

## **RTP Document**

### **The University of Akron College of Education Department of Curricular and Instructional Studies**

#### **Sources Referenced**

University of Wisconsin-Milwaukee, Division of Professions Evaluative Criteria for RTP;  
[<http://www.uwm.edu/Dept./SecU/Prof/criteria.html>, 10/31/01]

Indiana University Purdue University-Indianapolis, Dean of Facilities, March 1, 1999, guidelines for RTP [<http://www.hoosiers.iupui.edu/afr/policies/p%26t/ptguide.html>]

University of North Texas, Exceptional for Tenure, Promotion and Faculty Performance, College of Education, August, 2000 [<http://www.coe.unt.edu/Internal/DOCS/PTTaskForce.htm>]

#### **GUIDELINES (WITH CRITERIA) FOR REAPPOINTMENT, TENURE, AND PROMOTION**

A. Criteria in Three Major Areas of Responsibility: Teaching, Research, and Professional Service

This section presents a set of criteria to be employed by the department committee(s) in making RTP decisions and recommendations. These criteria are organized into three Major Areas of Responsibility, conforming to the traditional academic areas of expected achievement: Teaching, Research, and Professional Service. Each of these three Major Areas is further subdivided into four Categories of Activity. Although the candidate may request that a particular category not be considered, the RTP Committee may decide that one or more of the categories is/are not germane to its consideration of the candidate. Each faculty member may manifest a unique pattern of accomplishments across the presented range of activities.

1. Categories of Activities for Major Area I: TEACHING
  - a. Classroom Performance
  - b. Classroom Instructional Materials
  - c. Teaching Service
  - d. Guiding Student Research and Scholarship
2. Categories of Activities for Major Area II: RESEARCH
  - a. Peer reviewed Writing and Publishing
  - b. Peer reviewed Presentations at Professional Meetings

- c. Research and Grant Activities
- d. Editorial Activities

3. Categories of Activities for Major Area III: SERVICE

- a. Faculty Member Responsibilities
- b. Professional Associations and Offices
- c. University, College, and Departmental Service
- d. School and Community Service

B. Use of Criteria

Any or all of the criteria under each category can be considered for appropriateness of rating the candidate's performance. Faculty teaching load, research load and advising should also be considered when reviewing materials.

C. Allowance for Faculty Members' Uniqueness

The faculty member must demonstrate achievement in each of the three required areas: Teaching, Research, and Service. To facilitate the uniqueness of each faculty member's presentations, some categories may not be applicable to the faculty member's dossier. While breadth of activity should be weighed, quality of performance and level of productivity are the major factors to be considered by the faculty committee in making a recommendation.

Although each faculty member is unique, each individual is expected to contribute to a collegial atmosphere within the University and community.

D. Criteria for Rank of Assistant Professor

An assistant professor must hold an earned doctorate, or if appointed ABD, must receive the doctorate within one year of appointment. The committee recommending appointment of a candidate as Assistant Professor shall use the criteria in this document and judge the candidate to be potentially capable in the required Categories of Activity in the three Major Areas of Responsibility. Further, the committee shall judge the candidate potentially capable of developing the qualifications for maintaining and improving the qualities of professional activities which will be of institutional usefulness.

E. Criteria for Reappointment

The faculty committee, in decisions of reappointment, shall review the candidate's progress for meeting requirements for RTP. This includes review of the previous year's achievements and committee recommendations from prior years. Faculty with ABD must have completed the degree by the next academic year.

F. Criteria for Tenure and Associate Professor

An Associate Professor must meet the criteria for assistant professor. Additionally, scholarship should show a focus in a line of research that will lead to leadership in his or her field(s). Evidence of effective teaching is readily apparent and candidates must provide satisfactory service. In addition, the candidate will be expected to maintain and improve the quality of professional activities that will be of institutional usefulness. For candidates who are already members of the tenure-track faculty, tenure and Associate Professor status may be awarded simultaneously. In cases where the faculty member is already an Associate Professor, these criteria will apply to tenure only. The candidate must hold the rank of Assistant Professor.

