

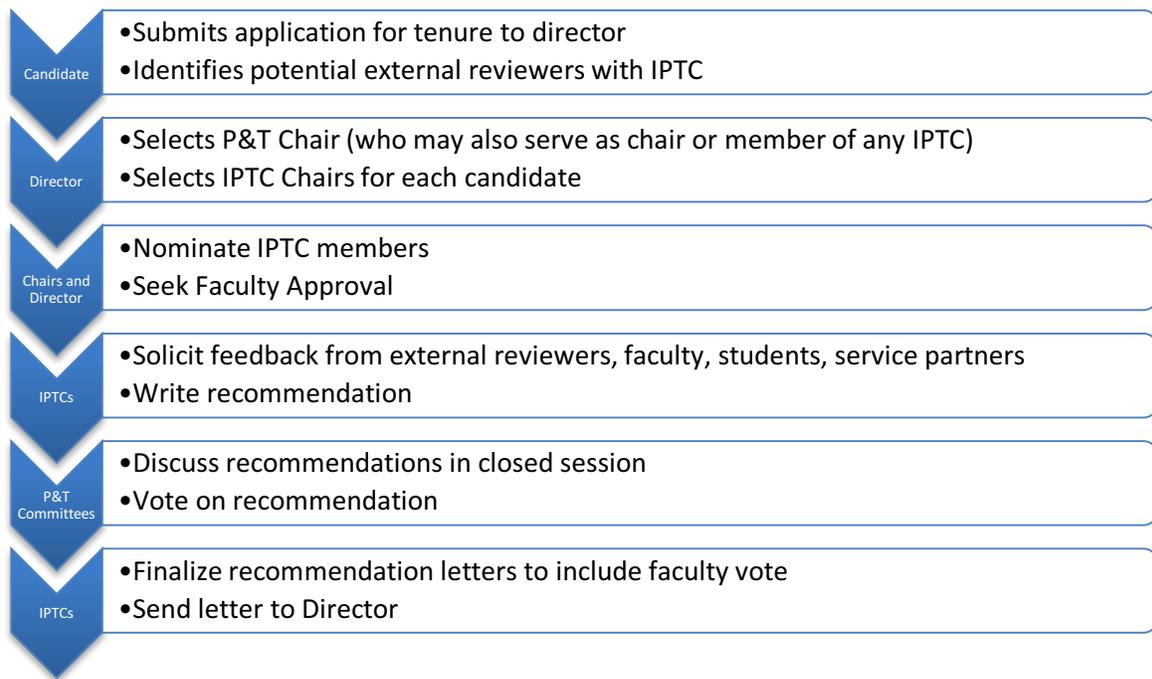
Approved May 2017

## School of Education Promotion Policies and Procedures

The Promotion and Tenure (P&T) Committee includes all Associate and Full Professors who hold primary appointments in the School of Education (SOE)<sup>1</sup>. For each candidate, an Individualized Promotion and Tenure Committee (IPTC), a subcommittee of the P&T Committee comprised of members at or above the rank being sought by the candidate, is formed to write a recommendation. All members of the full P&T Committee at or above the rank being sought by the candidate vote on the recommendation written by each IPTC.

### I. Procedures for Promotion

The graphic below provides an overview of the major decision points in the process.



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<sup>1</sup> Associate or Full Professors who hold primary appointments in the SOE who are on leave may participate in the P&T Committee by notifying the Director of their intent to participate by September 1.

The following timeline guides the process; please note that dates may signal the next business day.

- A. **March 1<sup>st</sup>**: The Director appoints the P&T Chair, a full professor, for the coming cycle. The P&T Chair will coordinate the activities of the IPTCs and also may serve as IPTC Chair or IPTC member for any candidate.
- B. **March 15<sup>th</sup>**: Each faculty member notifies the SOE Director of his or her intention to be considered for promotion. The SOE Director appoints IPTC Chairs and, in consultation with the P&T Chair and the IPTC Chairs, nominates at least two additional faculty members to serve on each IPTC. When appropriate, an individual faculty member may chair or be nominated to serve on more than one IPTC. These IPTC committee member nominations are presented for faculty approval at the next available faculty meeting.
- C. **April 15<sup>th</sup>**: The candidate delivers to his or her IPTC Chair a list of at least six potential external reviewers who are experts in the candidate's area(s) of research scholarship (tenure track) or teaching scholarship (continuing track)<sup>2</sup> along with disclosure comments on the candidate's personal and professional connections with each potential reviewer. The IPTC delivers to the candidate a list of at least six additional potential external reviewers. The candidate reviews the additional names and comments on his/her personal and professional connections with each potential reviewer. The candidate may request the removal of names with just reason. In such cases, the candidate bears the burden of demonstrating that there is a *direct* conflict of interest or unfair bias involved. The candidate must not contact potential reviewers

