

Department of Educational Leadership
Departmental Criteria for Tenure and Promotion
May, 2008 (revised April 2011)

PREAMBLE AND GUIDING VALUES

The work of the department is guided by seven core values that are consistent with the mission of the University, the SEPS, and the Department. Department members seeking promotion and tenure should use these values to frame their performance in each of the areas outlined in the CSU-AAUP contract when they submit their materials for consideration.

1. **Promoting leadership.** All educational professionals need to realize their responsibilities as leaders in their organization. Leadership is a developmental skill and at all stages of an educator's career there exist opportunities to exercise leadership. Members of the department seek to develop these skills within our students at the master's, sixth year, superintendent, and doctorate levels.

2. **Impact on student learning.** Members of the department know how to focus our students' attention on learning – their own and their pupils. Teaching and instructional methods that maximize our students' ability to affect pupil learning are highly prized. Members are committed to keeping current with educational technology research and strive to model instruction through a technology rich learning environment.

3. **Collaboration.** Cooperation with members from within the SEPS, across the campus and within the CSU system to develop, implement, or evaluate programs designed to enhance the learning of our students and the pupils they serve is important to the department. Collaboration with external partners, such as state organizations, school districts and professional organizations aimed at creating learning environments that inspire an innovative technology culture, promote shared work, reflection, and professionalism is especially valued.

4. **Diversity and Social Justice.** The department seeks to achieve the goals of our mission statements by valuing and acting on the belief that the diversity of human experience and culture must be respected. Focusing on the belief that all students deserve a quality education, members should engage in activities and research that will promote positive learning environments both for our students at Central and the students they serve in the schools. The faculty engages in pedagogical practices aimed at cultivating similar dispositions in our students.

5. **Global Issues.** The department appreciates our position to mediate the world of our students with the wider world in which we all live. Facilitating local and international experiences that expand the perspectives of our students is extremely important. Competent leaders are contextually aware and culturally sensitive. They know how to appreciate various ways of knowing that are evident in the wider world and they use this knowledge to create learning experiences that integrate knowledge of global issues. These leaders also explore innovative uses of technology to improve global information exchange, facilitate decision-making and improve worldwide communications.

6. **Applied Research.** The department prioritizes applied research that directly benefits our students and the pupils they serve. Student initiated research, collaborative research teams that involve students, and/or members from other departments and institutions are strongly encouraged.

7. **Impact on organizational health.** The department recognizes the importance of changing organizational culture to promote true learning for the children, the adults, and the wider community associated with that organization. Initiatives and activities designed to promote systemic change are highly valued and sharing these strategies with other professionals is considered very important for members of the department.

CATEGORIES OF EVALUATION

Load Credit Activity

Teaching: Teaching provides members of the department the opportunity to actualize our guiding values. It is expected that teaching and load related work will be of the highest quality. Instructional skill is expected to progress throughout the member's career at Central. First and foremost, instructional expertise in the classroom is expected during the first few years of employment. Over time, instructional skill is expected to expand beyond the classroom and may include engaging in the scholarship of teaching, mentoring new department members, and assisting faculty across the university. Instructional skills include all levels of preparation, implementation of classroom activities, course materials and student engagement methods. All members will provide students the opportunity to evaluate all courses taught in all semesters. The department values continuous instructional improvement. It is an expectation that all faculty will constantly be enhancing their course materials and instructional strategies in a developmental and collaborative fashion as appropriate.

The following guidelines for the evaluation of teaching will be used by the DEC when considering promotion and tenure decisions. Load credit, such as department chair, program director, and program coordinator must be addressed with both a self assessment and substantiating artifacts of the work associated with load credit, non-teaching assignments.