The following actions are necessary for achievement of tenure and Associate Professor:

1. Recommendation of the department RTP Committee.
2. Recommendation of the department chair.
3. Recommendation of the College of Education Tenure and Promotion Committee
4. Recommendation of the dean.
5. The candidate is expected to meet the criteria in each of the three areas of Teaching, Research, and Service.

A candidate for promotion to associate professor and/or appointment to tenure must demonstrate strengths in (a) research, scholarship, and contributions to the candidate's professional field, (b) teaching, and (c) service, and give evidence of continued commitment in each of the three areas. (U of W-M)

G. Criteria for Professor

A candidate for promotion or appointment to Professor must provide evidence that during tenure as associate professor, there was (a) national and/or international recognition for significant research, scholarly and professional contributions in the candidate's professional field, (b) high quality of and significant contributions to teaching, and (c) significant service contributions. (U of W-M, p. 2). A candidate for the rank of Professor must meet the criteria for Associate Professor. Their research line of inquiry must be well established and continued growth and development must be evident in teaching. In addition, the candidate will be expected to maintain and improve the qualities of professional activities that will be of institutional usefulness.

The following actions are necessary for promotion to Full Professor:

1. Recommendation of the department RTP Committee.

2. Recommendation of the department chair.
3. Recommendation of the College of Education Tenure and Promotion Committee.
4. Recommendation of the dean.
5. The candidate is expected to meet the criteria in the areas of Teaching, Research, and Service.

#### H. Employment of Faculty with Experience at Another Institution

It is the prerogative of the dean to determine the rank of newly hired faculty who have previous experience and held academic rank at another accredited college or university: The rank of Associate Professor or Full Professor may be awarded to a newly hired faculty member, and in rare cases this person may concurrently be recommended for tenure. In making either of these decisions, the dean must receive approval from the appropriate Department RTP Committee. The applicant's credentials should reflect accomplishments in Teaching, Research, and Service, and these must be evaluated in relation to the criteria for the expected rank in this document. A new faculty member not immediately granted tenure with three years at the rank of assistant professor or above at another institution may apply for tenure after two years of successful employment at The University of Akron.

### **EVALUATION OF MAJOR AREA I: TEACHING**

#### A. Classroom Performance

Criteria: The focus for classroom performance rests upon the quality of teaching as exemplified by the faculty member's thorough knowledge of the subject area and his/her ability to organize and present content effectively in the classroom, lab, or other instructional venue. Course content is organized into logical sequences for student understanding. The instructor communicates effectively, uses motivational strategies, interacts with students in a professional manner, and respects their status as learners by responding and providing feedback. The instructor employs a variety of instructional methods and strategies, including the creative and current use of technology; the instructor devises activities to convey, reinforce, and evaluate learning, to promote thinking and creativity in students, and to promote the professional disposition necessary for effective teaching.

Evidence: Evidence presented to the RTP Committee must include the following items:

1. Internal peer review (department or college) based upon classroom observations as determined by each department;

2. Standard student course evaluations considering assignment;
3. Material from the candidate describing teaching activities (videos, student portfolios, syllabi, examples of student work).

Evidence presented to the committee may also include:

1. Letters of support or recommendations;
2. Documentation of nominations or recognition received for quality of instruction.

To be satisfactory for promotion to Associate Professor and/or tenure:

Dossier indicates that the candidate maintains a consistent highly competent level of teaching activities; receives consistently average-to-strong ratings from peer observer(s); receives consistently average-to-strong ratings from students; evaluative comments from peers and students support rating of consistent quality teaching based on the descriptive criteria. Faculty are expected to stay current with best practice and trends within their discipline and to incorporate this knowledge into their teaching. Goals and objectives of the learning experience are to be clearly stated and are designed to promote critical and creative thinking on the part of the learner. Teaching should also show responsiveness to the diversity of our students and their differing prior knowledge and needs. Evidence may include samples of students' work.

To be satisfactory for promotion to Professor:

There must be evidence of continued growth and refinement from the Associate level. Evidence of continued growth may include but is not limited to: a consistent record of quality teaching based on strong student and peer evaluations; formal and informal evidence of reflection; inclusions of a variety of delivery systems designed to promote successful student performance; innovations in courses taught or revisions implemented with a statement of how these improved the educational program. At this level it is expected that faculty syllabi and classroom teaching will reflect a balanced approach of knowledge gained through extended professional development and the candidate's own research on teaching. Evidence should also include representative samples of students' work.