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<sup>2</sup> Or, in some cases the *service scholarship* will be considered for CT faculty with workloads comprised primarily of service.

about the promotion process at any time. The IPTC constructs the final list of external evaluators from the names provided by the candidate and the committee. If a candidate's research (TT), teaching scholarship (CT), or service scholarship (CT) includes work in more than one area, the IPTC should construct a final list that includes external evaluations of the different lines of research inquiry, teaching scholarship, or service scholarship. External reviewers must be highly qualified individuals with established reputations in the candidate's field<sup>3</sup>. Ideally, all reviewers are full or chaired professors, and every effort should be made to secure such reviewers. However, in some instances associate professors with distinguished records may provide external reviews for candidates seeking promotion to assistant or associate professor.

- D. **By May 15<sup>th</sup>:** The IPTC will schedule at least one face-to-face meeting with the candidate to discuss his or her candidacy. At this meeting, the IPTC Chair will review University and SOE procedures and provide the candidate a model table of contents to direct the creation of the dossier.
- E. **May 15<sup>th</sup>:** The candidate supplies the IPTC Chair with copies of the review packet that will be sent to the external reviewers.

For *tenure track faculty*, the review packet consists of the candidate's research scholarship statement, curriculum vitae, and the research publications to be reviewed. At a minimum, the review packet includes all of the research publications that the candidate believes supports his/her claim to excellence in scholarship for promotion and/or tenure.

If the candidate has collaborative works, it must be clear to the external reviewer what the

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<sup>3</sup> For CT faculty with predominant roles in teaching and/or service, appropriate external evaluations can be performed locally, but should be external to the academic unit.

candidate's contributions were to the finished work. The candidate may include any additional items related to research excellence.

For *continuing track faculty* with a workload majority of teaching responsibilities, the review packet consists of the candidate's overall teaching statement, curriculum vitae, and selected teaching materials to be reviewed. The teaching statement should include a broad education and teaching philosophy, along with a list of all courses taught, and in-depth illustrations of the candidate's overall teaching through highlighting of several courses representative of key teaching areas. At minimum, the in-depth illustrations should include (a) evidence of a meaningful relationship among theory, teaching philosophy, and practice, (b) a record of providing courses and curricular improvements that reflect current developments in the field, and (c) evidence that the candidate carefully considers and reflects on student learning and growth. The candidate may also include any additional items related to teaching excellence<sup>4</sup> to support claims in the teaching statement.

For *continuing track faculty* with a workload majority of service responsibilities, the review packet consists of the candidate's overall service statement, curriculum vitae, and selected service materials to be reviewed. At a minimum, the review packet includes a concise statement for each key aspect of service, which can be included as part of the overall service statement. The service statement should include the following: a summary of the candidate's major service activities, a description of the goals and objectives underlying the service, and an analysis of the effectiveness of the work. The candidate

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<sup>4</sup> Teaching artifacts may include, but are not limited to, course syllabi, course assignments, workshop presentations, publication in practitioner journals, dissemination of teaching tips, content analysis of textbooks or other course materials, creation of learning modules, authorship of textbooks and textbook chapters, and creation of apps and software.

may also include any additional artifacts related to service excellence<sup>5</sup>.

The IPTC Chair sends letters to solicit external reviewers for each candidate<sup>6</sup>.

