

COLLEGE OF EDUCATION
Tenure and Promotion
Guidelines
(Approved by C of Ed Tenure-Track Faculty, August 2019)

The College of Education Tenure and Promotion Guidelines are intended to complement UCA's tenure and promotion guidelines by providing more explicit information about College of Education expectations for mid-tenure, tenure and promotion reviews and evidence appropriate to the review process. See also UCA's *Faculty Handbook* for university tenure and promotion review procedures.

According to the *UCA Faculty Handbook* and the College of Education, applications for mid-tenure, tenure and promotion must contain "necessary and relevant materials" (Section VI.B.1). This section of the College of Education policy delineates the minimal expectations for such materials. The College of Education recognizes that teaching, scholarship and service activities undertaken by faculty members may have elements that intersect and/or intertwine. It is the responsibility of the applicant to determine the appropriate category for listing such activities. If in doubt, a convincing rationale for such listing should be included as a justification. A candidate's tenure and promotion review file should be well-organized, clear, and consistent in its presentation of teaching, scholarship, and service contributions. When a faculty member is appointed to the faculty with years toward tenure and/or promotion, it is expected that the faculty member will include supporting evidence that precedes employment at UCA. A copy of the candidate's current *curriculum vitae* must be included with the application. The application and vita must be in APA format. Supplemental materials required by the UCA Faculty Handbook do not need to be submitted in a binder but must be organized and available upon request.

In addition to the materials listed below, all candidates seeking tenure and/or promotion should include copies of all review letters from their previous mid-tenure review or tenure and promotion review so that reviewers may assess the development of teaching, scholarship and service contributions over time. The candidate is reminded that the chair and dean also have access to previous annual performance reviews written by department chairs or other relevant supervisors and may use these annual reviews to additionally support their mid-tenure, tenure, and/or promotion assessments.

The College of Education, recognizes and acknowledges the significant challenges to the normal operations of and in higher education due to disruptions from COVID-19. Since mid-March of 2020, all areas of faculty responsibility; teaching and mentoring, research and creative activity, and

service, have been affected to some extent. Therefore, applicants for tenure and promotion may, starting September 2021, include a statement of impact of COVID-19 and its associated challenges upon areas of evaluation. The impact statement should be considered by all levels of review. The impact statement option will remain in effect through September 2023 tenure and promotion submissions, at which time it is subject to annual review by Academic Affairs for continuation.

1. Teaching Expectations and Evidence: “Effectiveness in teaching is, therefore, of primary importance in evaluating faculty members for both tenure and promotion” (*UCA Faculty Handbook*, Section V.A). To demonstrate **effectiveness in teaching**, the candidate should include the following:

- a) student evaluations as well as an analysis of these results and a description of the candidate’s response to student feedback (i.e., changes and improvements in practice); It is expected that student evaluations be at a level considered acceptable or satisfactory.
- b) a well-articulated statement of teaching philosophy that includes one’s goals for student learning;
- c) selected examples of teaching artifacts (e.g., course materials, assignments, examinations, etc.) providing support for the candidate’s teaching approach;
- d) evidence of the currency of the candidate’s knowledge and skills for assigned teaching duties;
- e) a description of creative and/or technological approaches to promote student learning;
- f) curriculum development activities (e.g., revisions, program design involvement, course development, etc.);
- g) advisement approaches & loads; and
- h) description of practices used to improve teaching performance (e.g., peer observations, IDC activities, co-teaching, etc.).

The candidate should demonstrate how he/she “brings knowledge, scholarship, dedication, and energy to the classroom” and “assists students to understand, to acquire intellectual discipline, and to develop as thinking human beings” (*UCA Faculty Handbook*, p. 20). Additional materials that may be helpful to include are as follows:

- a) evidence of student learning aligned with knowledge, skills, and disposition-based objectives;
- b) inquiry related to teaching; and/or
- c) any involvement with student research (e.g., honors thesis advisor, conference presentations by students, specialist projects).

