

Departmental RTP Guidelines (Criteria)

TEACHING, SCHOLARSHIP, AND PROFESSIONAL SERVICE define our work and articulate to those in and outside the academy who we are as a faculty. The RTP Guidelines presented here are intended to communicate not only to outsiders, but also to serve as reaffirmation of who we are as a community of scholars. We recognize that scholarship in the pursuit of truth and understanding is what ties us together as a community. These guidelines were constructed in that spirit.

These guidelines are consistent with and subordinate to the Faculty Manual of The University of Akron, including the “Overview of RTP Rule 2001 from the Office of General Counsel.” They fit within the College of Education document on RTP Procedures, which states “Faculty in each department (academic unit) shall adopt a set of procedures consistent with both the Faculty Manual and this document (COE RTP Procedures).” These two documents contain procedural information not repeated here. Be sure to refer to the COE RTP Procedures Document on how to construct the dossier for tenure and/or promotion review. Guidelines are also aligned with the Statement of Goals of the College of Education and the department mission.

Given comparable mission and program, these guidelines are informed by those of Georgia State, Ohio University and the University of North Texas. Supporting documents can be accessed at the following sites.

Georgia State University. (1998). Guidelines for promotion and tenure review in the College of Education. Atlanta, Georgia. <http://www.gsu.edu/>

Ohio University. (1999). Department of Educational Studies, College of Education: Tenure/Promotion/Salary Document. Athens, Ohio. <http://www.ohiou.edu>

University of North Texas. (2001). Expectations for tenure, promotion, and faculty performance. Denton, Texas. <http://www.coe.unt.edu/>

The document includes a new section on the Scholarship of Teaching and Learning¹. It attempts to define criteria that are clear and reflective of academic practice in the fields we represent; indicate minimum standards; can be documented; and are differentiated by rank. It is a fluid, working document intended to promote communication and assistance at each stage of the RTP process as the candidate’s works and accomplishments move the individual towards tenure and promotion. We recognize the diversity and complementary nature of faculty strengths in the

¹ Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. The Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass Publishers.
Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). Scholarship assessed: Evaluation of the professoriate. An Ernest L. Boyer Project of The Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass Publishers.

department and allow for greater emphasis of candidates' work in some areas than in others—in teaching or scholarship or professional service, or within these categories.

I. TEACHING: Our goal is “A True Community of Scholarship” (Ernest L. Boyer).

A. Criteria (Starred items are emphasized.)

1. Classroom Performance

The focus is on 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, respecting their status as learners 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—and to promote thinking and creativity in students. As outlined below, criteria for attainment of quality teaching are:

- a. Knowledge of subject matter in relevant discipline*
- b. Organization and presentation of content*
- c. Effective, respectful, and professional communication with students as learners*
- d. Use of motivational strategies
- e. Use of constructive and prescriptive feedback
- f. Use of a variety of instructional methods and strategies, including creative and current use of technology*
- g. Evaluation of learning to promote thinking and creativity in students
- h. Use of WebCT, Distance Learning, and other course formats

2. Classroom Instructional Materials

The focus is on written and/or other materials which 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, or 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. As outlined below, criteria for attainment of quality teaching are:

- a. Syllabi, course outlines, calendars, and bibliographies*
- b. Lesson plans, units of study, other
- c. Student handbooks, instructional packets, and original or reproduced articles and worksheets—including those stored electronically
- d. Creative use of video, slide, Power Point, and other media-produced presentations

3. Teaching Service

The focus is on: general support of the teaching mission of the college and department through program development and maintenance, working with individual students outside the classroom to further their growth and development, mentoring other faculty in their teaching, and providing service to colleagues in their teaching. As outlined below, criteria for attainment of quality teaching are:

- a. Support of the teaching mission of the department and college through program development and maintenance*
- b. Work with individual students outside the classroom to further their growth and development
- c. Mentoring and providing service to colleagues in their teaching

4. Guiding Student Research and Scholarship

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 in the student's own research interests, providing direction and guidance. The instructor 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, and fosters student independent or cooperative presentations. Advisement is important. As outlined below, criteria for attainment of quality teaching are:

- a. Encouragement and guidance of students towards their own research interests
- b. High standards of scholarship and professionalism through examples and expectations
- c. Cooperative research projects, co-presentation and co-publication with students in appropriate journals and conferences
- d. Promotion of student independence in presentation and publication
- e. Advisement*

B. Evidence (Starred items are required.)

1. Candidate narrative, to include self-assessment*
2. Vita Entry*
3. Material from the candidate such as syllabi, course packets, videos, student portfolios, and other examples of student work* (see above)
4. External peer review*
5. Internal peer review (department or college)*
6. Standard student course evaluations*
7. Letters of support/recommendation
8. Documentation of nominations or recognition received for quality of instruction
9. Documentation of work on program development, minutes, and reports

10. Documentation of dissertations, theses, and supported/related and/or collaborative student work
11. Photocopy of relevant material
12. Additional requested evidence to assist in evaluation of teaching

C. Distinction by Rank

1. Assistant Professor (Criteria for reappointment are applied to gauge progression towards tenure.)
2. Associate Professor (Criteria are the same for awarding tenure.)
 - a. Self-assessment, peer assessment, and student assessment which extend beyond functional competence to “think(ing) creatively, communicate(ing) effectively, and have(ing) the capacity and the inclination to place ideas in a larger context” (Boyer).
 - b. Attention to the “Scholarship of Teaching” (Boyer)
3. Full Professor
 - a. Leadership in program development
 - b. Mentorship of junior faculty
 - c. A model and advocate for the role and importance of the professoriate as teachers in the Academy

II. SCHOLARSHIP: Our goal is “Disciplined Inquiry and Critical Thought” (Ernest L. Boyer).

A. Criteria (Starred items are emphasized.)

1. Publication and Other Creative Work
Focus is on faculty members’ activity in scholarly endeavors which 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 which appear in refereed journals. In addition, other writings (such as book reviews and critiques) may be included. Published writing may be co-authored and the position in authorship credits is not crucial. As outlined below, criteria for attainment of quality scholarship are:
 - a. Authored or co-authored refereed articles in scholarly journals*
 - b. Authored or co-authored peer-reviewed books, chapters in books, monographs, book reviews and critiques, and published abstracts
2. Meetings Presentations at Professional
Focus is on the number and quality of presentations and creative works at national, regional, or state conferences. It also includes participation at such meetings as

panel moderator or member. As outlined below, criteria for attainment of quality scholarship are:

- a. Presentation of paper or other creative work at national, regional, or state conferences*
- b. Participation at national, regional, or state conferences as panel/session organizer, chair, or member

3. Grants

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. As outlined below, criteria for attainment of quality scholarship are:

- a. External funding for research projects which contribute to the discipline or College of Education goals
- b. Program evaluation/other participation in such research projects

4. Editorial Activities

Focus is on the faculty member's activity in editing professional publications or as a member of an editorial board. As outlined below, criteria for attainment of quality scholarship are:

- a. Serving as editor or member of editorial board of academic journal in the field
- b. Manuscript review for academic journal in the field
- c. Similar activities for other forms of publication

5. The Scholarship of Teaching and Learning

Emphasis is on study of the faculty member's own teaching practice and/or of others in the field, disseminated through publication and presentation. As outlined below, criteria for attainment of quality scholarship are:

- a. Scholarly publication and presentation related to instructional practice in the field
- b. Materials related to teaching which are shared within and beyond the institution

B. Evidence (Starred items are required.)

1. Candidate narrative, including self-assessment*
2. Vita entry*
3. Documentation of nomination or recognition for quality of research
4. Photocopies of published work*
5. Book or monograph
6. Book contract
7. Letter of acceptance for book or monograph
8. Photocopies of conference program/proceedings
9. Letters of invitation, acceptance, or thanks

10. Final or interim reports of externally funded research completed or in progress
11. Letters of notification of grants submitted or awarded and letters of response to or supportive of the research
12. Photocopy of editorial page and/or letter of invitation to serve on editorial board