#### B. Classroom Instructional Materials

Criteria: The focus is on written and/or other materials that may be developed and used by the faculty member to supplement and support classroom instruction. Such material may include syllabi, course outlines, and calendars, extensive and current lesson plans, and other materials made available to students. They also include student handbooks, instructional packets which may contain original or reproduced articles and worksheets. In

addition, consideration is given to the employment and/or creation of video or slide presentations, computerized supplemental instruction and other use of media and technology which may be unique and innovative.

Evidence: The candidate is expected to provide copies of all relevant materials--syllabi, bibliographies, and the like. The candidate may also present actual materials developed for and used in the courses or, if because of the nature of the materials, including them is not practical, the candidate may provide descriptive information about the materials and their use. Peer review of course syllabi and bibliography are required.

To be satisfactory for promotion to Associate Professor and/or tenure:

The instructor effectively employs a variety of reproduced materials to aid student learning; syllabi, bibliographies, and other materials reflect the current state of information in the field; uses media and technology effectively as noted by syllabi, peer review and student comments.

To be satisfactory for promotion to Professor:

There must be evidence of continued growth and refinement from the Associate level. Continued growth may be evidenced by but is not limited to: video tapes and/or other materials developed to assist teaching and promote learning, refinement and development of curricula, including the development of new courses or revision of existing courses and/or programs; etc.

C. Teaching Service

Criteria: The focus is on (a) general support of the teaching mission of the college and department through program development and maintenance, (b) working with individual students outside the classroom to further their growth and development, (c) mentoring other faculty in their teaching, (d) providing service to colleagues in their teaching, and (e) professional collaborations with faculty within the College of Education, other Colleges, and outside the University.

The Department of Curricular and Instructional Studies services a large number of students in the various program areas. Therefore, advising is an integral part of our program responsibility and demands a large portion of our professional time. Providing responsive and appropriate student advising must be of equal concern to all faculty members who advise students. Therefore, we do not differentiate between ranks as to the type of service that must be provided to support our students as we help them make appropriate professional career choices, problem solve, and analyze issues involving their program. However, because of the advising load carried by some members of the department, this function will be weighted in decisions regarding RTP (e.g., in place of course load, in place of a publication, etc.).

Activities may include but are not limited to the following activities:

- Assisting students in the transition from school to professional life through formal and informal career counseling, job seeking assistance, and providing letters of recommendation and referral;
- Serving as a faculty advisor for a student chapter of a professional organization;
- Serving as a faculty mentor for a student, student club, or other non-professional activity which may have both academic and social components;
- Providing extracurricular seminars or workshops to students (e.g. on ways of improving student habits, writing and speaking skills, preparing for job interviews, preparing to take PRAXIS II or 111);
- Being available to consult with students on campus and/or via other appropriate means.

Evidence: Documentation of aforementioned activities such as letters of support of committee work, documentation of work on program development, minutes, and reports, e-mail, and notes or letters from advisees and/or other students.

To be satisfactory for promotion to Associate Professor and/or tenure:

Program development activities related to general support of the College's teaching mission. Evidence for achievement in this area should include: documentation of work on committees to support the mission of the college, participation in program area meetings to review and improve program delivery; effective participation in program decision-making processes about curriculum, instruction and assessment; documentation of support to colleagues and evidence of academic advising (e.g., e-mails, notes, etc.).

To be satisfactory for promotion to Professor:

There must be evidence of continued growth and refinement from the Associate level. This evidence may consist of but is not limited to: documentation of leadership in program area meetings to develop a consistent focus for program area courses, support letters or documentation reflecting mentoring of colleagues in their teaching by providing guidance in the development of course syllabi, suggesting and sharing available resource materials; meeting with new or junior colleagues prior to the beginning of the semester to help them establish a course that is in keeping with the department's intent; samples of products developed through work with individual or groups of students, as well as e-mails, notes, etc. from students regarding services received.