2. Scholarship Expectations and Evidence: “Faculty members, therefore, are expected to demonstrate significant achievement in scholarship, research, or artistic creation and/or performance, and other important forms of professional activity appropriate to a given discipline” (*UCA Faculty Handbook*, Section V.B.1). To demonstrate achievement in **scholarship, research, and creative activity**, the candidate should show active and continual engagement in scholarly activity and production. Scholarly activities should be demonstrated over the candidate’s full employment period, with increasing productivity as a candidate gains experience. The candidate should demonstrate balance among various types of scholarly endeavors. This may include:

- a) scholarship of discovery (e.g. empirical research that develops new knowledge in the field);
- b) scholarship of integration (e.g. publications that synthesize knowledge in the field by reviewing existing literature and offering directions for future research or for policy and practice); and
- c) scholarship of application (publications that draw from well-established empirical findings in the field and apply those findings to the improvement of practice or reform in policy) (Boyer, 1990).

Given UCA’s mission as a teaching institution, proportionately more of faculty scholarship likely will be scholarship of integration or scholarship of application rather than scholarship of discovery. Collaborative work is acceptable but some evidence of the ability to execute scholarly projects

as sole/lead author should be seen. The candidate should include the following:

- a) a well-articulated description of the candidate’s research agenda that indicates the connection or relationship to one’s assigned role (i.e., appropriateness to one’s primary teaching and/or grant assignments) and the impact or significance of one’s work;
- b) a table that lists information about publications such as acceptance rates, type of review (blind, editorial, invited), circulation numbers, level/type of publication (e.g., a state newsletter or a national professional organization journal). Neither articles submitted yet declined nor manuscripts currently under review should be listed. If a publication is “in press,” the letter of acceptance should be included in the documentation materials.
- c) a table that provides information about professional presentations (e.g., level of conference, acceptance rates if available, etc.);
- d) a table that lists grants and contracts (if any) submitted and/or funded and includes funding sources, amounts and targeted group; and

- e) an explanation of how any grants contribute to the mission of the department/program area/college/university. The benefit to the institution should be clearly shown.

Although no formal weighting procedure is used to evaluate scholarship in the review process, the guidelines below offer candidates and reviewers a sense of relative status and merit of scholarly contributions. Typically, blind peer-reviewed publications or presentations are more highly valued than editor-reviewed or invited publications or presentations. Similarly, national publications and presentations are typically more highly regarded than regional or state publications or presentations. Likewise, publications or conferences with lower acceptance rates are typically thought to be more rigorous than those with higher acceptance rates. Publications are typically weighted more highly in tenure and promotion review than conference presentations. Grant attainment is often highly competitive and is often a highly valued scholarly endeavor. Furthermore, sole-authored or lead-authored work is evidence of greater scholarly independence than co-authored work, although a balance of the two may be most preferred. Lastly, the circulation of publications is also an important component, and circulation numbers should be included whenever possible. Candidates should address the focus of the readership audience to provide a context from which to judge the potential influence of the publication.

3. Professional Service Expectations and Evidence: "The university is itself a community and a part of a larger community. For the university to function effectively as a community, every faculty member must be willing to make contributions beyond teaching and scholarship. Service on departmental, college, and university committees and other service to the university that calls for faculty contributions beyond those covered in the first two criteria are expected and are to be considered in the evaluation of faculty for tenure and promotion. Moreover, since the university is part of the community in which it exists and has a responsibility to that community, faculty members may reasonably be expected to serve the larger community outside the university by making their professional abilities and expertise available through service, as opportunity offers" (*UCA Faculty Handbook*, Section V.C). Effective leadership in university, state, regional, and national professional service activities is especially valued over minimal or unreliable participation in periodic meetings or tasks. The candidate should document **service to the university, profession, and community** in the following ways:
- a) a description of committee assignments and outcomes (i.e., active, meaningful participation);
 - b) involvement in appropriate agencies, institutions, and/or organizations at the local, state, regional, and/or national levels (e.g., P-12 schools, state department of education, professional

- associations, etc.);
- c) involvement in community activities designed to further the department/college/university mission;
 - d) a visible presence in appropriate state/regional/national organizations (e.g., serving on planning conference committee, officer, board member);
 - e) participation in accreditation/external review activities (e.g., PEU committees and timely completion of programmatic tasks);
 - f) advisement to student organizations and/or involvement in college/dept. outreach activities (e.g., Bear Facts Day);
 - g) professional consultancies (paid or unpaid) related to one's professional expertise are acceptable evidences of service;
- charitable and religious activities may be considered as service for the purposes of tenure/promotion if such service is based upon one's professional knowledge and expertise; and a well-articulated description of the candidate's service activities that indicates the connection or relationship to one's assigned role.

