Standards Used in Promotion/Tenure and Review
Considerations in the School of Education
Adopted December 9, 1998
Revised December 6, 2006

The criteria set forth in this statement are intended to guide the evaluation process in considering promotion/tenure and review of School of Education faculty members. The five general areas are established by the faculty code and described in general terms in the statement developed by the Professional Standards Committee. In order of priority they are:

1. Teaching.
2. Professional growth.
3. Academic and career advising.
4. University service.
5. Community service.

In Tenure decision only the criteria of teaching, professional growth, and University service will be applied, as specified in the code.

Teaching

Since the major function of the School of Education is the preparation of teachers, it is only fitting that its faculty demonstrate effective teaching themselves. Aspects of effective teaching are:

1. Program development . To a certain extent, a course must be judged in the context of its place in the curriculum of the School as a whole. Cooperation is essential if the School is to develop and maintain programs that meet its own goals and survive the constant scrutiny of national and state accrediting organizations. Therefore, faculty should show a willingness to develop courses that contribute to the overall mission of the School, as well as those that reflect personal interests.

2. Course design and content. Effective teaching requires sound course conceptualization and design. All courses should have a clear focus and clearly stated objectives, which are appropriate to the intended audience. There should be evidence of a high level of organization. While course content must be kept current, it should reflect enduring ideas, rather than changing fads. As faculty in a professional school we bear special responsibility that our course content is theoretically sound while remaining relevant to current educational practice. There should be evidence that students find the course engaging and challenging.

3. Pedagogy. The School of Education is committed to developing broad and deep intellectual and human understanding in our students. Consistent with our conceptual framework, we intend to teach in ways that will lead our students to 1) keen perception, 2) self-awareness, 3) questioning of and reflection upon their experiences. Faculty should demonstrate a high level of

proficiency in a variety of pedagogical techniques. They should be able to apply these techniques selectively to particular situations so that students have an opportunity for inquiry, intellectual exchange, reflection, and appreciation of context.

4.   <u>Student assessment</u>. Student progress toward attainment of course objectives should be measured in a variety of ways as appropriate. Expectations regarding assessment should be communicated clearly at the outset of the course. Students should receive prompt and helpful feedback regarding the quality of their work throughout the course. There should be evidence in the pattern of grades awarded by each faculty member that he or she has discriminated among different levels of student achievement.

5.   <u>Availability to students</u>. It is expected that faculty will be available to students in regular and reasonable ways.

6. <u>Summer teaching.</u> Because the School of Education offers a substantial share of courses in the summer, faculty are required to spread their regular load over twelve months.

The School of Education recognizes that the Field directorship comprises three units of a tenure-line faculty position in the department. In this role, the Director engages in (1) program-wide and community-wide program development and (2) program-wide and community-wide teaching aimed at creating structures and opportunities for learning across and among sites.

The years leading up to the tenure decision are formative ones, and in those cases, the evaluee should receive the benefit of constructive feedback. At the point of the tenure decision and beyond, however, there shall be evidence of the highest levels of performance on all the criteria. Further consideration is given to teaching in the last section of this policy regarding visiting classes.

<u>Professional Growth</u>

Continued intellectual vitality and professional growth of faculty in the School of Education are important for several reasons: to assure that one's teaching is informed by recent and credible scholarship, to model habits of intellectual inquiry, to participate in a professional community that advances the body of knowledge about teaching and professional practice.

Education faculty not only have a responsibility for promoting successful student learning of course content, they should also demonstrate effective <u>teacher</u> behavior. Students need many opportunities to observe Education faculty maintaining active engagement with new and vital ideas and practices as a necessity for effective instruction and learning.

Professional growth shall be indicated by the following activities:

1. <u>Scholarly work:</u> Scholarly work that remains private does not contribute to general intellectual dialogue and remains unexamined in the professional community. Strong scholarship should be presented in some way to an appropriate audience for review and discussion. Faculty may set their work forth in many ways: they may publish peer-reviewed books or articles in the professional press or in the public press; they may present their ideas in formal professional meetings, or among groups of practicing educators, policy makers, or funding agencies.

