

Promotion and Tenure Criteria for the School of Education

Indiana University's School of Education, a professional school with a national and international reputation for excellence and a long tradition of leadership in service to education in the State of Indiana, must maintain a faculty with richly diversified, specialized competencies. The faculty prepares students for many kinds of professional roles in educational institutions that serve all ages and segments of the population. Through its scholarship, the faculty constantly endeavors to enhance society's understanding of education and its capacity to improve it. The faculty also devotes major efforts to the solution of operating problems in education through systematic instructional and development efforts as well as through consultative and other services to communities, institutions, and professional organizations.

A faculty member's work is to be judged based on the intellectual resources utilized in the specialty area and the way those resources are applied to making significant differences in education. A variety of activities may be undertaken, but the intellectual level at which the faculty member performs and contributes to his/her field is considered vital. Routine competence in any type of work, by itself, even when accompanied by conscientiousness and zeal, is insufficient grounds for tenure and promotion. Thus, while the profile of activities may differ for each individual, and the emphasis on teaching, research, or service may vary, the common denominator in judging all of them is the quality of scholarship brought to bear on the area.

The Academic Handbook (August, 2001) states that “tenure shall be granted to those faculty whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles” (p. 69). The Academic Handbook further states that the criteria for tenure and the criteria for promotion are similar, but not identical (p. 69), and that tenure will generally not be conferred unless the faculty member achieves or gives strong promise of achieving promotion in rank within the University (p. 70). “Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments” (p. 71).

It is important to note that the criteria for promotion and for tenure differ as to the context of their evaluation. For tenure the criteria “take into consideration the needs of the unit and the prognosis of the candidate's future achievements.” Whereas “Promotion considerations must take into account ... differences in mission between campuses, and between schools within some campuses, as well as the individual faculty member's contribution to the school/campus mission. The relative weight attached to the above should and must vary considerably” (p.70).

A: UNIVERSITY CRITERIA:

The School of Education criteria for promotion and tenure are guided by the general statements on criteria in the *Academic Handbook (August, 2001)* and which are the result of various Bloomington or University Faculty Council recommendations and/or Board of Trustee actions. A brief review of these statements appears below.

A: 1: Three Criterion Areas

The *Academic Handbook (August, 2001)* asserts that decisions with respect to promotion, tenure, and reappointment must judge the candidate to be “at least adequate in the three areas of teaching, research/creative activities, and service and [he/she] must normally be outstanding in one of these areas” (p. 71). *The term “adequate” as used in the Academic Handbook is equivalent to the term*

“satisfactory” as used in these guidelines, and the term “outstanding” is equivalent to the term “excellent”. A third term, meritorious, is defined as appreciably better than satisfactory but less than excellent performance.

An alternative is for a candidate to present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the University over time. In all cases, the candidate’s total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments. The *Academic Handbook (August, 2001)* also points out that “the primary difference in the criteria for promotions and the criteria for tenure (and reappointment) is that the latter takes into consideration the needs of the unit and the prognosis of the candidate's future achievements” (p. 71).

A: 2: Definitions

Definitions of the three criterion areas vary somewhat depending on whether the statements relevant to tenure or promotion are considered.

A: 2: a: Tenure

With respect to tenure the *Academic Handbook (August, 2001)* states:

If teaching is the primary criterion for tenure, it should be comparable to that of the most effective teachers at this institution. The faculty member must have demonstrated a superior ability and interest in stimulating in students a genuine desire for study and creative work.

If research or other creative work is the primary criterion, the faculty member should be well on the way toward achieving a national reputation for excellence in research or creative work in his or her field. In addition, a comprehensive plan of future research of high quality should be evident.

If service to the University, profession, state or community is the primary criterion, distinguished contributions must be evident. In such cases effective service should be given the same consideration in determining tenure as proficiency in teaching or research. The evaluation of the service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of the University, and its effect on the development of the individual **(p. 72).**

A: 2: b: Promotion

With respect to promotion, the *Academic Handbook (August, 2001)* states:

Teaching.

