

Approved by Department: 04/04/2017
Approved by College Promotion and Tenure Committee: 04/20/2017
Approved by Dean: 04/25/2017
Approved by University Tenure & Promotion & Sabbatical Leave Advisory Committee: 01/26/2018
Approved by Provost: 03/19/2018

Department of Educational Leadership and Counseling **Criteria for Promotion & Tenure**

PREFACE

This document, along with the University Faculty Handbook policies on promotion delineates the Educational Leadership and Counseling department's (1) general faculty responsibilities, and (2) criteria and procedures for promotion and tenure consideration.

PHILOSOPHY

Southeast Missouri State University's primary purpose is the pursuit and dissemination of knowledge. It supports students' acquisitions of knowledge by providing educational programs that are equally accessible to all qualified post-secondary school students and that responds to the intellectual and vocational needs of those individuals. The primary resource for accomplishing the University's mission is a faculty committed to the creation and maintenance of an excellent educational environment and to advancement beyond existing frontiers of knowledge.

Faculty of the Department of Educational Leadership and Counseling recognize the obligation to assist in preparing students seeking stature as competent and professional educators, to provide graduate programs that afford teachers, administrators and counselors an ample opportunity to achieve professional employment and status of distinctive competence, to search for new knowledge and understanding, to disseminate knowledge of the theoretical and practical aspects to other scholars and practitioners, and to cooperate in an effort to serve the institution as a whole. In order to meet these responsibilities, members of the Department of Educational Leadership and Counseling must have a sound educational background and maintain an appropriate mix of classroom teaching and clinical skills grounded in a growing foundation of knowledge. To effectively meet the challenges of classroom teaching, faculty should strive continuously for professional growth in both subject matter and teaching strategies. The teaching environment goes beyond formal classroom situations. Faculty are expected to assist students through academic counseling and advice, so that students will have a sense of direction about how to use the knowledge and practices of the discipline to become more productive members of society.

CRITERIA FOR PROMOTION & TENURE

Performance categories to be evaluated:

Teaching Effectiveness
Professional Growth
Service (Internal and External)

Definitions of Terms:

Sustained: is defined as a series of accomplishments throughout the period of time in rank with emphasis on the last four years.

Quality: is defined as above average performance as documented in evaluative support.

Areas: Teaching Effectiveness, Professional Growth, and Service

Categories: Sections under the Areas labeled as A1, A2, B1, etc.

Entries: actual activities and accomplishments listed under categories.

Required Levels of Performance:

Professor/Post Professorial Merit

The professor shall be one who is **Outstanding** in one area and is at least **Superior** in the other two other areas.

Associate Professor

The associate professor shall be one who is **Superior** in two areas one of which is Teaching Effectiveness and **Good** in the third area.

Assistant Professor

The assistant professor shall be one who is **Superior** in teaching and **Good** in the two other areas.

REQUIRED DOCUMENTS

“The faculty member's promotion 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.”

This quote is taken from the Faculty handbook (Chapter 2 Faculty Policies and Procedures, F. Faculty Tenure and Promotion Policy, The Dossier)

1. The candidate will submit a professional vita.
2. The candidate will include a minimum of three letters from colleagues of equal rank or above. The candidate shall request the writer to speak mainly to one of the three areas to be evaluated. If the writer includes information related to more than one area, the reader shall consider that information under the relevant area. Under III in the Record of Service there must be at least one peer evaluation letter for each of the three areas (Teaching Effectiveness, Professional Growth, and Service).
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 candidate will include a self evaluation summary using the criteria to rank him/her as outstanding, superior or good in each of the three areas and the required levels of performance for promotion. 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.

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.”

Faculty Handbook (Chapter 2 Faculty Policies and Procedures, F. Faculty Tenure and Promotion Policy – Guides for Collecting Evidence)

Additional guidelines for preparing papers

1. When including work done at other institutions, materials and entries to be considered for promotion shall have been completed at a rank equal to or higher than the rank currently held.
2. Peer and self-evaluations shall clarify, strengthen, support, and attest to the quality of

- the candidate's performance in the categories within that area.
3. Materials and entries considered for promotion must be relevant to the candidate's professional expertise. All items included should be clearly articulated as to their relevance to the candidate's contributions to the University's mission.
 4. Peer-reviewed publications focused on teaching innovations such as organization of course content to meet specific needs, teaching techniques, and applications of appropriate technology are normally considered professional growth and are considered as valuable contributions to the theory and practice of education.
 5. Record of Service should be presented in a clear, concise, and specific manner:
 - a. Date all entries, in reverse chronological order.
 - b. Where applicable, list names, titles, duration/length, whether peer-reviewed, professional regard etc.
 - c. When entries may not be familiar to readers across the University, a short explanation should be included.
 - d. When entries involve collaborative work, an explanation of the individual's role should be included.
 - e. Duplication of entries should be avoided. When an activity has resulted in more than one product the activity should be listed where its greatest emphasis lies. Additional products should then be clearly referenced back to the "home" entry.
 - f. Effort should be made to determine if an activity involved 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. Scholarship focused on the advancement of pedagogy is considered professional growth.
 - g. 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.

LEVELS OF EVALUATION

1. Evaluation of the candidate's overall performance by the College Dean.
2. Evaluation of the candidate's overall performance by the Department Chairperson.
3. Evaluation letters from the candidate's peers (see Required Documents #2)

Evidence of Teaching Effectiveness

A. Evidence of Effective Education Delivery

1. Teaching Evaluation by Students

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. Teaching Evaluation by Peers

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.

