

2.4 School of Education Retention, Promotion, and Tenure

2.41 The process of faculty evaluation shall include formative and summative evaluation.

2.42 Evaluation of candidates for retention, promotion, and tenure reviews shall be done by the School of Education Committee on Tenure and Promotion (SCTP).

2.421 The School's Committee on Tenure and Promotion shall consist of five tenured faculty members. Three members shall be elected by the full-time faculty of the School and two shall be appointed by the Dean, who shall also appoint the Chair of the Committee. At least one of the five faculty members shall be from outside the school.

2.422 The priority should be given to the selection of Committee members who are not candidates for tenure and/or promotion. If, however, a member of a Committee should be a candidate for promotion, such a Committee member shall be replaced while his or her review is under discussion. Replacements shall be selected in the same manner as the persons to be replaced.

2.423 Responsibility of the SCTP. The SCTP shall review and evaluate candidates from the School considering all pertinent information related to the criteria listed in the University and School policy on retention, promotion, and tenure.

2.43 Each faculty member, when being reviewed for retention, tenure, or promotion, shall prepare (or update) a portfolio of activities in the areas of teaching, scholarly activity, and service, which shall be submitted for purposes of both formative and summative evaluation. The Dean may suggest that additional information be added to supplement the existing portfolio.

2.44 Each faculty member is expected to actively engage in the areas of teaching, scholarly activity, and service during each calendar year for the purpose of promotion and tenure. Multiple years shall be taken into consideration in the evaluation of a faculty member for retention, tenure, or promotion.

2.45 The evaluation process shall reflect the assessment of individual performance based on agreed criteria and standards as stated in this document.

2.46 It is recognized that each faculty member makes a variety of professional contributions to the university, community, and profession. Evaluation shall be designed to recognize and support each individual's strengths and unique contributions.

2.47 Each faculty member will determine the weight to be assigned his or her efforts in teaching, scholarly activity, and service. Weighted emphasis must be presented in increments of five percent and fall within the following ranges:

Teaching 40-60% Scholarly Activities 30-40% Service 10-30%

Faculty who elect to concentrate their efforts in one area must meet the minimum expectations for performance in teaching, scholarly activity, and service.

2.48 Introduction to the Evaluation Matrix

2.481 Faculty portfolios shall be evaluated on teaching, scholarly activity, and University, community, and professional service.

2.4811 Elements of teaching performance include but are not limited to the following: course syllabi and materials; course development/revision; teaching innovations; utilization of technologies, peer and student review of teaching; advisement and serving as faculty representative on degree plans; curricular or program development; professional development activities, grants, and awards received.

2.4812 Elements of scholarly activity include but are not limited to the following: refereed and non-refereed publications, editorial activity, research or competitive grants, refereed and non-refereed presentations, invited scholarship, and data collection.

2.4813 Elements of service include but are not limited to the following: leadership and membership roles in Program Area, School, and University committees and professional organizations; community service; service to one's profession; coordinating special projects; grants and awards.

2.482 It is acknowledged that each faculty member has varied interests and skills and these differences must be considered in all evaluation processes.

2.483 Summative evaluation of teaching, scholarly activity, and service contributions shall be recorded as to level of performance (target, acceptable, insufficient) using the following matrix.

DOMAIN EVIDENCE	EXCEEDS EXPECTATIONS FOR ACCEPTABLE PERFORMANCE	MEETS EXPECTATIONS FOR ACCEPTABLE PERFORMANCE	DOES NOT MEET EXPECTATIONS FOR ACCEPTABLE PERFORMANCE	
Teaching	Documentation of teaching performance must include evidence of: student course evaluations; course syllabi, outlines, information sheets, and other class materials; innovative approaches in instruction; and academic	Course evaluation average: 1.0-1.5. Detailed syllabi provided for all courses. New course development. Innovation materials and methods. Technological creativity. Coordinates student advisement, chairs student research. Attends 30 hrs. or more of professional	Course evaluation average: 1.6-3.0. Comprehensive syllabi provided for all courses. Course revisions and updates. Adequate materials and methods. Supplemental use of technology. Advises students and serves on student research committees. Maintains professional	Course evaluation average: 3.1 and above. Missing or incomplete syllabi. Minimal modifications to existing courses. Inadequate materials and methods. Absence of technology. Insufficient participation in advising functions.

	<p>advising.</p> <p>Documentation of teaching performance may also include evidence of: development of new creative or innovative teaching materials and techniques; the use of technology in the delivery of instruction; field-based course work; professional development activities; grants related to improving teaching or instruction; completion of additional course work or certifications; development of new degree program or major revision of existing program; creation of new certification plans; teaching awards; peer review; and special release time administrative assignments.</p>	<p>development annually; adds professional certifications; develops new degree programs/certification plans; field bases course work; excellent peer reviews.</p>	<p>certifications; editorial board member; state or local grant reviewer or recipient. Satisfactory peer reviews. Teaching awards and grants. Attends 8 hrs. or more of professional development.</p>	
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Scholarly Activities	<p>Documentation of scholarly activities must include evidence of: refereed publications and presentations.</p> <p>Documentation of scholarly activities may include evidence of: refereed and non-refereed publications and presentations; editorial activities; research grants and awards; keynote addresses; invited presentations; conducting research and field work; and peer review.</p>	<p>A program of research including for or more refereed works which may include state, regional, national or international journal articles, books, book chapters, monographs, and competitive external grants; and four or more state, regional, national or international presentations.</p> <p>Research grant (\$50,000.00 or more) and awards; editor of national or international journal; external grants reviewer; presentations at national or international conferences; conducting longitudinal research; excellent peer review.</p>	<p>A program of research including at least three refereed works which may include state, regional, national or international journal articles, books, book chapters monographs, and competitive external grants; and three refereed state, regional, national or international presentations.</p> <p>Research grants (less than \$50,000.00) and awards; editor of state or regional journal; editorial review board member; presentations at regional or state conferences; data collection or field research; satisfactory peer review.</p>	<p>Fewer than three refereed state, regional, national or international publications, and less than three refereed state, regional, or national presentations.</p>

DOMAIN	EVIDENCE	EXCEEDS EXPECTATIONS FOR ACCEPTABLE PERFORMANCE	MEETS EXPECTATIONS FOR ACCEPTABLE PERFORMANCE	DOES NOT MEET EXPECTATIONS FOR ACCEPTABLE PERFORMANCE
Service	<p>Documentation of service must include evidence of: University/School committees and special assignment participation and leadership; and participation in appropriate professional societies.</p> <p>Documentation of service may include evidence of: consultation activities; administrative assignments without release time; leadership activity in program areas, University committees, and professional societies; task forces; conference planning activities; community service; grants recipient and coordinator; awards received; mentor for new faculty, and peer review.</p>	<p>Leadership positions on University/School committees, ongoing community service, special assignments.</p> <p>Program coordination, leadership assignments without release time; conducts recruitment activities; coordinates special events; advises student organizations; collaborates Educational Service Centers; serves faculty mentor program; coordinates and reviews federal grants; federal awards recipient; excellent peer review.</p>	<p>University/School committee work and participation in professional societies.</p> <p>Community service; conducting certification study sessions and workshops for professional groups related to the discipline; professional consulting; service to local, state, and federal organizations; state and local grants recipient or reviewer; and satisfactory peer review.</p>	<p>Absence of participation in assigned University/School service activities or involvement in professional societies.</p>