2. <u>Maintaining professional community.</u> Believing that scholarly dialogue requires a professional community in which ideas may be set forth, examined, challenged, confirmed or refuted, the School of Education encourages faculty to actively maintain and contribute to such. Professional growth may be achieved by attending, contributing to, and leading professional organizations, commissions, and policymaking bodies.

3. <u>Use of sabbaticals and leaves.</u> Recognition is given to the use of leaves, sabbaticals, and other means of study to gain additional expertise. Use of sabbaticals and leaves to assume and reflect on a professional role in the K-12 schools is encouraged since recent K-12 experience is especially valuable in teaching professional preparation courses.

4. <u>Consulting and other forms of professional practice.</u> While consulting and other forms of professional practice are a legitimate professional growth activity for a member of the faculty of a professional school, they may also be primarily entrepreneurial in nature. Therefore, the burden of proof rests with an evaluee who chooses to offer such activities as evidence of professional growth.

These items are not intended to be regarded as a checklist. Each faculty member may emphasize different professional growth activities; we believe that there is virtue in diversity. Clearly, some of these criteria, such as scholarly work, are more tangible and hence, more easily evaluated. What is most important, however, is that the evaluee's professional growth take the form of a cohesive plan, rather than a smattering of activities. The burden of proof must ultimately rest with each evaluee.

<u>Academic and Career Advising</u>

Advising in the School of Education is an especially important and time-consuming task. The consequences of poor advising, particularly when state certification is involved, are not easily rectified.

Ultimately, the School as a whole is responsible for providing accurate information about University and School requirements, about careers in education, about admission to the Schools' various programs, about University resources, and about certification for counselors, teachers, and administrators who serve in the public schools. While all career faculty members are expected to share the responsibility for advising, it is not practical or

efficient for everyone to be equally knowledgeable in all areas. While all should have some basic knowledge about the School's programs, individuals may choose to acquire specialized knowledge. For example, one faculty member may serve as a freshman mentor, while another may advise about endorsement areas in the field of teaching. It is crucial that each faculty member is receptive to student inquiries, provides only that information that he or she knows to be accurate, and refers students appropriately to obtain additional information.

In a professional school the faculty carry additional responsibility in recruiting in recruiting and selecting students, assisting students in job searches, and providing continuous support with graduates as they become mature professionals. As with other advising, faculty may choose to focus special effort in one of these areas, but each faculty member is expected to assume a fair share of these activities.

University Service

Since the objectives of the School and the University are fulfilled through a variety of programs, committees, and other activities, a faculty member's willingness to participate in governance and other related activities is one measure of commitment to these objectives. Hence, the School of Education faculty expects its members to engage actively in at least some of the various functions of the School and the University. Among the kinds of evidence of a faculty member's service are:

1. Active participation in School and University faculty meetings, committees and other governance activities.
2. Work with student groups.
3. Contributions to a stimulating campus atmosphere through such efforts as presenting a seminar or arranging for a visiting speaker, performance, or exhibition.
4. Representation of the University on Professional Education Advisory Boards.
5. Preparing reports for state and national accrediting agencies.
6. Other activities that convey the nature and purpose of the University.

Community Service

By the nature of its purpose and function, the School of Education is linked closely to the larger community, particularly the educational community; thus, faculty participation in and professional service to that community are important aspects of the School's affairs. Evidence of community service is indicated by such activities as:

1. Consulting with schools and other educational agencies.
2. Serving on school committees outside of the University.
3. Teaching in-service classes.
4. Using professional skills with other community organizations.

Evaluation Procedure

The evaluation is conducted in conformity with the procedure described in the faculty code. Readers are referred to that document for more information. Student evaluations will be collected on the appropriate form, using the Instructor's Evaluation Form for supervisors of practica and student teaching.

At the time specified by the code, the Head Officer will convene the tenure-line faculty and full-time ongoing instructors who wish to participate for a deliberative meeting. Full-time instructors in the MAT will normally join in the full process in the evaluation of the MAT Field Director. The full-time instructor in the Counseling Program will normally join the full process in the evaluation of the Director of Counseling. Each faculty member will bring a letter, which he or she has written prior to the meeting. At the end of the deliberation, the faculty will vote on a recommendation, which the Head Officer will forward to the Academic Vice-president. The Head Officer will summarize the letters, the deliberation, and the recommendation in a letter for the candidate. When the Head Officer is the subject of evaluation, another faculty member will be named with faculty approval to convene the meeting and write the summary.