- F. **August 1<sup>st</sup>**: The IPTC Chair solicits formal feedback about teaching and/or reviews of service (depending on workload) for candidates with assigned workload expectations in these areas. These requests are made to former students, past and present advisees, past and present colleagues, and those who can comment on the candidate's teaching or service.
- G. **September 1<sup>st</sup>**: The candidate submits his or her dossier to the SOE Director.
- H. **Between September 1<sup>st</sup> and September 15<sup>th</sup>**: The dossier is available for review by all SOE faculty members. In addition, faculty may review the external reviewers' letters (with identifying information removed)<sup>7</sup>. Faculty members of all ranks may send their written confidential comments to the IPTC. During this period, the IPTCs schedule at least one meeting to solicit input concerning their candidate from faculty members who are not at or above the candidate's desired rank.
- I. **Between September 15<sup>th</sup> and October 1<sup>st</sup>**: The IPTC evaluates the dossier, taking into account all the information that has been made available via the review process. The IPTC votes to establish a recommendation concerning the promotion and/or tenure application. The IPTC drafts a letter containing that recommendation and a rationale for

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<sup>5</sup> Service artifacts may include, but are not limited to, reports, budgets, schedules, assessment frameworks, accreditation reviews, handbooks, and annual appraisals.

<sup>6</sup> The letter inviting such reviews for tenure track and continuing track faculty will ask for a full and frank assessment of the contribution of the candidate's work to the field using standard questions provided in the Appendix.

<sup>7</sup> All faculty members are responsible to preserve the confidentiality of the external reviews so as to protect the integrity of the evaluation process. Information contained in these letters is not discussed with anyone except for other SOE colleagues. Moreover, no one but the P&T Chair and relevant UD administrators is authorized to convey information from the external reviews to the candidate

the recommendation. The IPTC sends a draft of the letter to the candidate and invites correction of any factual errors it may contain, typically by the next business day. The letter is forwarded to faculty persons at or above the candidate's desired rank.

- J. **October 1<sup>st</sup>** : The P&T Chair calls a meeting of the P&T Committee. At that meeting, the IPTC discusses its recommendation and rationale with the P&T Committee, and members of the P&T committee at or above the rank sought by the candidate vote on the recommendation. "Faculty approval" of the IPTC recommendation is achieved with majority support of the P&T Committee members actually voting by secret ballot. In cases where the full P&T Committee disagrees with the IPTC, the IPTC rewrites the letter to reflect the will of the full P&T Committee and presents the revised letter for another vote of the full P&T committee. The numerical vote of the full P&T Committee is included in the final recommendation letter, which is signed by the members of the IPTC and the P&T Chair to attest that the process was followed. This letter will constitute the SOE P&T Committee's recommendation, and will be forwarded to the Director<sup>8</sup>.
- K. **October 15<sup>th</sup>**: The SOE Director sends the SOE P&T Committee's letter and the Director's letter to the College P&T Committee. Any questions from the College P&T committee or University P&T committee should be directed to the School of Education P&T Chair.

## II. Due Process

All procedures and guidelines for the promotion and tenure process are consistent with

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<sup>8</sup> For efficiency, given the tight timelines, P&T Committees and/or IPTCs may forward the Director a draft copy of their letter at any time.

University regulations. In addition to participating in the construction of the pool of external reviewers and their control of their own dossiers (both of which are described above), candidates are afforded the following two additional due process protections.

- A. First, a candidate will be given the opportunity to make a statement on his or her behalf before the P&T Committee concerning the IPTC Committee's draft letter.
- B. Second, UD policy also provides for a candidate to appeal the SOE P&T Committee's final letter beyond the SOE. Such appeals follow College and University guidelines and a candidate desiring to appeal should consult those guidelines for the correct procedures.

### **III. Requirements by Rank**

- A. Since the mission of the University encompasses teaching, scholarship and service, faculty members should strive for excellence in all three areas. Tenure track candidates seek promotion in rank when they have met or exceeded requirements for teaching, research, and service. Continuing track candidates seek promotion when they have met or exceeded requirements for teaching, research, and/or service, depending on workload.
- B. *Promotion from Instructor to Assistant Professor:* Candidates who begin their work at the rank of Instructor may seek promotion to Assistant Professor upon completion of their doctoral degree, and expression of a demonstrated desire to (a) achieve excellence in scholarship and teaching and to provide high-quality service (TT), or (b) achieve excellence in the primary contracted area of responsibility (teaching, research, or service) and high-quality performance in any other areas (CT).
- C. *Promotion from Assistant to Associate Professor:* No later than the sixth year in rank

as an assistant professor, tenure-track candidates must have met the requirements described in this document, which at minimum, include excellent achievement in scholarship and teaching and high-quality performance in service. Continuing track (CT) faculty seeking promotion may do so at any time following their sixth year, and at minimum, must show excellence in the primary contracted area of responsibility, and significant contributions in any other areas.

