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Guidelines for Promotion and Tenure
Department of Learning, Teaching, & Curriculum

See below the general guidelines developed by the faculty of the Department of Learning, Teaching, & Curriculum (LTC). These guidelines are intended to assist LTC faculty as they progress toward tenure and promotion. Because the University, not the department, awards tenure and promotion, these guidelines must be considered advisory. Meeting or exceeding them is no guarantee of tenure or promotion. These departmental-level expectations, however, closely conform to divisional and campus expectations. A favorable departmental evaluation often positively influences subsequent tenure and promotion deliberations.

Teaching

LTC faculty are expected to receive strong teaching commendations from students and peers. While summative student evaluations provide one source of information, they do not necessarily provide a complete or balanced picture. As part of their yearly merit or promotion and tenure portfolio, candidates for promotion and/or tenure should submit multiple sources of information regarding teaching effectiveness, which might include peer reviews of course materials, administrator or peer observation of teaching, peer group consultation procedures, and so forth. In addition, all candidates for tenure or promotion should plan on submitting the following as part his or her annual portfolio, as these materials are required components of promotion and tenure dossiers: (a) a statement of teaching philosophy; (b) a statement of teaching responsibilities reviewed historically; (c) especially noteworthy accomplishments, awards, and honors; (d) peer teaching evaluations, if available; (e) a statement of what the candidate's teaching has contributed to the department intellectually (new courses, mentoring, teaching innovations, etc.) (f) a summary of advising activities (undergraduate advising, graduate advising, thesis/dissertation direction, etc.); (g) a statement of involvement in campus-wide teaching initiatives (Campus Writing Program, General Education Program, Honors College, FIGS, Residential Learning Communities, Wakonse, First-Year Experience, etc.); (h) any Extension activities in which the candidate has engaged; (i) a description of the candidate's international work; and (j) a description of the candidate's use of technology in the delivery of instruction.

Research

A substantial record of scholarship is an absolute requirement for tenure and/or promotion. While the quality of work and its presentation outlet are of utmost importance, realistically, quantity is also an important consideration. All candidates for tenure or promotion should plan on submitting the following as part his or her annual portfolio, as these materials are required components of promotion and tenure dossiers: (a) a statement describing the candidate's research agenda and a summary of scholarly

activities stated within the framework of this agenda (including level of review and specification of contribution to jointly-authored works); (b) comments concerning nature of research within the discipline; (c) information on where the candidate's scholarly works have appeared, including indications of the quality of the journals and other publication sources; (d) level of institutional support (e.g. start-up funds, released time, internal grants etc.); and (e) external funding activity, including details such as total funding, number of years, salary coverage, and whether graduate students are paid from the grant.

Service

For faculty progressing toward tenure, internal and external service activities necessarily are limited. All candidates for tenure or promotion should plan on submitting the following as part his or her annual portfolio, as these materials are required components of promotion and tenure dossiers: (a) a summary of the amount and quality of internal service contributions; (b) involvement in local, state, regional, and national associations, including participation, offices held, editorial and refereeing responsibilities, and major presentations; and (c) peer and other evaluations of service activities, if available. In addition, candidates should list service to the campus community beyond the department and division (for example, grievance committees, Committee on Undergraduate Education, Research Board, Faculty Development Advisory Committee, etc.)

Expectations for Tenure and Promotion to Associate Professor

The following may be helpful, although they cannot be considered absolute. A successful candidate for tenure and promotion to associate professor will most likely be characterized by the following accomplishments:

1. A minimum of 10 to 12 research-based articles, book chapters, or books. The LTC Doctoral Faculty defines research as that which is based on primary data derived from tests, interviews, observations, writing samples, case studies, transcriptions of class interactions, rating scales, surveys, and so on.
2. Doctoral Faculty status (generally considered essential to a successful application for promotion and tenure)
3. At least one research paper each year presented at a national research conference. The candidate should regularly apply for presentation at the American Educational Research Association annual conference.
4. Intensive pursuit of external funding that provides support for graduate students and some salary cost savings. Faculty in areas with significant external funding opportunities will be expected to have secured at least one such grant by the fifth or sixth year.
5. Strong evaluations of teaching performance.
6. Favorable letters of external review

7. Evidence of appropriate service.

Expectations for Promotion to Full Professor

The College of Education expects the following for a consideration of promotion to full professor (cf. Policy Handbook, Faculty section, 02-00).

1. A minimum of three years served as associate professor
2. Demonstrated ability with respect to the “primary and subordinate functions” of one’s department/school
3. Continuing scholarly effort subsequent to promotion to the rank of associate professor, and sharing the results of this effort through broad dissemination of the candidate's scholarship (e.g., national/international presentations and publications; invited presentations and publications; presentations and publications for public and scholarly audiences).
4. Continuing engagement in professional services to the department/school, division, University, and profession

Whereas faculty members are tenured and promoted to associate professor based on *potential* to achieve a national reputation in their field, candidates for full professor must demonstrate attainment of this national reputation. Associate professors interested in promotion to full should initiate a discussion with the department chair. Discussion will include such issues as scholarly productivity required for promotion, barriers to attaining the rank, a time frame for candidacy, and so forth.