Written reflection: A brief reflection on teaching to date, including: philosophy of teaching adult learners, current teaching assignment(s), discussion of pedagogy and student data for these courses, and reflection on the results of peer teaching observations by faculty. This reflection should also include goals for continuous improvement of teaching and professional development activities engaged in and to be considered for the future. The reflection should also note how the instructor's approach to teaching particular courses has evolved over time, if appropriate, and what factors have prompted these changes. The following procedures should be used to report quantitative and qualitative data contained in the student evaluation forms:

1. General Procedures for Reporting Quantitative Data

- a. Data for the instructor section of the evaluation form (items 11 - 15), and items dealing with diversity (item 20), technology (item 19), collaboration (item 21), relationships with students (18), and feedback to students (26) must be included and tabulated for each course. The department recognizes that evaluation items focused at the course level may reflect student

impressions of the program and curriculum as a whole, and not the individual instructor, yet that the instructor still contributes to this overall impression of the course.

b. Only three categories will be used: Above Average (mean scores of 1.00 to 2.33), Average (mean scores of 2.34 and 3.66), and Below Average (mean scores of 3.67 to 5.00).

d. All data are to be presented with class size, n of respondents by item, and percentages for each item within the 11 specified categories. In general, means of 2.0 or lower indicate “quality”.

e. When required by accreditation, students’ evaluation, institutional assessment, or departmental syllabi, summaries of student outcomes using departmental assessments should be arrayed using formats adopted by the department, and including a written analysis linking teaching and student learning.

2. General Procedures for Reporting Qualitative Data/Course Materials

a. All student comments should be arrayed by course. Faculty must summarize or code for dominant themes that may need to be addressed or might document quality. Patterns of commendation and aspects that require change need to be highlighted and addressed in the reflective analysis by the faculty member.

b. Quality is indicated by general themes and patterns and in how the faculty member reflects on these comments.

c. Evidence of quality of teaching might include examples of student work (with reflective evaluation perhaps of one piece), assessments and rubrics, courses designed, developed, or re-designed.

3. General Procedures for Peer Observations

a. All non-tenured faculty will be observed each year by two members of the department, one chosen by the DEC and one chosen by the candidate. If a faculty member is teaching in another department or working with faculty outside the department, the DEC may approve a peer observer from outside the department. Each observation will include a pre-conference, post-conference, and written report. All documentation must be included in the portfolio of evidence submitted for consideration by the DEC.

4. Criteria for Promotion from Assistant to Associate Professor and Tenure

a. Quantitative Indicators: The department looks for general trends of continuous improvement. For instance, the percentage of average (2.34-3.66) and below average scores (3.67-5.00) drop below 20% of student responses to evaluation items.

b. Qualitative Indicators: The depth of conceptualization of teaching, the major issues of the field relative to the courses and the faculty member’s ability to help students understand key concepts of the field.

c. Progress Indicators: Need to demonstrate consistent work from goals established each year, to include evidence of what was done and to demonstrate how this effort worked with students in terms of helping them meet their educational needs.

5. Criteria for Promotion from Associate Professor to Full Professor

a. A full professor's teaching ought to bring to the classroom years of growth and development: a maturity of design, strongly grounded in the literature. In the classroom, a full professor should be quicker at anticipating problems and student needs and provide a more multi-dimensional self-critique. Quality of this conceptualization will be demonstrated in the self-analysis.

b. Quantitative indicators: At a minimum, faculty shall demonstrate continued growth and performance on all indicators noted and required for advancement from Assistant to Full Professor.

c. It is expected that to be considered for full professor the candidate will be perceived as a "Teacher of teachers". Candidates will provide leadership for the teaching of a course to others in the department.

d. Candidates for full professor will provide course syllabi, a comparative analysis of student evaluations, evidence of sharing with department, and collaboration with colleagues.

e. Candidates will also present an example of something they do that others might model or be influenced by, such as highlighting a lesson that exemplifies design and delivery skills. What evidence do we provide?

f. A quality indicator for the self-analysis will include the reference to current theories and literature which reflect changes in the field, adult learning, and best pedagogical practice.

g. A quality indicator will be how the exemplars, syllabi, strategies and data focus on student learning and outcomes.

