

COLLEGE OF EDUCATION AND HUMAN SCIENCES

DEPARTMENT OF ELEMENTARY EDUCATION

PERFORMANCE GUIDELINES

Introduction

This document serves as a guide for faculty members as they perform their duties in the Department of Elementary Education. This document also serves as a guide for the University Promotion Committee and the Department Chair for faculty evaluation. The basis of this document is section 2.5 of the 2011-12 Faculty Handbook. The expectations for faculty achievement include effectiveness in teaching, in scholarly endeavors, and in service. Faculty may not excel in all three areas, but each should show active participation in all areas and meet the minimum criteria for the appropriate rank.

Current faculty in the Department established minimum requirements as stated in this document. Faculty members who do not meet minimum requirements are not eligible for tenure and/or promotion. The Department Chair will determine if the faculty member meets minimum requirements before submitting the candidate's vita and portfolio to the Peer Review Committee.

There are four levels of achievement beyond minimum requirements that faculty should meet for promotion and tenure for each rank. Some activities may overlap as evidence in two or more categories; however, each activity may count in only one category. In addition, faculty members will receive credit for a particular activity only one time. For example, if a faculty member used an activity for evidence for promotion from assistant to associate professor, the same activity may not be used for promotion from associate to full professor. Evidence must show continued active progress and productivity in each category. It is the responsibility of the individual candidates to demonstrate effectiveness within the scope of their unique responsibilities. The chairperson or dean can make exceptions to promotion/tenure criteria if the chair or dean determines the faculty member's performance in one or more areas is exceptionally outstanding.

Faculty members are to follow the Faculty Handbook guidelines for applying for promotion or tenure. Specific criteria for this department are stated below. Candidates must explicitly state which criteria they have met and must specify the sections of the portfolios that contain the evidence of meeting the criteria.

LEVELS

Level 1	All minimum criteria met; at least two promotion/tenure activities
Level 2	All minimum criteria met; at least three promotion/tenure activities
Level 3	All minimum criteria met; at least four promotion/tenure activities
Level 4	All minimum criteria met; at least five promotion/tenure activities

Faculty members are expected to perform at the following levels:

Instructor or Assistant Professor	Level 1
Associate Professor	Level 2
Full Professor	Level 3

To qualify for tenure, faculty must achieve the following levels:

Assistant Professor	Level 2
Associate Professor	Level 3
Full Professor	Level 4

To qualify for promotion, faculty must achieve the following levels:

To Associate Professor	Level 3
To Full Professor	Level 4

Area: Teaching Effectiveness

Faculty members applying for promotion or tenure must show evidence of effectiveness as a teacher. The department expects faculty to stay current in the discipline, use a variety of instructional methodologies, and provide evidence of successful experience as described by the minimum criteria with the additional teaching activities below:

Minimum Criteria:

- Teaching evaluations: Teaching evaluations reflect potential for successful classroom instruction. Student evaluations approach means for department, college and university.
- Innovative methods/approaches to instruction in addition to lecture: Evidence of potential to employ creative and novel models of teaching in response to diverse styles of learning among the constituency.
- Yearly goals: Evidence for potential in achieving yearly established goals with respect to teaching.
- Creation of course materials for students.
- Student Projects: Evidence of student work to effectively teach course content.
- Clinical Experiences: Evidence of organizing and implementing clinical experiences for students.
- Reflection: Documented efforts are presented of attempts to improve by reflecting and use of feedback from prior teaching experiences.
- Curriculum: Teaching or assisting in the development of new courses to improve content or a specific program. Significant revision of existing course for the same reason.

Promotion or Tenure Criteria:

- Professional credentials: Evidence of efforts to enhance professional credentials relevant to teaching effectiveness (professional certifications, licenses, etc.)
- Successful student outcomes: Evidence is provided of potential for successful student outcomes (professional certifications, licenses, acceptance to graduate school, employment in degree field, academic awards, leadership positions, student scholarship) as part of a course or outside the classroom setting.
- Mentoring students: Evidence of potential to successfully mentor students (personalized instruction, engagement in leadership roles, motivation in scholarship, professional involvement)
- Peer assessments: Multiple peer-based assessments from faculty members or established teachers at or above the faculty member's current rank indicate potential for successful teaching.
- Letters of support: Letters or correspondence from students may be submitted indicative of potential for successful teaching.
- Creation and development of new courses, including distance learning courses.
- Awards, nominations for teaching awards.
- Attendance at professional development opportunities such as conferences, workshops, forums, etc. purposefully intended in an effort to enhance teaching effectiveness
- Evidence of ongoing efforts to enhance teaching effectiveness (ensuring contemporary content, presentation of novel concepts and ideas within a given specialty).
- Support of student efforts: Evidence of availability to students outside classroom.

