

WAYNE STATE
UNIVERSITY
COLLEGE OF EDUCATION

Factors In Evaluating Promotion and Tenure Candidates

Introduction

This document establishes general criteria for the recognition of faculty achievement by promotion to associate professor or full professor and appointment to tenure in the College of Education. Moreover, it serves as a guideline to selective salary decisions. This document is a supplement to those criteria and procedures established in the Agreement between Wayne State University and the American Association of University Professors (AAUP).

Decisions on promotion in rank or appointment with tenure or selective salary adjustments are based on an evaluation of the candidate's record and promise in relation to:

- I. Scholarly Excellence and Achievement
- II. Teaching Effectiveness, and
- III. Service to the College, the University, the Discipline, and to the Community at Large.

A number of factors have been identified for each of the three categories. For each factor potential sources for evidence of achievement have been identified. It is understood that, as stated in the **Agreement**, candidates can submit additional evidence

(factors not specifically identified in this document) of scholarly achievement, teaching, or service.

Promotion and tenure decisions are based on demonstrated excellence in scholarship and teaching. Service is also considered. These factors assume the doctorate as a criterion for faculty tenure-track appointment.

Factors' in Evaluating Promotion and Tenure Candidates

Criterion I – Scholarly Excellence and Achievement

- Factor A Record of Research and Publications
- Factor B Quality of Research and Publications
- Factor C Other Scholarly Activities

Criterion II – Teaching Effectiveness

- Factor A Teaching Skills
- Factor B Curriculum/Program Development
- Factor C Responsiveness to Students

Criterion III – Service

- Factor A College Service
- Factor B University Service
- Factor C Service to the Discipline
- Factor D Community Service

*For each factor, the College has a list of non-binding examples of evidence which will be updated periodically.

Non-Binding Examples of Evidence

I. Scholarly Excellence and Achievement

All faculty members are expected to contribute to the intellectual base of their discipline through the production of new knowledge or the synthesis or applications of existing knowledge. In the many fields represented by this college, this criterion can be met in a variety of ways such as:

- A. The development of a research program that leads to written publications.
- B. The development of innovative techniques for the profession that may result in published materials or other forms of professional productions.
- C. The development of a program of funding, either research or instruction, that is related to one's discipline. Or,
- D. Creative productions such as poetry, prose, art forms or visual presentations that are appropriate to the field and which are juried, published, exhibited or invited.

While a variety of evidence can be used to satisfy this criterion, any candidate for promotion or tenure should have clearly demonstrated that she/he has exhibited potential to attain a national reputation (associate professor, tenure) and/or attained national and/or international stature (full professor). Therefore, evidence under factors A, B, and C below (non-binding examples) should be present in any application.

Factor A: Record of Research and Publications

- 1. Books published by discriminating presses
- 2. Monographs and chapters in books

3. Articles published in refereed journals
4. Edited volumes
5. Articles published in edited volumes and non-refereed journals
6. Textbooks which develop new knowledge or provide a unique synthesis of existing knowledge
7. Papers presented at scholarly meetings, invited or refereed
8. Articles published in non-refereed journals
9. Funded grants/contracts
10. Fellowships
11. Audio-visual productions which demonstrate creativity and scholarship
12. Book reviews
13. Computer software applications where new knowledge has been developed
14. ERIC documents
15. Technical or philosophical research related to creative production in one's own discipline
16. Production of creative art in one's own discipline
17. Exhibitions and displays of creative productions in one's own discipline
18. Published curriculum materials which create new knowledge
19. Translations
20. Abstracts

Factor B: Quality of Research and Publications

1. Quality of journals and presses in which published
2. Evaluations rendered in book reviews
3. Citations in the work of other scholars
4. Acceptance of book through adoption by colleagues
5. Awards
6. Evaluations by external references
7. Evaluations by colleagues

Factor C: Other Scholarly Activities

1. Other books
2. Research in progress
3. Grant/contract applications
4. Attainment of level of professional excellence (Board Certification, etc.)
5. Invited seminars or lectures
6. Research leading to patent
7. Reactor or member of panel at scholarly meetings and conferences

II. Teaching Effectiveness

Three primary elements enter into the assessment of teaching effectiveness: teaching skills, curriculum/program development, and responsiveness to students.