#### D. Guiding Student Research and Scholarship

Criteria: Focus is on the instructor as a guide, mentor, and supporter of students in research and scholarship. The instructor directs or serves on dissertation committees and/or supervises master's theses and projects and scholarly papers. Encourages students to pursue their own research interests, providing direction and guidance. Promotes high standards of scholarship and professionalism through examples and expectations. Engages in cooperative research projects with students and co-publishes results in appropriate journals or state or local publications. Promotes student independent or cooperative presentations. Advisement plays an important role here.

Evidence: Documentation of dissertations on which instructor is chair or committee member, or master's papers supervised, or Honors papers, and other student products. Convention or meeting programs listing cooperative presentations by students of supervised work. Awards received by advisees for research and scholarship. Published abstracts.

##### To satisfactorily qualify for promotion to Associate Professor and/or tenure:

Evidence of collaborative projects published (co-authored) in professional publications; makes collaborative presentations at state or local level; serving on committees that are actively involved in guiding research for dissertations, master projects or theses, guiding class projects, participation in research team projects, independent studies, Honors projects, etc.

##### To satisfactorily qualify for promotion to Full Professor:

There must be evidence of continued growth and refinement beyond the Associate level. This evidence may consist of but is not limited to: chairing dissertation or theses committees, assuming a primary role in team projects; co-authoring and/or supporting students' development of articles; introducing students into the professional community of practitioners and researchers by encouraging professional memberships, attendance and participation at professional conferences, etc.

#### E. Scholarship of Teaching

The Scholarship of Teaching is grounded in the work of Boyer and the Carnegie Academy. The four areas identified by Boyer are;

- 1) Pedagogy of Discovery - which would include but not be limited to textbooks that employ new methodologies in teaching (curriculum development of new courses, cross-discipline teaching, incorporation of new knowledge).,



- 2) Integration - which includes multi- or interdisciplinary research or research that integrates across teaching and learning such as the development of a measure of student learning or interactive software, etc.
- 3) Discovery - which includes traditional forms of research that lead to the discovery of new ideas/perspectives, etc., such as qualitative or quantitative research or practitioner (field-based) research that gets published in journals.
- 4) Application - including non-academic application of pedagogical knowledge, such as disseminating information to community agencies through presentations or ongoing relationships, collaborative grants, etc.

Criteria: To better serve our students, colleagues, and community the focus is on the instructor who must engage in the study, discussion, and production of relevant research and good practice literature designed to promote scholarly teaching and to improve the quality of instruction to our students. Activities to accomplish this systematic examination of aspects of teaching and learning may include venues for discussion of issues of teaching and learning (e.g. brown bag lunches, faculty mentoring, projects, graduate teaching, and assistant training programs).

To be satisfactory for promotion to Associate Professor and/or tenure:

The candidate must provide evidence of participation in at least 3 professional development opportunities since promotion to the rank of Assistant Professor (workshops, conference sessions, trainings. etc.); the sharing of information with colleagues through discussion groups, handouts, department meeting presentations, brown bag lunches, etc.; and participation in meetings with faculty who teach in the same program area to develop a consistent focus for program area courses. Evidence may also include photocopies of the published work, letters of peer reviewed articles in press, books, book contracts, letters of acceptance for book or monograph, documentation of nominations or recognition received for research events, peer reviewed electronic publications, etc.

To be satisfactory for promotion to the rank of Professor:

There must be evidence of continued growth and refinement from the Associate level. This evidence may consist of but is not limited to: participation in at least 5 professional development opportunities since promotion to the rank of Associate Professor (workshops, conference sessions, training. etc.) with at least one being presented at the national level; participation and/or presentation of the candidate's research into scholarly teaching to faculty groups, Colloquia, college or university forums; participation in ongoing professional development, etc. In addition, the candidate for promotion to the rank of Professor must show evidence of collaboration with colleagues across departments within the college, across the university and/or within the schools to develop and/or extend programming to better prepare our

students to be successful teaching professionals. (At least 3 joint meetings to improve articulation and programs).