Area: Research/Creative Activities

Faculty members applying for promotion or tenure must show evidence of potential research, scholarship and other creative activities as described by the minimum criteria with the additional activities below:

Minimum Criteria:

- Terminal degree
- Active member of a professional organization
- Active participation in Departmental and College data meetings

Promotion or Tenure Criteria:

- Conducting action research
- Mentoring student-led research
- Engaging with teachers from Kilby Laboratory School to conduct research
- Professional consulting (local, state, regional, national, and/or international level)
- Curriculum development (local schools, colleges/universities and/or businesses)
- Officer, committee chair, coordinator, etc. of a professional organization
- Reviewer for refereed journal submissions, professional programs, etc. (local, state, regional, national, and/or international level)
- Member on editorial boards of a professional journal (local, state, regional, national, and/or international level)
- Refereed or invited professional presentations (local, state, regional, national, and/or international level)
- Published refereed journal articles (local, state, regional, national, and/or international level)
- Published book (reviewer, editor)
- Non-refereed journal articles (local, state, regional, national, and/or international level)
- Other publications (technical reports, proceedings, non-print media, media articles, etc.)
- Internal grants (submitted, funded, and/or unfunded)
- Book/Software reviews
- Awards, honors, citations for scholarship and/or creative activities (local, state, regional, national, and/or international level)

Area: Service

The third category of achievement for faculty is the area of service. The Department of Elementary Education highly values participation and leadership in service to the University, to the community, and to the profession. The expectation is that elementary faculty members will apply their professional expertise in developing new programs and services, providing solutions to problems, and guiding the strategic direction of the Department of Elementary Education. Furthermore, faculty members are to contribute to the governance of the University or its various units, and to the diversity and intellectual life of the University and the community. Faculty members are to devote reasonable amounts of their time to service on various levels, both within the university community and the surrounding community. Faculty members applying for promotion or tenure must show evidence service as described by the minimum criteria with the additional activities below:

Minimum Criteria

- University committee membership
- COE committee membership
- Accreditation activities
- Departmental committee service
- Student advisement
- SOAR advisement
- Student recruitment

Promotion or Tenure Criteria

- Departmental or COE Service
 - o Departmental or COE committee service and participation (more than two per academic year)
 - o Committee officer
 - o Departmental or COE representative at events
 - o Faculty mentoring
 - o Specialized student mentoring
 - o Tutoring or remediation activities
 - o COE recognition for service
 - o Recruitment activities
 - o Student advisement (between school terms, excluding SOAR)
- University Service
 - o Committee membership (more than 2 per academic year)
 - o Committee officer
 - o Ad hoc committee membership (e.g. search committee)
 - o University representative at events
 - o Funded economic development initiatives e.g. contracts, donations, in-kind, fundraisers, etc.
 - o University recognition for service
- Student Service
 - o Student organization advisor
 - o Student organization volunteer
 - o Other student-centered volunteer activities
 - o Implement service learning projects/assignments within coursework
 - o Supervision of independent studies, thesis committees, internships, etc.
- Professional Service
 - o Professional organization officer
 - o Local, state, national, or international committee service

- o Conference planner or host
- o Professional board membership
- o Consultant or technical assistant to a professional local or state agency or organization
- o Service to local or state accreditation or certification agencies/organizations
- o Testimony on professional matters to local or state governmental agencies
- o Membership on professional committees or task forces at the local or state level
- o Service to classes intra- or interdepartmental e.g. guest lecturer, demonstration
- o Service to local schools and educators e.g. guest reader, model lessons, etc.
- Community Service
 - o Community education
 - o Community or organizational consultation
 - o Community agency board membership
 - o University/COE/Departmental liaison
 - o Discipline-related (i.e. literacy instruction) as well as nondiscipline-related (i.e. Habitat for Humanity) service at the local or state level
 - o Performance of professional activities in a field setting
 - o Public lectures, workshops, or programs on professional issues to non-professional groups
 - o Professional contributions to newspaper, radio, or television
 - o Organization of professionally-related programs, workshops, conferences, at the local or state level
 - o Other community service that reflects well on the Department/COE/University at the local or state level
 - o Service awards