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a willingness to consider suggestions and to cooperate in teaching activities, a spirit of scholarly inquiry which leads the teacher to develop and strengthen course content in the light of developments in the field as well as to improve methods of presenting material, a vital interest in teaching and working with students, and above all, the ability to stimulate their intellectual interest and enthusiasm ***(p. 71).***

Research and Creative Activities.

In most of the fields represented in the program of the University, publications in media of quality are expected as evidence of scholarly interest pursued independently of supervision or direction. An original contribution of a creative nature is as significant or as deserving as the publication of a scholarly book or article. Quality of production is considered more important than mere quantity. Significant evidence of scholarly merit may be either a single work of considerable importance or a series of studies constituting a general program of worthwhile research. The candidate should possess a definite continuing program of studies, investigations, or creative works **(pp. 71-72)**.

Service.

Educated talent, technical competence, and professional skills are indispensable in coping with the complexity of modern civilization. Because most technical assistance is carried on by professional persons, and a high proportion of them have university connection, the University must provide people to fill this need. The performance of services for the University or for external organization may retard accumulation of evidence for proficiency in research or teaching even while contributing to the value of an individual as a member of the University community. In such cases effective service should be given the same consideration in determining promotion as proficiency in teaching or research. The evaluation of the service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of the University, and its effect on the development of the individual **(p.72)**.

A:2:C:

Balanced Case

A balanced case requires at least meritorious performance in each of the three categories of teaching, research, and service. Meritorious is defined as appreciably better than satisfactory but less than excellent performance. In the balanced case, it is expected that there would be thoughtful and purposeful integration among the candidate's teaching, research, and service activities. A candidate must present evidence of balanced strengths that demonstrate excellent overall performance of comparable benefit to the university. In all cases, the candidate's total record should be assessed by comprehensive and rigorous peer review.

Whether one chooses the balanced case or a case based on excellence in a single domain, the primary criterion for being given tenure or for being promoted is that the candidate provides evidence of his or her intellectual engagement in his or her chosen fields of study, and that this engagement has resulted in the production of scholarship that has been recognized by his or her peers (e.g., scholarly papers, articles, and other manuscripts).

B: SCHOOL OF EDUCATION CRITERIA

In the following paragraphs each of the criterion areas is characterized and is related to the mission of the School of Education.

If a candidate for promotion and tenure seeks to demonstrate excellence or meritorious in teaching, research, or service, or integration across the three areas, the candidate is encouraged to identify two to four exemplars of his or her best work. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.

B: 1: Teaching.

The teaching category includes all forms of university-level instructional activity on or off campus. It includes preparation for and teaching of a variety of types of courses, seminars, and other academic learning experiences. It also includes, for example, non-credit workshops and informal instructional activities involved in working with inservice teachers or community groups. Further, it includes those instructional activities conducted to develop competencies of practitioners, which extend beyond the university campus, such as supervising student teachers, guiding field-based practice in counseling and school psychology, and the like. This category includes course and program development, academic counseling, supervision of student research and service on graduate student program and research committees. It also includes production of course materials, textbooks, Web pages, and other electronic aids to learning, and the creation and perfection of instructional techniques and techniques for evaluating student outcomes. Advising and mentoring undergraduate, graduate, and early career faculty also constitutes teaching. Teaching also encompasses contributions to an academic community of scholars through the presentation of successful instructional innovations, insights, or experiences with teaching. Publications that disseminate scholarly discourse about teaching or otherwise communicate pedagogical strategies are included in this category of teaching activity.

If a candidate for promotion and tenure seeks to demonstrate excellence or meritorious in teaching, the candidate is encouraged to identify two to four exemplars of his or her best work. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.