Dissertation Advising: Advising doctoral students provides assigned faculty the opportunity to actualize our guiding values. It is expected that advising and load related work will be of the highest quality.

Documentation of dissertation advisement:

1. Record of meeting schedule with dissertation advisees noting progress on various benchmark activities (i.e. leadership portfolio, dissertation proposal, HSC process, dissertation defense, dissemination).

2. Representative artifacts of student/advisee work showing initial drafts, advisee feedback, and revised work (i.e. evolving drafts of portfolio propositions, excerpts of dissertation chapters).

Other Load Credit Activity

Faculty receiving load credit for activities other than teaching (for example reassigned time for research, reassigned time for department chair and other coordinator/director roles, and reassigned time for

professional and curriculum development and related activities) must provide evidence of achievement and quality related to each activity for which reassigned time was received. For research reassigned time, research proposals, presentations, and/or publications will be expected and will be evaluated for quality commensurate with standards for evaluating scholarship described below. For administrative positions, documentation will normally include written reports and data, and where possible program evaluations or individual evaluations provided by colleagues. For other activities, such documentation as new courses developed, accreditation reports compiled and written, and grant applications submitted and awarded are examples of what should be included in the portfolio. Faculty who have questions about what would be appropriate for their particular load credit activity should consult with the DEC in advance of preparing the portfolio.

Scholarly and Creative Activity

Scholarship represents an ongoing conversation with the field. This interaction includes presentation, publication, and activation of theory and best practice. A research agenda guides the work of the faculty member and products should be presented at local, national and international conferences on a regular basis. Written products should be prepared for publication and the body of evidence should reflect the full repertoire of research methods a faculty member possesses.

Faculty members not being reviewed annually may consider submitting papers they are considering for submission to the DEC for informal feedback.

1. Criteria for Tenure:

- a. While no number of minimal publications is specified, it is expected that faculty seeking tenure will have a history of producing significant manuscripts that contribute to the knowledge base of the field; framed empirically, analytically, and/or theoretically. The manuscripts need to be peer reviewed and the integrity of the publisher will be considered. The journal must be associated with an established learned society. For all collaborative work, the level of authorship needs to be documented specifying what the contribution of the faculty member has been. Conference proceedings for the Department and SEPS, while important do not have the same weight as a refereed publication. NCATE and other accreditation reports will be based on their own merit and importance to the Department and SEPS.
- b. A demonstrated clear, and well defined research agenda that is supported by a history of proposals, national and/or international presentations, investigations, and published work Grant applications, partnerships, and other professional activities that complement and contribute to the emergent research agenda and extend the research agenda into the future should be included.
- c. A connection *over time* with a national association and the field. This should include minimally one or two peer-reviewed presentations or papers at national conferences. An established pattern of applied scholarship with community partnerships infusing the work presented at national associations

2. Promotion from Assistant to Associate

- a. Pattern of scholarly publications throughout the candidate's time in the department. These publications should be empirically, analytically and conceptually strong. Together, these publications should demonstrate an ability to conduct research and facility with a variety of research modalities.
- b. Pattern of scholarly presentations at international, national, regional, and local conferences. These presentations should be supported by written documents that go beyond PowerPoint material. The presentations should be empirically, analytically, and conceptually strong and should demonstrate the ability to present research to professional audiences.
- c. Commitment to research agenda. An historical trend should be evident in the body of work presented with clear antecedents, current work products, and future work projects that are demonstrative of the research agenda.
- d. Ongoing connection with national organization sustained over time.
- e. Emerging reputation locally and nationally.
- f. Application of scholarship in community.
- g. Evidence of emerging impact of the scholarly work, such as technical reports, local research, instrumentation studies, sustained partnerships and a pattern of conference presentations.