We believe that within a college with a professional and clinical mission, where preparation of skilled practitioners is a primary function, the demonstration of

effective teaching and the continuing improvement of teaching through curriculum or program development are critical elements for tenure and promotion assessment.

In the evaluation of candidates for tenure and/or promotion to associate professor, very strong evidence of teaching effectiveness is essential. In the evaluation of promotion to professor, continued teaching effectiveness must be demonstrated.

Teaching effectiveness may be demonstrated by any combination of the listed sources of evidence. Student evaluations are mandatory. Assessment of teaching includes classroom instruction, field supervision, and individual student direction. The number of master's and doctoral degrees awarded to students advised by the candidate, and the quality of their work, will be considered under this category.

The periodic engagement in systematic and analytical development of curriculum and/or program should be demonstrated by more than a single activity. The preparation of published instructional materials specific to the teaching area is viewed as significant.

As primarily a graduate instructional program, MEd, EdS, EdD and PhD, it is critical that the teaching assessment indicate appropriate quality considerations in all aspects of teaching.

Responsiveness to students may be assessed by collegial reports, scheduled access for students, and other listed indicators. Self-evaluation of a faculty member's teaching skills, objectives, methods, and experiences may be presented by the candidate. The self-evaluation, if submitted, must be a written statement which will discuss the self evaluation, interpret student evaluations, and respond to the comments of others. The factors used to evaluate teaching effectiveness are:

Factor A: Teaching Skills

1. Student evaluations of classes
2. Student evaluations of field experience supervision
3. Course syllabi
4. Awards
5. Quality of doctoral student research direction
6. Quality of master and specialist student projects and/or theses direction
7. Supervision of internships, practica, and directed studies
8. Quality of independent studies directed
9. Efforts to retrain or upgrade skills
10. Assessment by colleagues
11. Type of courses taught – specialized needs
12. Unsolicited student assessment
13. Special certifications (CTRS – therapeutic recreation, WSIT – water safety instructor training, etc.)
14. Service on master's and doctoral committees
15. Uncompensated overload

Factor B: Curriculum/Program Development

1. Development and major revisions of courses
2. Development of new programs and/or program emphases
3. Development and/or coordination of field-based programs
4. Development of practicum and/or internship field placements
5. Development of texts, manuals, or other teaching aids

Factor C: Responsiveness to Students

1. Availability
2. Number of advisees and students taught
3. Quality of advising for existing and potential students
4. Assessment by colleagues
5. Acceptance of field-based assignments

III. Service

Non-instructional services to the program area, college, university, and community are essential to the mission of the College of Education. All faculty are expected to contribute to service needs through effective participation in: program area, college, and/or university committees; recruitment activities; holding office and serving on committees of professional associations; and community activities which benefit the college and university. Other non-binding examples of service activities are listed under Factors A, B, C, and D. The criteria for evaluating all service activities are:

- A. Significance to the concerns and activities of the program area, college, and university; and
- B. Effectiveness of the contribution in achieving the desired goals.

Factor A: College Service

1. Program coordination/leadership
2. Membership on and contribution to work of committees and task forces
3. Chairing committees and holding college offices

4. Assistance to colleagues
5. Advisor to student organization
6. Other (student placement, recruitment)
7. Awards/honors

Factor B: University Service

1. Membership on and contribution to the work of university-wide committees
2. Chairing committees
3. Holding university-wide offices
4. Leadership and/or participation in university-wide programs
5. Awards/honors

Factor C: Service to Discipline

1. Holding office and serving on committees of professional associations (national, state, or local)
2. Development of a local, regional, or national reputation
3. Leadership in scholarly meetings and conferences
4. Refereeing or editing for journals
5. Evaluating manuscripts for university and commercial presses
6. Reviews of books
7. Jurying creative exhibits in one's own discipline
8. Membership on accrediting boards or site visit teams
9. Involvement in peer review for tenure/promotion evaluations at other universities

10. Peer review of grant/contract applications for internal or external offices
11. Awards/honors

Factor D: Community Service

1. Professional services to schools/business/industry and the community
2. Expert testimony
3. Participation in community organizations as a representative of Wayne State University (official or unofficial)
4. Conducting school or industry workshops
5. Improvement of relationships with client organizations
6. Moderator/convenor of meeting or seminar
7. Unpaid consulting
8. Awards/honors

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