Teaching is a complex process that encompasses multiple components, *multiple forms of evidence are needed to assess teaching effectiveness comprehensively*. No one form of evidence (e.g., student evaluations of teaching) should carry disproportionately more weight than any other. *Appropriate* teaching materials may include evidence from the *instructor* (e.g., philosophy of teaching, teaching goals, syllabi, instructional materials, reflections on efforts to evaluate and improve teaching, presentations and articles on one's teaching), evidence from *others* (e.g., colleague evaluations of student outcomes, observations by colleagues trained to evaluate teaching, invitations to share one's teaching expertise), and evidence from *students* (e.g., solicited and unsolicited feedback from students, course-related student products, evidence of student achievement, student-selected teaching awards). These categories of evidence may be interrelated. For example, a colleague may write an evaluation of the links among an instructor's philosophy, goals, course design, instructional strategies, and outcomes based on direct observation, instructor-provided documents, and student products and evaluations.

B: 2: Research and Creative Activities

This category is broadly construed to include all original inquiry, systematic attacks on problems (both practical and theoretical) that result in original writings or other products and systematic instructional development work. In general, this category involves the question of what, through scholarship and creative efforts, the faculty member is contributing to the field of education.

If a candidate for promotion and tenure seeks to demonstrate excellence or meritorious in research and creative activities, the candidate is encouraged to identify two to four exemplars of his or her best work.

A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.

Faculty members of the School of Education make original contributions in research, scholarship, and development in a variety of ways and in many forms. Publications in scholarly or professional journals may be one form. Specialized monographs or books may be another. Presentations at professional meetings may be a form of contribution, although normally this would not be the sole means of dissemination and would be accompanied by publication. The dissemination of original products, such as instructional materials or tests, or demonstrations at other educational sites may be the form of original contributions of faculty members engaged in instructional development work. *Evidence of excellence in research and creative activities may include electronic publications that are of high quality and subject to external review.*

Writing successful proposals to obtain externally funded research-and-development projects is one indicator of recognition and respect among peers and should be encouraged. Candidates should document their roles in funded projects and may also list unfunded proposals as examples of effort to build a coherent program of research-and-development projects. The contribution that projects make to a particular field should be included in the dossier (e.g., written reports). The importance of funded research will be interpreted within the context of funds available in the individual's field.

Criteria in the major sub-type of scholarly productivity-research and/or development - are discussed in the following sections:

B: 2: a: Research.

Since the advancement of education calls for various kinds of research, it is natural that many forms of research are to be found among the faculty. Each specialized form requires somewhat different criteria for judging the significance and soundness of the faculty member's work. In fields such as history or philosophy of education or comparative education, original inquiry may entail methods of description, logical analysis, evaluation, and synthesis. In other areas of education, research is heavily empirical and analytic, drawing from a variety of methodological traditions in the natural and behavioral sciences. In some areas the approaches may draw upon naturalistic or ethnographic paradigms. In some instances critical reviews of a subfield such as those found in the Review of Educational Research make substantial contributions (although it is evident that the mere rehashing of ideas does not constitute research). In some areas of education faculty members contribute through applied or decision-oriented inquiry as opposed to conclusion-oriented inquiry; examples may be found in the systematic evaluation of teaching, curriculum development, or administrative procedures. The development and evaluation of policy is another important form of inquiry in education.

B: 2: b: Development.

Development is an important form of scholarly production for many faculty members in the School of Education and may differ somewhat from the activities of faculty members in some other units of the University. Development is construed broadly to encompass a variety of systematic attempts to solve operating problems in education through analysis, conceptualization, design, technological invention, validation, evaluation, and dissemination.

Development is distinguished from routine professional service, teaching, consultation, or writing by its character and its generalized impact beyond a particular educational setting (e.g., one's own classroom). Typically, systematic educational development requires at least (a) formal conceptualization of a problem,

(b) design or invention, (c) field testing and empirical validation, and (d) dissemination. Evidence of a faculty member's development work, other than the finished products themselves, should include evidence that the steps of systematic development have been followed. Moreover, there should be evidence that these products have been analyzed by external evaluators and found to make a significant contribution to the field.

B: 3: Service

This category includes all forms of professional service performed for the benefit of the University, the profession, and the public. The faculty of the School of Education recognizes a continuous obligation to provide service to the University, the profession and the community through its talent, its technical competence, and its professional skills. Indeed, it is the case that increasingly greater demands for service are being made on the school as society's educational needs become ever more complex.