3. Associate to Full Professor

- a. Since promotion to Associate Professor, a trend of steady publication activity related to the guiding values of the department should be documented . If for any reason there is an extended period of little publication activity evidence of scholarship during this time might include other forms of creative activity that can be documented (i.e. grant proposals; applied scholarship and community engagement in schools, state agencies, community partnerships, etc). The majority of publications are expected to be in scholarly peer-reviewed outlets, however other forms of dissemination and publication shall be considered. The significance and impact of a faculty member's scholarly and creative activity, as opposed to mere numbers, shall be given considerable weight in making judgments about promotion to Full Professor.
- b. Publications/presentations from authoritative perspective built on years of contributions
- c. Reputation should be established at the state and national levels
- d. Ongoing participation or leadership in professional associations

Productive Service to Department and University

Service represents a faculty member's contribution to the efforts of the university, or, as a representative of the university, to a governmental, professional, or community-based organization. Service may entail a variety of activities that are supportive of institutional mission, ranging from participation on key

committees or boards, to advising students and mentoring new faculty members, to involvement in projects and tasks that build the capacity of the department, the School of Education and Professional Studies, and the university.

The Department's major criterion for assessing quality in this category is the degree to which the faculty member's service was productive in terms of assisting the department, school, university, or organization to achieve its aims and goals. There is a difference between being listed on a committee or board, and being a contributing member whose contribution helps advance the work of the group. Over time, it is expected that a faculty member in the Department of Educational Leadership will move toward increased involvement and will assume greater responsibility for leadership in the service activities in which the faculty member is involved.

1. Criteria for tenure

- a. Leadership for one's own courses in terms of assessment tasks, rubrics and data, and collaboration with others teaching the same course and in the same program
- b. Active participation on all accreditation related tasks within the department.
- c. A consistent pattern of teamwork on important departmental priorities and obligations.
- d. Advising is conducted in timely fashion and benefits students.
- e. Participation with student and alumni organizations, recruitment efforts, and outreach initiatives of the department.

2. Criteria for promotion from assistant to associate professor.

- a. Increased breadth of leadership and level of responsibility. A pattern of assuming responsibility for the work of the committee should be evident over time. Emergence into one or more key leadership roles in department, SEPS and/or University committees is expected.
- b. Evidence of impact and contribution generated by the faculty member's participation should be presented.
- c. Sustained participation in local, regional, state, national and/or international organizations.

3. Criteria for Promotion to Full Professor

- a. A record of accomplishment and recognition for service on campus beyond the department.
- b. Mentoring of first-year faculty and other pre-tenure faculty as a significant responsibility and recognition by the faculty for these activities.
- c. Evidence of leadership roles in SEPS and University committees.
- d. Evidence of leadership roles in state, national and/or international learned organizations.

Professional Activity

Professional activity includes activities which a faculty member undertakes to engage in the translation of theory to professional practice. This encompasses such activities as community engagement, assistance to schools; technical assistance to local, state, federal, or international agencies and associations; leadership and other active roles in learned societies; and other activities that relate community-building and leadership. Activities noted here need to have been delivered in a service capacity or in relationship to university-related work or grant activity.

Criteria for Tenure

- a. In general, activity in or on behalf of preK-12 schools.
- b. When not active in preK-12 schools, activity in or on behalf of other community organizations or state agencies.
- c. Participation in one or more professional associations.

1. Criteria for Promotion from Assistant Professor to Associate Professor

- a. Evidence of impact on preK-12 schools and/or community organizations.
- b. Evidence of professional activity in one or more professional organizations (for example, proposal reviewer, committee member, local arrangements chair, discussant, editorial review board, etc.)

2. Criteria for Associate Professor to Professor

- a. Evidence for contributions to preK-12 schools and/or community organizations over time.
- b. Leadership in one or more professional organizations (for example, proposal reviewer, committee member, local arrangements chair, discussant, editorial review board committee chair, board member, officer, newsletter, journal editor).

These criteria are presented by the DEC and meant to assist faculty in the department in preparation for promotion and tenure decisions. If you have any questions about any of these expectations, please do not hesitate to touch base with the DEC Chair or the Dept. Chair.