available.
2. Author a discipline-oriented book
3. Presentations. (Provide conference acceptance rate, if available, and whether peer-reviewed or not. If co-presenter, describe your role. Indicate level of conference, whether international, national, state, regional, or local.)
4. Ongoing Research (Describe scholarly research that has promise of leading to presentation and/or publication.)
5. Competitive Grants. (external and/or internal) Include date, title, amount, and responsibility. Indicate whether funded or not funded.)
6. Submit a grant proposal.
7. Serve as a journal editor.
8. Be involved in collaborative research with other faculty.
9. Other evidence

Performance Levels - Professional Growth

Outstanding: To achieve a performance level of Outstanding, the candidate must present a sustained record of professional growth including entries **A1, A4, B1 B3**, and two other entries from A or B**.**

> **B1:** Candidate is expected to have two peer-reviewed publications during the last four years in the current rank**.**
> **B3**: Candidate is expected to make at least two peer-reviewed presentations at international/national professional conferences during the last four years in the current rank

Superior: To achieve a performance level of Superior, the candidate must present a sustained record of professional growth including entries **A1, A4, B1 B3**, and two other entries from A or B**.**

B1: Candidate is expected to have one peer-reviewed publication during the last four years in the current rank**.**

B3: Candidate is expected to make at least two peer-reviewed presentations at professional conferences at any level during the last four years in the current rank

Good: To achieve a performance level of Good, the candidate must present a sustained record of professional growth including entries **A1, A4, B1 B3**, and one other entry from A or B**.**

B1: Candidate is expected to have one peer-reviewed publications during the last four years in the current rank**.**

B3: Candidate is expected to make at least one peer-reviewed presentation at a professional conference at any level during the last four years in the current rank.

Does Not Meet Expectations: The candidate did not present a sustained record of professional growth that meets the minimum standard for a performance level of Good.

Evidence of Service to the University

Service may be documented with a variety of indicators. These indicators may include evidence of service both internal and external to the University. Each faculty member should demonstrate interest in and commitment to the overall operation and governance of the University. The teacher-scholar service extends beyond the department to the university, community, service area, nation, and the world.

A. **University Service**
1. Service to University
    a. Chair of one or more university committees
    b. Active participation on one or more university committees
    c. Contribute to the operation of the university (beyond the College of Education, Health, and Human Services) in a way that is recognized by an award or by a letter of commendation written by a senior university administrator (i.e., Dean level or higher).
    d. Active participation in off-campus-extended learning program
    e. Active participation in online learning or ITV classes
    f. Active participation in fund raising for regional campuses and/or university projects
    g. Other evidence

2. Service to College
    a. Chair of one or more college committees.
    b. Active participation on one or more college committees.
    c. Contribute to the operation of the college in a way that is recognized by an award or by a letter of commendation written by a senior university administrator (i.e., Dean level or higher).
    d. Chair a faculty/chair/ and/or dean search committee.
    e. Recruitment of students to college
    f. Contribution to college accreditation process
    g. Professional contribution to student or faculty groups/classes, e.g., co-teaching, shared development for instructional and assessment materials
    h. Other evidence

3. Service to the Department
    a. Chair one or more department committees
    b. Active participation on two departmental committees
    c. Contribute to the operation of the department in a way that is recognized by an award or by a letter of commendation written by a senior university administrator (i.e., Dean level or higher).
    d. Coordination of graduate program
    e. Supervision of graduate students for such activities as graduate papers, comprehensive exams, and action research projects.
    f. Sponsorship of student and/or professional organizations
    g. Recruitment of students to program
    h. Contribution to program accreditation process
    i. Academic advising: list the number of advisees at the graduate and undergraduate levels and describe your role as an Academic Advisor

j. Professional contribution to student or faculty groups/classes, e.g., co-teaching, shared development for instructional and assessment materials
k. Other evidence

B. Service External to the University

1. Provide evidence of professional service to area schools/professional organizations/agencies. (Include relevant summaries, evaluations, or testaments on workshop, professional services, and assistance provided).
2. Professional contributions and leadership to community groups.
3. Engagement in advocacy efforts at the community, region, and national level.

Performance Levels - Service

Outstanding: A record of service showing leadership and active involvement on at least four indicators of Area A (University Service), including **ANY committee chair** (A1a, A2a, or A3a) and active involvement on at least one indicator of area B (Service External to the University).

Superior: A record of service showing active involvement on at least three indicators of Area A (University Service), and active involvement on at least one indicator of area B (Service External to the University).

Good: A record of service showing active involvement on one indicator of Area A (University Service), and active involvement on one area B (Service External to the University).

Does Not Meet Expectations: The candidate did not present a sustained record of service that meets the minimum standard for a performance level of
Good