## **SECTION V: EVALUATION IN MAJOR AREA II: RESEARCH**

### **A. Publication and Other Creative Work**

Criteria: Focus is on faculty members' activity in scholarly endeavors that may include books, chapters in books, monographs, journal articles, book reviews, and articles in publications and published abstracts. Such writing is expected to be of high quality as judged by peers. The faculty member should be expected to produce articles and abstracts that appear in peer reviewed journals. In addition, other writings (such as book reviews and critiques) may be included. No distinction will be made for authored vs. co-authored publications. Publication of work deriving from the scholarship of teaching and learning shall be included (see section IV-E, The Scholarship of Teaching).

Evidence: Photocopies of the published work, letters of peer reviewed articles in press, books, book contracts, letters of acceptance for books or monographs. Documentation of nominations or recognition received for research events. Evidence of the scholarship of teaching and learning publications, including peer reviewed electronic publications.

#### To be satisfactory for promotion to Associate Professor and/or tenure:

1. Current scholarly competence as demonstrated by at least four peer reviewed scholarly publications or the equivalent during last five years before the tenure and promotion decision. Examples may include peer reviewed journal articles, chapters in scholarly books, conference proceedings, successful external research grants, and other creative works appropriate to one's field. Two of these peer reviewed publications (electronic or print) must be journal articles or chapters in scholarly books.
2. In appropriate disciplines, scholarly books, including textbooks, containing substantial original material by the author may be substituted. for the peer reviewed publications described above.

#### To be satisfactory for promotion to Professor:

The applicant must provide evidence of at least four peer reviewed professional journal articles, or their equivalent (see 2 above) published in the five years preceding application or since promotion to Associate Professor, if less than five years.

B. Presentations at Professional Meetings

Criteria: Focus is on the number and quality of presentations and creative works at national, regional, or state conventions or conferences made by the faculty member. It also includes participation at such meetings as panel moderator or member. No distinction will be made for authored vs. co-authored publications.

Evidence: Photocopies of convention programs; abstracts; letters of invitation/acceptance/thanks; vita entries, copies of presentations.

To be satisfactory for promotion to Associate Professor and/or tenure:

Presents at least five papers at peer reviewed professional international, national, and regional meetings; co-presentations are equally acceptable; principal speaker at national, regional, state, or local convention. Invited presentations by professional bodies shall count as papers.

To be satisfactory for promotion to Professor:

The applicant must provide evidence of at least four peer reviewed presentations, or their equivalent presented in the five years preceding application or since promotion to Associate Professor, if less than five years.

C. Grants

Criteria: Foci are on the quality of research projects and the application for or receipt of grants, which contribute to the discipline or College of Education goals. Grants may be received for a variety of purposes. No distinction will be made for authored vs. co-authored publications.

Evidence: Final or interim reports of research completed or in progress; letters of notification of grants submitted or awarded; letters of response to or supportive of the research; notification of award for quality of research; citation documentation.

To be satisfactory for promotion to Associate Professor and/or tenure:

Maintains active systematic research line of inquiry that has resulted in internal and/or external funding; has submitted proposals for at least three external grants. These grants maybe coauthored.

To be satisfactory for promotion to Professor:

There is continued evidence of grant activity, evidenced by at least three grant applications and one grant funded in the five years preceding application or since promotion to Associate Professor, if less than five years.

#### D. Editorial Activities

Criteria: Focus is on the faculty member's activity in editing professional publications or as a member of an editorial board or an invited reviewer of Federal grant proposals. No distinction will be made for authored vs. co-authored publications.

Evidence: Photocopies of editorial page; letters of invitation.

To be satisfactory for promotion to Associate Professor and/or tenure, the candidate shall demonstrate activity in at least two of the following roles:

Editor or guest editor of peer reviewed journal; edits national peer reviewed newsletters; editor. of book; serves on national editorial board of professional journal; active ad hoc reviewer for professional publication; editorial board for state or regional publication and/or for peer reviewed newsletters; reviews textbook material or test instruments for publisher.

To be satisfactory for promotion to Professor, there is continued evidence of activity, evidenced by activity in the five years preceding application or since promotion to Associate Professor, if less than five years in three of the areas above.

Rationale for proposed criteria: As with other academic units within the College of Education, the Department of Curricular and Instructional Studies houses a group of faculty with differing responsibilities and agendas. The two most important ways to differentiate faculty are between those primarily responsible for undergraduate teaching and those whose responsibilities are mostly shaped by graduate education, especially at the Masters level. This means that there are quite different demands placed on faculty within the department, depending on their mission. Hence, these criteria are reflective of the differential demands placed on faculty member, depending on their load and primary responsibilities.