C. Distinction by Rank

1. Assistant Professor (Criteria for reappointment are applied to gauge progression towards tenure.)
2. Associate Professor (Criteria are the same for awarding tenure.)
 - a. An active systematic research line of inquiry
 - b. Minimum of four refereed publications or the equivalent within the last five years before the tenure and promotion decision
 - 1) Minimum of two authored or co-authored refereed journal articles in the field. No distinction will be made among journals as long as it is respected in its field and is refereed; this includes electronic journals and other media.
 - 2) A scholarly book in which the applicant is identified as the author or co-author. This is equivalent to two refereed articles.
 - 3) Other scholarly work (Each equivalent to one refereed publication)
 - i. Author or co-author of a peer-reviewed chapter in a scholarly book that is published by an academic publisher, university press, or professional organization. This includes electronically published books.
 - ii. Author or co-author of refereed published proceedings of state, regional, national, or international professional organizations
 - iii. Primary or co-primary investigator of a funded external research grant
 - iv. Editor or guest editor of a special issue of a refereed journal
 - v. Primary developer/author of instructional media in the field that is officially published by an academic publisher, university press, or professional organization. This includes electronically published material.
3. Full Professor
 - a. An active systematic research line of inquiry
 - b. Minimum of four refereed publications or the equivalent following the granting of tenure and promotion to associate professor.
 - 1) Minimum of two authored or co-authored refereed journal articles in the field. No distinction will be made among journals as long as it is respected in its field and is refereed; this includes electronic journals and other media.

- 2) A scholarly book in which the applicant is identified as the author or co-author. This is equivalent to two refereed articles.
 - i. Other scholarly work (Each equivalent to one refereed publication) Author or co-author of a peer-reviewed chapter in a scholarly book that is published by an academic publisher, university press, or professional organization. This includes electronically published books.
 - ii. Author or co-author of refereed published proceedings of state, regional, national, or international professional organizations
 - iii. Primary or co-primary investigator of a funded external research grant
 - iv. Editor or guest editor of a special issue of a refereed journal
 - v. Primary developer/author of instructional media in the field that is officially published by an academic publisher, university press, or professional organization. This includes electronically published material.

c. Scholarly competence and reputation affirmed by peers in the field.

III. PROFESSIONAL SERVICE: Our goal is the “Renewal of Society” (Ernest L. Boyer)

A. Criteria (Starred items are emphasized.)

1. Faculty Member Responsibilities

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 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. As outlined below, criteria for meeting faculty member responsibilities include:

- a. Attendance and contribution to department and college meetings*
- b. Sharing in the formation of department and college policies*
- c. Service on standing and ad hoc committees*
- d. Meeting with advisees, and providing informed, accurate advice and guidance related to department programs and requirements, as well as college and university deadlines for applications and other paperwork*
- e. Mentoring and assisting non-tenured and part-time faculty

2. Professional Associations and Offices

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. As outlined below, criteria for attainment of quality service to the profession include:

- a. Involvement in professional organizations/associations at the national, regional, state, and local levels*
- b. Other related activity

3. University, College and Departmental Service

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. . As outlined below, criteria for attainment of quality service to the university, college, and department are:

- a. Service within the academic community*
- b. Other related activity

4. School and Community Agency Service

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. As outlined below, criteria for attainment of quality in delivery of services to schools and community agencies are:

- a. Creating, directing, or participating in field-based school-university cooperative projects
- b. Professional consultation to schools or community agencies
- c. Supervision of field-based interns
- d. Creating projects of value to teachers, children, and others

B. Evidence (Starred items are required.)

1. Candidate narrative, including self-assessment*
2. Vita entry*
3. Department chair documentation*
4. Documentation of advisement responsibilities, active committee and meeting participation, school-university or school-based project, and other as requested
5. Notification of eligibility or receipt of award
6. Correspondence from professional organizations
7. Letter of agreement or appreciation

C. Distinction by Rank

1. Assistant Professor (Criteria for reappointment are applied to gauge progression towards tenure.)
 - a. Meeting obligations in department, college, and university
 - b. Engagement with professional community in the discipline
2. Associate Professor (Criteria are the same for awarding tenure.)
 - a. Available, contributing member with leadership responsibilities within the department, college, and university
 - b. Professionally respected presence in the educational community
3. Full Professor
 - a. Substantial leadership role within the academy
 - b. State, national or international leadership roles in professional associations
 - c. Leadership roles in service to the educational community