3. Teaching Evaluation by Department Chair

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.

4. 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.

5. Receive recognition either from the College or University-wide for the quality of teaching or pedagogical developments.

B. Current in Field of Instruction

1. Present evidence that the individual is remaining current in subject matter or in the techniques of teaching. Evidence can come from courses completed, workshops attended, seminars attended, or special studies undertaken.
2. Improve courses by: incorporating new methods, incorporating new instructional aids, or reorganizing course content to improve student learning.
3. Be considered by peers to be a superior teacher.
4. Teach a unit by invitation in courses credited to others.
5. Develop a new course or submit or receive grants for improvement of teaching, new course development or program development.
6. Demonstrate that student evaluations of instruction are consistently above average.
7. Demonstrate that student evaluations of instruction are used to improve teaching.
8. Revise or develop a syllabus and course objectives.

C. Curriculum Development & Implementation

1. Revise an established course.
2. New courses developed and/or taught.
3. Develop new education programs or courses to enhance development or that lead to certification.

Performance Levels

Outstanding

To achieve a performance level of Outstanding, the candidate must present a sustained record of teaching effectiveness documented by two categories under A; and any other 4 categories.

Superior

To achieve a performance level of Superior, the candidate must present a sustained record of teaching effectiveness documented by two categories under A; and any other 3 categories.

Good

To achieve a performance level of Good, the candidate must present a sustained record of teaching effectiveness documented by two categories under A; and any other 2 categories.

Evidence of Professional Growth

A. 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. Presentations. (Presentations at local, state, regional, national and international levels. Included whether presentation is peer-reviewed or not. If co-presenter, describe your role.)
3. Ongoing Research (Describe scholarly research that has promise of leading to presentation and/or publication.)
4. Competitive Grants. (external and/or internal) Include date, title, amount, and responsibility. Indicate whether funded or not funded.
5. Serve as a journal editor or peer reviewer for a journal.
6. Submit online course for peer review through Quality Matters (QM) and receive QM certification.
7. Serve as a peer reviewer for peer reviewed conference proposals
8. Chair a dissertation or serve on a committee for a dissertation or thesis.

B. Professional Development

1. Attendance at educational or professional institutes, seminars, and conferences etc. (Give place and date).

2. Membership in professional organizations.
3. Leadership in professional organizations.
4. Contributions or activity with accrediting bodies that result in program improvement or accreditation. (Describe roles and activities when applicable)
5. Obtain certification relevant to profession/discipline
6. Annual Program Evaluation writing contributions & submissions. (Include report, data collected, tables, and analysis section).
7. Contributions to maintenance and acquisition of Department of Elementary & Secondary Education (DESE) state certification, including performance exam contributions or evaluations related to state certification.

Performance Levels - Professional Growth

Outstanding

To achieve a performance level of **Outstanding** the candidate must present a sustained record of professional growth in A1*, A2*, B1, B2, AND three other categories from A or B.

* Candidate is expected to remain active in publishing peer-reviewed articles and present peer reviewed material at conferences. The candidate should have a cumulative total of 4 presentations or publications every 4 years. The candidate must have a minimum of 1 of each during the evaluative period.

Superior:

To achieve a performance level of **Superior** the candidate must present a sustained record of professional growth in A1*, A2**, B1, B2, AND 2 other categories from A or B.

*Candidate is expected to publish at the rate of one peer-reviewed publication per four years, during the period under review.

** Candidate is expected to make at least two peer reviewed presentations per four years, during the period under review.

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Good:

To achieve a performance level of **Good** the candidate must present a sustained record of professional growth in A1*, A2**, B1, B2, AND 1 other category from A or B

*Candidate is expected to publish at the rate of one peer-reviewed publication per four years, during the period under review.

** Candidate is expected to make at least one peer reviewed presentations per four years, during the period under review.

Evidence of Service

A. University Service

1. Membership on departmental committees. (Indicate whether chairperson or member; give years and extent of activity.)
2. Membership on college-level committees. (Indicate whether chairperson or member; give years and extent of activity.)
3. Membership on university-level committees. (Indicate whether chairperson or member; give years and extent of activity.)
4. Non-teaching duties and/or related departmental responsibilities. (such as recruitment, faculty mentorship) Indicate if released time or other compensations were granted.
5. Supervision of Graduate Students for such activities as graduate papers, comprehensive exams and action research projects.
6. Academic Advising
7. Sponsorship of campus organizations or groups. (Departmental, college or university wide.)
8. Professional contributions to student or faculty groups/classes.
9. Other evidence.

B. External Service

1. Professional service to area schools/professional organizations/agencies is required (include relevant summaries, evaluations, or testaments on workshop, professional services, and assistance provided).
2. Professional contributions and leadership to community groups, committees and executive boards.

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3. Engagement in advocacy efforts relevant to the community and region.

Performance Levels - Service

Outstanding:

To achieve a performance level of **Outstanding**, the candidate must present a sustained record of service documented in A1; A2 OR A3; B1 OR B2; and two additional categories from A or B.

Leadership in A1, A2, OR A3 is expected.

Superior:

To achieve a performance level of **Superior**, the candidate must present a sustained record of service documented in A 1; A2 OR A3; B1 OR B2; and one additional category from A or B.

Good:

To achieve a performance level of **Good**, the candidate must present a sustained record of service documented in A1; B1 OR B2, and one additional category from A or B.