For research productivity, faculty members at The University of Akron, Dept. of Curricular and Instructional Studies, shall receive credit proportionate to their teaching loads, for research productivity. Since the total load of teaching, research, and service may not exceed 100%, the dossier of the candidate shall include a commentary documenting the candidate's proportions for teaching, research, and service.

Research at The University of Akron maybe applied or theoretical; both types are equally valued. Interdisciplinary research is also valued by The University of Akron, especially when considering the scholarship of teaching and learning.

Local colloquia and interdisciplinary research within The University of Akron is to be considered as conceptually equal to outside publications, but must show documentable impact on the teaching effectiveness of more than one faculty member.

## **EVALUATION IN MAJOR AREA III: SERVICE**

### **A. Faculty Member Responsibilities**

Criteria: Focus is on the basic responsibilities of each member as part of the department faculty and in support of the mission of the college and the department. The faculty member is expected to attend and contribute to department and college meetings, to share in the formation of department and college policies and to serve on standing, as well as ad hoc, committees. The faculty member is available to meet with advisees and provides advice and guidance. The faculty member is knowledgeable about the department programs and requirements as well as college and university deadlines for applications and other paperwork. Such activities as mentoring non-tenured faculty or assisting part-time faculty are highly valued.

Evidence: Department chair documentation; vita entries; feedback from students via regular evaluations or other communication with department chair; documentation of meeting advisement responsibilities; documentation of active committee participation.

#### To be satisfactory for promotion to Associate Professor and/or tenure:

Attends department and college faculty meetings regularly; accepts appointments to committees and special assignments; responds promptly to requests for data from the department chair; is available to faculty and students at designated regular office hours; maintains professional stature and interacts with others at professional level; adequately advises assigned students; is accessible to students at times other than posted office hours.

#### To be considered for promotion to Full Professor:

Continues Associate Professor activities and participates in leadership roles as appropriate.

### **B. Professional Associations and Offices**

Criteria: Focus is on the faculty member's involvement in professional organizations/associations at national, state, or local levels. The faculty members are actively involved in their professional organizations. Activities may include, but are not limited to the following:

- Involvement with field practitioners;
- Involvement with private and public; profit and non-profit organizations in which members apply their academic expertise to enhance their efficiency or effectiveness of the organizations served

- Membership and participation in professional organizations;
- Membership on civic, corporate, philanthropic, professional, or academic boards or commissions;
- Participation in accreditation activities; and
- Elected officer positions or key committee assignments with professional organizations at the state, regional, or national level; and
- Others as appropriate.

Evidence: Vita entries; correspondence from professional organizations; notification of eligibility or receipt of award.

To be satisfactory for promotion to Associate Professor and/or tenure:

Appointed member of a governing or advisory committee of a national, regional, state or local organization; active within a professional organizational association, e.g. serving on standing committee of an organization association, regularly attending professional meetings.

To be considered for promotion to Full Professor:

Continues Associate Professor activities and participates in leadership roles as appropriate.

C. University, College and Departmental Service

Contributions to the vitality of the academic community through committee service and participation in faculty governance are expected of all regular faculty, including clinician faculty. The university is a special community, which has set itself apart from most other social institutions. The university depends on faculty exercising responsibility for the whole institution, not only their own particular interests. All faculty are expected to service the academic community as citizens and faculty to participate can by itself be ground for denying promotion and tenure. However, mere participation is not satisfactory grounds for advancement or tenure. Candidates who seek advancement based on service must demonstrate that they have applied their professional expertise to the work of the institution in a manner that can be assessed a value by peers as a means of advancing the discipline or field.

No documentation is required or elected for Universe service other than reporting such series a part of the curriculum vita when the service is at least satisfactory. When primary committee, chair, unity committee and dean are best able to assess the degree of performance of University service. If it is deemed inadequate or unsatisfactory, this

faculty should be noted and evaluated based on the documented record of performance should be included in the dossier when it is forward to the campus level for review. If inadequate or unsatisfactory service is likely to be a factor in a candidates' success, the candidate must be inferred and be provided an opportunity to respond prior to a final recommendation at the primary and unity levels. While comments on outstanding or exemplary University service are welcome, they are not required or expected.