Department Citizenship

The granting of tenure involves the acceptance of a faculty member into the community of scholars as a permanent member. Thus, the individual should demonstrate his or her "goodness of fit" in terms of making a continuing, positive contribution by exhibiting the knowledge, skills, and dispositions to further the mission and goals of the department/college/university.

The candidate should demonstrate collegiality to enhance a climate of flexibility, openness, and respect for ideas shared by colleagues and students. Collegiality is not the same as congeniality. Collegiality exists when an individual fosters a climate of collaboration that involves the necessary interpersonal skills for relationship building, shared decision-making, and working toward a common purpose among colleagues. The lack of collegiality alone can serve as the sole reason for a candidate's dismissal at the mid-tenure review level or negative recommendation of tenure and/or promotion.

CONSIDERATIONS RELEVANT TO PROMOTION

Within the College of Education, appointment at the rank of assistant professor is typically granted when a faculty member is employed or completes an appropriate doctorate during a period of initial employment. The considerations outlined in this section of the document speak more directly to promotions to the ranks of associate professor and professor and are built

upon the UCA *Faculty Handbook* statements.

The issues related to promotion to associate and professor, while similar in process, differ in important ways from the decision to render a positive vote on tenure. Both give careful consideration to performance. However, tenure considers a balance between performance and goodness of fit; whereas promotion decisions weigh more heavily on accomplishment and probability of continuation of such accomplishment and assumption by junior faculty of leadership roles within the department, college and university as well as within the profession.

In accordance with the *Faculty Handbook* (Section V.D), “promotion to associate professor will be awarded simultaneously with a successful application for tenure. “The combined, linked tenure and promotion decision has special significance for both the faculty member and the university. For the university, granting tenure and promotion to the next academic rank involves not only an evaluation of past performance but an evaluation of potential for continued growth. Moreover, the granting of tenure and promotion means the acceptance of a new member into the university’s permanent scholarly community. The tenure and promotion decision, therefore, must involve consideration of a faculty member’s ability to work effectively in, and contribute significantly to, the department and the university community (Section V.E).

A. Promotion to the Rank of Associate Professor

The *Faculty Handbook* as part of its statements on promotion to Associate Professor states,

“Appointment or promotion to the rank of associate professor should represent an implicit prediction on the part of the department, college, and the university that the individual so appointed will make sound contributions to teaching and learning. It should be made only after careful investigation of the candidate’s achievement and promise of continued accomplishment in scholarship, teaching, research, leadership, and learning.” (Section IV.A.3)

These statements should be interpreted quite literally. It is the responsibility of the candidate to document accomplishment since the last appointment in rank. This accomplishment should reflect qualitative growth in scope and depth of teaching, research and leadership as well as a consistent level of accomplishment. The following statements may prove useful as guidelines for developing a plan for successful promotion to the rank of Associate Professor.

Teaching

- Documentation of increasingly significant roles in curriculum development activities (e.g., service on departmental or college curriculum committees, member of departmental curriculum task forces, revision of individual courses, etc.)
- Documentation of growth utilizing more sophisticated learning-teaching strategies (e.g., integration of new technologies into assignments/courses, working with colleagues in co-teaching arrangements, experimentation with new/different student learning activities, etc.)
- Documentation of adding new areas of competence within one's teaching fields (e.g., accepting opportunities to teach previously untaught courses related to general area of expertise, incorporating emerging areas of research into courses, etc.)
- Documentation of growth utilizing more sophisticated strategies for assessing and evaluating student performance (e.g., experimentation with new assessment techniques, etc.)
- Documentation of professional growth activities undertaken to improve teaching expertise (e.g., developing mentoring relationships with more experienced colleagues, active participation in seminars, training programs and/or institutes, etc.)