D. *Granting of Tenure to Associate Professors Appointed to Tenure-Track Positions:* By the third year of appointment at the University, faculty initially appointed at the rank of Associate Professor must have met the requirements described in this document<sup>9</sup>.

E. *Promotion from Associate to Full Professor:* At any time after the appointment or promotion to the rank of associate professor, an individual may apply for promotion to the rank of full professor. All of the expectations described below under Teaching, Research, and Service must be accomplished with material not used in the promotion from assistant to associate professor. The following three additional items are also expected:

1. Teaching doctoral seminars and serving as chair of theses and dissertation committees (where this is possible in the candidate's program area and workload).
2. A clear, systematic program of scholarship that has made an important contribution to the candidate's teaching area(s), research field, or service area, which has gone beyond the contributions made at previous ranks, and which has significantly advanced pedagogy, the field, or service engagement through its originality and/or its integrative scope.
3. A national reputation as a scholar and leader in the field. Leadership in the field may

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<sup>9</sup> These requirements cannot be met only with work done elsewhere; a portion of the requirements, appropriate to School workload expectations, must be met with work done at the University of Delaware.

be exhibited by a combination of activities including, for example, chairing major committees, assuming administrative responsibilities, authoring a report, advisory, editorial or governing-board memberships, service as a journal editor, and/or service as an officer in a regional or national professional society or organization.

- F. *Extensions*: In special cases and with special justification, in keeping with University policy, the SOE Director may recommend an extension of the probationary periods (six years for untenured assistant professors and three years for untenured associate professors).

#### **IV. Teaching Expectations**

Teaching varies across different settings: graduate/undergraduate, small/large enrollment, requirements/electives, field based/classroom, and online/face to face. In providing evidence for teaching excellence, candidates are encouraged to consider qualities of excellent teaching, for example, coherent course design, benefits for students, rapport with students, multiple models of instruction, use of (social) media, and leadership. The following items provide evidence of teaching excellence. The submission of additional evidence<sup>10</sup> also is encouraged.

- A. *Student Course Evaluations*: Student course evaluations that average better than 3.5 on a scale of 1 (low) to 5 (high) for both overall instructor and overall course ratings. (Note: student evaluation data are never used as the sole indicator of teaching quality.)
- B. *Samples of Student Comments from Evaluations*: Comments from student course evaluations should be provided, including the means by which the samples were selected.
- C. *Course Development and Reflective Practice*: Descriptions of course development should

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<sup>10</sup> Such items might include the external review of course material, teaching awards and prizes, the record of subsequent student accomplishment, standardized test scores, innovative and effective course materials (tests, guides, textbooks, videos, laboratory manuals, etc.), systematic peer evaluations of teaching, participation in teacher effectiveness workshops, institutes and conferences, and teaching assignments elsewhere.

contain summaries of the nature of changes and improvements made in each regularly taught course. Such changes should detail the use of/incorporation of new scholarship. Specifically, candidates should provide (a) a record of providing courses and curricular improvements that reflect current developments in the field, and (b) evidence that the candidate carefully considers and reflects on student learning and growth.

- D. *Advisement*: Documentation of advisement that includes the number of students advised, their degree objectives, their status in the degree program, and the candidate's advisory role (committee member or major advisor).
- E. *Student Testimonials*: Letters solicited by the IPTC Chair from an unbiased selection of students and advisees attesting to the candidate's effectiveness as an instructor and/or advisor.

## V. Research Expectations

The following items provide evidence of research quality and productivity. The submission of additional evidence<sup>11</sup> also is encouraged. Candidates are encouraged to supply evidence of the impact of their work.