**Service to the Institution (U of NT)**

- Faculty governance activities, including, for example, providing meaningful contributions toward meeting goals and objectives of program, department, College, or University committees, task forces, or governance bodies as an appointed or elected member, servicing as a committee or task force chair, servicing as a program coordinator or assistant department chair, etc., and
- Program, department and college support activities, including, for example participating in student recruitment acuties, providing workshops/seminars to faculty (RTP workshops, technology workshops); and
- Other service as appropriate.

Criteria: Focus is on the faculty member's service within the academic community. Such service demonstrates the individual's commitment to the welfare of the university, college, or department.

Evidence: Vita entries; in-house documentation and records of service.

To be satisfactory for promotion to Associate Professor and/or tenure:

Member of a university, college or departmental committee demonstrating commendable work in accomplishing committee goals; attends college meetings; contributes constructively and works collaboratively with other committee members.

To be considered for promotion to Full Professor:

Continues Associate Professor activities and participates in leadership roles as appropriate.

**D. School and Community Agency Service**

Criteria: Focus is on the faculty member's active participation and/or contribution to off-campus projects. These may include the member's creating, directing, or participating in field-based school-university cooperative projects. It includes professional consultation to schools or community agencies. It may include supervision of field-based interns. Initiative in creating projects of value to teachers, children, and others is important.

Educational outreach in developing formal partnerships with schools and other organizations is important. Other examples of community service include:

- Providing services to the public through involvement in professional development schools, clinics, hospitals, laboratories, or centers, etc.;
- Making research understandable and useable in specific professional and applied settings, including technology transfer activities;
- Government and agency-related activities, including, for example, participating in meetings or on panels, testifying before legislative committees, acting as an expert witness, etc,
- Engaging in activities that address public-interest problems, issues, and concerns, aimed at either general or specialized audiences; and
- Involvement in communications directed toward popular and on-academic publications including newsletters, radio, television and magazines.

Evidence: Vita entries; in-house documentation; documentation of university-school projects; letter of agreement or appreciation.

To be satisfactory for promotion to Associate Professor and/or tenure:

Member of team or committee of school-university or school-based project; member of school advisory board; consultant to educational, mental health, civic, or governmental groups.

To be considered for promotion to Full Professor:

Continues Associate Professor activities and participates in leadership roles as appropriate.

Promotion from Associate Professor to Professor

This promotion is based upon achievement beyond the level required for the associate professorship. Highly productive professional service for a candidate for promotion to professor is characterized by a level of accomplishment and achievement that is more accomplished and more broadly recognized within and beyond the university than the achievement in professional service expected of an associate professor. This highly accomplished activity can manifest itself in a wide variety of important and significant professional service contributions, which receive attention and recognition across the College or University, in professional organizations, and the communities beyond the university. The candidate for professor is expected to have well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, and



significance of professional service contributions. A strong service record should contain highly accomplished achievements as a contributor, coordinator, leaders, initiator or mentor in groups such as major committees or task forces, campus or community organizations; professional associations, etc. Major service contributions at the department level are certainly important and worthy of consideration as this career stage, but a record that reflects primarily departmental service typically will not have salient impact to achieve the professional service expectations for the rank of professor.

In addition to the service activities specified for promotion to associate professor in the areas of service to the profession, institutions, student, and community service contributions for candidates for professor may include, but are not limited to the following:

- Serving as a chair on program area, departmental, college, and university committees;
- Engaging in program evaluation activities;
- Serving as a committee chair and/or executive board on significant state, regional, national and/or international associations or organizations;
- Interacting with governmental agencies and the legislative process (e.g., involvement with state agencies or providing government testimony);
- Involvement with field practitioners in leadership capacity;
- Disseminating information via involvement with the media (e.g., radio, newspaper, and television interviews); and
- Mentoring junior faculty.

In addition to the criteria for associate professor, individuals who hold the rank of professor in the College of Education are expected to demonstrate evidence of exemplary service in each of the areas described above, and an overall level of performance.