Visiting Classes for Purposes of Evaluating Faculty

The circumstances surrounding our teaching in the School of Education are slightly different from elsewhere on campus. We share a common group of students and we teach in highly collaborative ways to achieve professional programs defined by both state licensure guidelines and accreditation standards. It is common for us to carry out joint assignments across courses, meet with each other's students and visit each other's classes for joint ventures, not just to observe each other. Under these circumstances we tend to have more information about each other's teaching than colleagues may in other departments. We make this statement not to relieve ourselves of the responsibility for formal class visits, but to establish the context for what we say as a result of an observation and to illustrate that, under theses circumstances, fewer formal observations may be necessary.

Because we believe that we grow by thinking about our teaching, we encourage our colleagues to visit us frequently. We consider our classrooms open; we welcome visits and discussions of our practice.

The School of Education believes that several factors are important in determining the appropriate number of observations necessary to make a responsible judgment about a faculty member's teaching. Recognizing that class visits present a sample of behavior, we believe that visits by more individuals, more frequently, over longer periods of tome, and under various circumstances, represent a better sample. We believe that more visits are necessary before important decisions such as tenure and promotion. We also believe that more visits may be warranted if there are major questions about a faculty member's teaching of if there are other indications that teaching may not be satisfactory.

In the Field Directorship, the School of Education recognizes that program-wide and community-wide teaching and program development occur in a variety of settings outside of the classroom. This component of the faculty member's teaching load should be evaluated

during the evaluation period through two primary lenses: (1) peer review and (2) faculty review of the Director's program overview, goals, and supporting documentation of program growth.

Peer review will normally consist of a minimum of two observations per faculty member during the evaluation period and will normally include two field-based observations, two classroom observations or one of each. The Head Officer, in consultation with the faculty and the candidate, will invite a minimum of two outside peer statements from knowledgeable educators from the field-based program sites.

For the faculty review of the Director's program review, goals and supporting documentation of program growth, the Director will provide program –related evidence and reflection on that evidence. Evidence might include: School placement data (e.g. numbers and range of sites / placements); project proposals; minutes and meeting notes; notes on school site visits; training materials (e.g. mentor teacher handbook); curriculum development proposals; student feedback on aspects of program; scholarly presentations and papers emerging from school-based work.

In cases of tenure, we believe that each faculty member in the department should have enough first-hand experience to write a well-supported letter evaluating the teaching of the candidate.

We set the following as a minimum for responsible evaluation:

1. In the first year of teaching, the Head Officer will observe each new faculty member and will consider this observation in writing the departmental evaluation. The Head Officer may ask other faculty members to observe if circumstances warrant. Other faculty members are encouraged to visit to support the new colleague. Visits are especially important when joint reaching is undertaken.

2. Each fall when the evaluation schedule for the year is listed specifying which faculty members will collect student evaluations, the School of Education faculty will consider how many class visits to make for each of these faculty to be evaluated. Just as student evaluations are collected for four semesters before a tenure decision, formal observations of faculty being evaluated for tenure will be conducted over a period of at least two years. At the meeting in which evaluation responsibilities are assigned, the faculty may consider how much observation has already occurred in determining how many visits should be made over the time remaining before evaluation. In consultation with the faculty at this meeting, the Head Officer will assign a specific number of observations to be done by specific faculty members. The Head Officer may also specify in which classes the faculty should conduct observations. The candidate shall participate in the process and concur that it is an appropriate and fair class visitation schedule.

3. In letters for faculty evaluation, each writer will explicitly state how many visits were made, date, duration, course observed, and describe the circumstances, e.g., formal observation or informal "drop-in" for other purpose, co-teaching, etc.

4.   Faculty should check before observing classes to coordinate with others who may be visiting the class. These pre-observation chats also allow the faculty members to discuss the purpose, procedure, and background of that day's material and activities. Observer and "observee" are also expected to talk after the observation to discuss their perceptions of the class and the teaching.