If a candidate for promotion and tenure seeks to demonstrate excellence or meritorious in service, the candidate is encouraged to identify two to four exemplars of his or her best work. A case for quality in scholarship may be made by highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.

In general, a faculty member's service can be classified as internal or external to the University and can take a variety of forms and directions. It includes, for example, all of the following:

- Administration, at any level, within the University, and administrative service to learned or professional organizations.
- Service on or for departmental, School or University committees, and faculty governance boards, commissions, task forces, and councils.
- Service to student organizations or groups.
- Consultative or other service to any level of public or private educational institutions or professional organizations.
- *Efforts to promote partnerships and engagement with public schools and communities.*
- Consultative or other service to government or public interest groups.
- Publications and other materials developed as part of professional service activities.

Service should be evaluated along the following dimensions:

- the level of professional competence or expertise required for its performance
- the effectiveness of the service
- the significance of the service to the welfare of the University, the profession or the public
- its effect on the development of the individual.
- A distinction should be drawn between citizenship activities and service projects that relate to scholarship itself. Citizenship activities involve the kind of committee and administrative service expected of all faculty members in the School of Education, as well as community service activities. Service as scholarship should be tied directly to one's field of knowledge and relate to this professional activity.

C: CRITERIA RELATED TO TENURE AND/OR PROMOTION:

The criteria for each level of promotion and for tenure are presented below, along with criteria for differentiating ratings of satisfactory and excellent in each category. *A third category of meritorious is defined as appreciably better than satisfactory, but less than excellent.*

C: 1: Criteria for Promotion to Associate Professor

C: 1: a: Teaching

Satisfactory- Evidence of satisfactory teaching should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating there are no uncorrected serious faults or deficiencies. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence regardless of immediate outcomes.

Excellent- Documentation of excellent performance in teaching for promotion to associate professor should include outstanding performance in classroom teaching, advising, and mentoring, as well as evidence of more widespread impact of scholarship about teaching. Evidence relating to outstanding performance as a classroom teacher should come from a variety of the areas mentioned under Teaching (section B:1). Evidence of movement toward national visibility in teaching should include documentation of an active role in communicating instructional efforts and innovations nationally and internationally. This documentation should include scholarly publications about teaching. Other forms of evidence may include documentation of widespread impact of instructional materials and activities created by the candidate (e.g., textbooks, videos, web pages, publications, conference presentations). Teaching awards may also provide evidence of teaching excellence.

C: 1: b: Research and Development

C: 1: b: 1: Research

Satisfactory - evidence that the faculty member is developing a program of research in a specific field and is contributing to that field either some original inquiry, or unique interpretations or syntheses that are contributions to the dissemination of new knowledge. Progress beyond the doctoral dissertation should be evident.

Excellent - evidence that the faculty member is beginning to establish a national reputation as an original contributor through research. The faculty member's work should suggest that there is a well-defined domain of inquiry being established with continuity and connectedness between individual projects. There should be evidence that the candidate is contributing to an area in at least one of the following ways:

Methodological originality--developing research methods that break new ground or offer new solutions to problems encountered in the field.

Substantive illumination--adding new critical insights to a subject so that others working in the field now view the subject with greater clarity or with new perspectives.

Integration and synthesis--placing large amounts of knowledge or empirical data or technique in a new, usually more comprehensive, framework so as to clarify how pieces of knowledge may relate.

Conceptual and theoretical innovation--generating new ways of thinking about existing topics or problem through new concepts, uses of logic, or schemata.

C: 1: b: 2: Development

Satisfactory - evidence that the candidate has followed a systematic development procedure in addressing an educational problem and that the solutions have been recognized by the affected clientele as successful.

Excellent - evidence that the candidate has embarked on a line of work that has resulted in professional recognition of excellence for a development project that shows promise of extension beyond a single problem and beyond the local level.

C: 1: c: Service

Satisfactory - a record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments, some participation in professional organizations or service to other outside groups, and a record of involvement in the outreach efforts of the School of Education to its various constituencies.