A. *At least six scholarly works*.<sup>12</sup>

1. At least four juried research journal articles or a book.
2. At least one scholarly work, on average, each year since appointment at the University of Delaware, which makes a contribution to the scholarly literature or to

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<sup>11</sup> The scholarly record for promotion may include (in addition to the required items described in Section V, parts A, B, and C) any of the following works: Grants from extramural agencies and foundations, edited books, curriculum development packages, book reviews (invited and juried), commissioned papers, technical reports, bulletins, videotapes, manuals, magazine or newspaper articles, unpublished manuscripts and non-juried journal articles.

<sup>12</sup> The School and the candidate, without violating the intention of this numerical requirement, may submit fewer items if any of them are argued to be of unusual significance and scope. In such cases, the burden is on the candidate to demonstrate this, and it will be verified (or not) by the judgment of external reviewers and SOE faculty.

educational practice and/or policy. These works may be any of the following provided requirements 1 and 2 (above) are met:

- a. Juried articles.
- b. Books published by a respected press with a national distribution.
- c. Monographs, published by a professional society.
- d. Standardized tests.
- e. Chapters in an edited book.
- f. One published video or multimedia work.
- g. Invited articles.
- h. Research or technical reports subjected to peer review and published by a nationally recognized organization.

B. *Co-author statements*: If a candidate jointly authors any of his or her scholarly works, the candidate's individual contribution to the finished work must be documented. This should be done with a statement from the co-author, solicited by the candidate and sent to the IPT Chair. If this is not possible, a statement from the candidate can serve in place of a co-author's statement. Candidates should take special care to explain their contribution where they are not listed as sole or equal coauthor. Collaboration is highly valued but it is expected that a candidate possess sufficient work where he or she plays a leading role.

C. *Presentations at Professional Meetings*: Evidence of presentations at professional meetings *at least* once every two years since the last promotion, specifying if these were regional, national, or international, and whether they were peer-reviewed or not.

The numerical indicators listed above are not to be taken as sufficient conditions for satisfying the research criteria for promotion. Rather, they are to be taken as necessary conditions. A

candidate may “meet” the numerical requirements yet fail to win a positive recommendation because the relevant publications, or some among them, are not judged to be of sufficient quality. Evidence for the quality of scholarly work includes: the reputation of the publisher, an editorial review process that involves several experts, published reviews of the work, evidence of impact or influence of the work on the scholarly literature or educational practice or policy, and letters from experts about the quality of the work solicited by the IPTC Chair.

## **VI. Service Expectations**

The following items provide evidence of service contributions and quality.

- A. *Membership on Committees*: Active participation on standing and *ad hoc* committees at the University, College and/or School level is required. The candidate provides evidence of effective service on those committees.
- B. *Completion of Special Projects and Assignments*: Coordinating graduate programs, developing and evaluating programs, editing SOE, College, and UD publications, coordinating a colloquium series, or advising a student organization may be considered.
- C. *Participation in the Profession*: Participation in professional organizations and societies (state, regional, or national level) as an officer, committee chairperson, editor, advisory board member, or committee member; completion of a special assignment, or contribution through workshop or discussion presentations at state, regional, or national meetings may be considered.
- D. *Communication to the Field*: Publication of service-oriented papers, such as reports of meetings or events, magazine columns, opinion pieces, calls for action, and other forms of writing that do not meet all the criteria for scholarly publications may be considered.
- E. *Consultation to Schools, School Districts, or Other Community Organizations*: Services

to schools, districts, states, and other community organizations, documented by descriptions of the services provided and/or letters of appreciation/evaluation may be considered.

Mere participation in these service activities does not satisfy the service criteria for promotion.

Candidates must also provide evidence of the quality of service provided. Quality can be documented through summaries of the services rendered, letters of commendation by the committee's chairperson or other committee members, letters of evaluation from the recipients or beneficiaries of the service, or the attachment of a special report prepared for the client group with the leader of the group's evaluative comments. The IPTC chair solicits these letters, and they are sent to the IPTC Chair.