Research and Scholarship (Publications and presentations; grant activity is encouraged)

Research and scholarship activities appropriate for this level of promotion should, in large measure, merit classification at least as "scholarship of application" as this concept is described by Boyer (1990).

- Documentation of a consistent rate of successful completion of research and scholarship initiatives (e.g., evidence of an ongoing research agenda with successful products, evidence of success in appropriate venues of presentations at least at the regional levels, evidence of success in publication outlets beyond the state level that utilize a review process, etc.)
- Documentation of both joint and single successfully authored scholarly works
- Documentation of working collaboratively or singly on submission of grants and other funded projects

Leadership

- Documentation of increasingly more challenging assignments regarding departmental matters and initiatives (e.g., work on committees or task forces that does not necessarily include serving as chair of the group; service as chair/co-chair of departmental committees or task forces; service as departmental representative on outreach initiatives; etc.)
- Documentation of active participation in one or more appropriate

- professional organizations or associations (e.g., reviewer of conference program proposals; member of committees or sub-committees, etc.)
- Documentation of active involvement with appropriate external audiences (e.g., professional associations, state agencies, practitioners, etc.)

B. Promotion to the Rank of Professor

As part of its statements on promotion to professor, the *Faculty Handbook* states,

*Appointment of an individual to a professorship is a critical step in determining the future of the academic caliber of the university. A professor, through teaching, creative activity, research, and service, should have demonstrated substantial command of the whole field, sound scholarship, and a mature view of the discipline. Promotion to professor should not be expected merely because of years of service to the university. A person being considered for a professorship will have maintained all of the qualities and conditions required for the associate professor rank. **In addition, a professor should exhibit special stature in the discipline, leadership, and substantial strength in all areas — teaching, creative activity, and professional service.** [Boldface added] (Section IV.A.4)*

Promotion from associate professor to professor signifies a major step forward in terms of both quality and quantity of performance that reflects the growth and maturity of the faculty member as a contributor in the areas of teaching, research, service and leadership. While differential levels of performance in each of these areas may be evident, there is an expectation of strength in each area and the expectation of continued high levels of performance in future years. The following statements may prove useful as guidelines for developing a plan for successful promotion to the rank of Professor.

Teaching

- Documentation of maturity in classroom instruction as demonstrated by consistency of performance, willingness to experiment with new strategies, and expanded competence related to teaching multiple courses within the curriculum
- Documentation of maturity in curriculum development as demonstrated by performance of leadership roles in such activities that should extend beyond the departmental level

Research and Scholarship

- Documentation of continued growth and maturity as a scholar as reflected in several products that merit classification as “scholarship of integration” as described by Boyer (1990)
- Documentation of a consistent record of scholarly accomplishment since the date of last promotion
- Documentation of scholarly accomplishment with publications in regional and national outlets including those that are blind reviewed and single authored

Service and Leadership

- Documentation of continued growth and maturity regarding service and leadership as reflected in the roles and responsibilities assumed since promotion to associate professor
- Documentation of significant leadership roles within at least one professional organization at the regional or national level appropriate to the faculty member’s assignment
- Documentation of significant service and leadership roles within the department and college as well as to the university

Candidates are reminded to develop familiarity with the *UCA Faculty Handbook* requirements and policies that govern the UCA Tenure and Promotion process.

Reference

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching.

Notification of Status (Tenured and Tenure-Track Faculty)

The committee chair or administrator at each level of review will provide the candidate with written notice of the review recommendation decision by providing the candidate with a copy of the written letter of review when it is sent forward to the next review level. If the letter contains any factual errors, the candidate may have five business days to submit in writing a letter clarifying or correcting any factual information that may be contained in the review letter so that erroneous information will not be perpetuated in subsequent levels of review. In cases of promotion, rankings will be included

in an independent letter that will not be shared with the candidate.