Excellent - evidence of more than a routine amount, range, or depth of involvement in service and an assessment of the outstanding quality or effectiveness of that involvement. Evidence of a developing reputation for excellence in professional service beyond the local level should be presented.

As mentioned earlier, a distinction should be drawn between routine service, or citizenship, and service projects that relate to scholarship. To be considered excellent, service activities should be tied directly to one's field of knowledge and relate this knowledge to professional activity for the betterment of the field of education. Examples might include shaping public policy, serving clients in counseling psychology in some exceptional way, working with public schools to bring about substantial and significant change- in all of these instances practice and theory may inform each other. Scholarly service both applies and contributes to human knowledge.

C: 2: Criteria for Tenure

In consideration for tenure, the individual should have met the teaching, research, and service criteria for promotion to associate professor. (See section C: 1:). In addition to consideration of teaching, research, and service activities, tenure recommendations should be based on a prognosis of the candidate's future achievements, as determined by dependability, growth, originality, potential and versatility of the candidate's work in relation to the mission of the School of Education and of the particular unit within the School to which the faculty member is assigned. That is, careful consideration should be given to the individual faculty member's potential contribution to the unit and School mission.

C: 3: Criteria for Promotion to Professor

C: 3: a: Teaching

Satisfactory - Evidence should include an assessment on each of the teaching dimensions emphasized under promotion to associate professor indicating that there are no uncorrected serious faults or deficiencies.

Evidence of continuing growth as a teacher beyond the level attained upon promotion to associate professor should be provided.

Excellent - National visibility for contributions to teaching should have been attained in order to earn a rating of excellence in teaching for promotion to professor. Appropriate evidence should include dissemination of scholarly publications about teaching. Other forms of evidence sustained over a period of years may include:

- Versatility, that is, excellence in teaching at more than one level (undergraduate, masters, advanced graduate) and in more than one form (e.g., lecturing to large groups, conducting discussion groups and seminars, directing laboratory or clinical experiences, guiding independent study or research);
- Excellence in course or program development;
- Exemplary and unique student achievement;

- or international impact of scholarship on teaching, including published materials, conference presentations, and related activities (e.g., textbooks, videos, web pages, publications, conference presentations);
- Widespread reputation for excellence in teaching (e.g., testimony from former students and colleagues, from client groups, data on various awards or other recognition relevant to this category);
- Concerted effort to engage colleagues, locally and nationally, in conversations about teaching and learning (e.g., organizing or leading teaching workshops, teaching-related conference presentations); and
- advise, mentor, and nurture students and early career faculty.

C: 3: b: 1: Research

Satisfactory - evidence that the candidate has continued to grow in those aspects of research that relate to his/her area of excellence (teaching or service), either by original inquiries or by interpretation synthesis, or evaluation of the work of others. Evidence of such growth in scholarship may be found in scholarly publication or in publications on teaching and/or service that indicate scholarly qualities.

Excellent - evidence of having established a national reputation or international reputation for research contributions. In addition to publication in refereed journals, citations by other authors and public acknowledgment of the importance of the faculty member's contributions are common forms of evidence of national prominence in research. Contributions may include both methodological and substantive or theoretical contributions.

C: 3: b: 2: Development

Satisfactory - evidence of sustained efforts in development while in rank as associate professor with some product development beyond a single prototype.

Excellent - published evidence that the candidate has made major accomplishments in inventiveness/innovation (his/her solutions to operating problems are characterized as novel or as "major breakthroughs") and/or in methodological development (improved processes or techniques of development have been created by the candidate, such as new evaluation methods or new uses of media or other technology). Evidence of recognition for this work at a national or international level should be presented.

C: 3: c: Service

Satisfactory - a record of a greater range of service than is considered satisfactory for promotion to associate professor. The evidence shall also include assessment of the quality of service.

Excellent - evidence of outstanding performance over a period of years and of a national or international reputation for leadership and innovation in professional service. There must be clear evidence of the exceptional nature of service far above and beyond routine expectations of professional educators.