## **VII. Workload Adjustment**

By past practice, the default workload expectation for SOE tenure-track faculty is 50% teaching, 25% research, 25% service. For candidates whose workload departs from this distribution, the overall judgment of the IPTC and the P&T Committee is guided by the candidate's workload. Candidates must pay special attention to providing evidence of accomplishments in line with their workload.

Even for faculty whose workload contains no *research* expectations (e.g., 75% teaching, 25% service), there still exist *scholarly* expectations. Under "Minimum Standards for Promotion," the UD Faculty Handbook states:

“Scholarship, whether in the form of research, publication, professional development, artistic creativity, or scholarship related to teaching or service is a significant part of each person's contribution to the academic community.

Everyone must pursue some form of scholarly activity. How this work is made

available to other scholars obviously depends upon the particular discipline, but promotion requires evidence that significant achievements have been and will continue to be made. (Rev. 3/4/08)”

- A. *Scholarship and teaching.* Evidence of accomplishment in the scholarship of teaching may include publications, presentations, or grants to support or enhance integration and interaction between scholarship and teaching. More specifically, such scholarship might include published materials of various kinds, including articles in academic journals or journals for educational practitioners; books, chapters in books, or manuals that focus on educational practice; or instructional materials. It might also include scholarly presentations made at conferences of professional organizations or to policy bodies.
- B. *Scholarship and service:* Evidence of accomplishment in the scholarship of service may include publications, presentations, or grants to support or enhance integration of scholarship and service. More specifically, such scholarship might include published materials of various kinds, including articles in academic journals or journals for educational practitioners; books, chapters in books, or manuals that focus on educational practice or instructional materials. It might also include scholarly presentations made at conferences of professional organizations or to policy bodies.

### **VIII. Interpretations of the P&T Document**

For the purposes of the promotion and tenure process at the School of Education level, the Faculty Affairs Committee shall decide the meaning of any ambiguous or unclear text in these policies and procedures.

## Appendix

The letter inviting such reviews for *tenure track* faculty will ask for a full and frank assessment of the contribution of the candidate's research scholarship to the field and ask for responses to the following questions:

- a. How do you judge the candidate's overall record of scholarship? That is, are the materials included with this letter accurate, thorough, insightful, persuasive, and clear?
- b. Are the candidate's accomplishments an important contribution to the field?
- c. Are the outlets where the candidate published well-respected?

The invitation letter is to be sent with copies of the candidate's materials described earlier.

The letter inviting such reviews for *continuing track* faculty with majority *teaching* workloads will ask for a full and frank assessment of the evidence the candidate has provided about his or her teaching and ask for responses to the following questions:

- a. How do you judge the candidate's overall record of teaching?
- b. Do the materials included with this letter demonstrate a meaningful relationship among theory, teaching philosophy, and practice?
- c. Has the candidate demonstrated a record of providing courses and curricular improvements that reflect current developments in the field?
- d. Does the candidate provide evidence that he or she carefully considers and reflects on student learning and growth?
- e. Do the submitted materials display the characteristics of scholarly reflective writing about the candidate's own pedagogical practices? That is, are they accurate, thorough, insightful, persuasive, and clear?

The invitation letter is to be sent with copies of the candidate's curriculum vitae, teaching statement, and a subset of artifacts from the candidate's dossier reflecting the candidates' pedagogical practices.

The letter inviting such reviews for *continuing track* faculty with majority *service* workloads will ask for a full and frank assessment of the evidence the candidate has provided about his or her service and ask for responses to the following questions:

- a. How do you judge the candidate's overall record of service?
- b. Does the documentation of service effectiveness indicate that the work was consequential?
- c. Does the service work reflect scholarly habits of mind, such as accuracy, thoroughness, insightfulness, clarity, and persuasiveness?

The invitation letter is to be sent with copies of the candidate's curriculum vitae, service statement, and a subset of artifacts from the candidate's dossier reflecting the candidates' engagement practices.

Letters will be sent under the signature of the IPTC Committee Chair and must include a description of the procedure used to protect the reviewer's anonymity. As per UD policy, a copy of this invitation letter is inserted into the candidate's dossier. Also, as per UD requirements, along with the confidential external review letters and the reviewers' curriculum vitae, an itemization of which reviewers were suggested by the candidate and which by the IPTC will be included.