Department of Middle and Secondary Education
Criteria for Promotion

Preface

This document, along with the University Faculty Handbook policies on promotion delineates the Middle and Secondary Education Department’s criteria and procedures for promotion consideration.

Philosophy

Southeast Missouri State University’s primary purpose is the pursuit and dissemination of knowledge. It supports students’ acquisition of knowledge by providing educational programs that are equally accessible to all qualified post-secondary school students and that responds to the intellectual and vocational needs of those individuals. The primary resource for accomplishing the University’s mission is a faculty committed to the creation and maintenance of an excellent educational environment and to advancement beyond existing frontiers of knowledge.

Teaching

Each member of the university faculty has a responsibility to work toward the achievement of the University’s goals both within faculty member’s respective area of study as well as through interdisciplinary collaboration. Faculty of the Department of Middle and Secondary Education recognize the obligation to assist in preparing undergraduate and graduate students seeking stature as competent and professional educators. The quality of faculty member’s teaching in the classroom is of paramount importance to the teacher-scholar, who continuously evaluates teaching activities for validation and improvement, using information from program assessment, student assessment, and feedback from peers.

Professional Growth

Professional quality, peer reviewed contributions that improve, acquire or disseminate knowledge at all levels including local, state, national and international are valued. An effective teacher-scholar must be current in pedagogical knowledge. Research and scholarly activity keep faculty motivated and intellectually challenged. Pedagogical research provides a direct means to evaluate various techniques and approaches to the teaching/learning process. These activities keep classroom presentations and the department’s overall instructional program current and relevant. An active research program leads to the publication and presentation of research at professional meetings. These activities enhance the reputation and visibility of the department, college, and the university.
Service

Each faculty member should demonstrate interest in and commitment to the overall operation and governance of the University. The teacher-scholar service extends beyond the department to the university, community, service area, nation, and the world.

Definition of Some Terms:

A **sustained** record is one indicating ongoing performance during the time in rank.

To be “**substantially involved**” means more involvement in terms of both quantity and quality than is required for a rating of Good

**Quality** can be demonstrated in the following ways:

1. **Quality** manifests itself in recognition of work by peers.
2. **Quality** can be documented by increases in learning by students.
3. **Quality** can be demonstrated by recognition from a senior university administrator or equivalent person outside the university.
4. **Quality** can be generally demonstrated by the level of activity:
   a. international or national is greater than (>) regional > state > local.
   b. external to the university > internal.

Promotion System

The following system is in accord with the guidelines of the University Faculty Promotion Policy. First, the terminal degree for Middle and Secondary Education faculty members is the doctorate. Second, the criteria for experience at each rank are those set forth in the university policy. Third, the performance categories are delineated under the traditional headings: teaching effectiveness, professional growth, and service (internal and external). The system is designed to allow each individual as much flexibility as possible in meeting specific requirements for promotion by emphasizing particular personal strengths.

The levels of performance which are established for each category are as follows: Outstanding, Superior, Good and Does Not Meet Expectations. Within categories there are two to three subdivisions or criteria; and each criterion has several indicators. An accomplishment of the faculty member may fit under more than one indicator; but each must be listed once. Cross-referencing may be used (See also Teaching Effectiveness, C, 2). The system of categories, criteria, and indicators constitute a frame of reference but not a set of requirements for promotion. In the end, the faculty member’s demonstrated achievements in teaching, professional growth, and service are expected to meet or exceed the required levels of performance.
Preparation of Promotion Materials

The candidate for promotion is responsible for the collection, organization, and presentation of material to support his/her candidacy. A *vita* highlighting significant activities during the candidate’s academic career will be included. *Letters of recommendation* will be included separately. The candidate will also prepare a *Record of Service* which provides detailed information demonstrating the quality of activities/accomplishments that have taken place during the period while in the current rank. The activities/accomplishments should be arranged by the categories (level A, B, or C) and by area of evaluation (teaching, professional growth/scholarly activities, service) following the format outlined in the Criteria and Examples of Evaluative Evidence for Promotion in Academic Rank. The candidate should relate the activities/accomplishments to the specific examples cited whenever possible. The candidate should provide rationale that considers why the activities/accomplishments are of sufficient quality. The list of *Evaluative Evidence* cited is not definitive and the candidate can include other examples of level A or B activities where appropriate with some justification that the activity is equivalent to those cited. Since reflection is a critical component of educational growth, the candidate should provide a reflection using the criteria to rank outstanding, superior or good in each of the three areas and the required levels of performance for promotion. The Record of Service is the candidate’s primary means to provide convincing evidence that the department’s criteria for promotion have been clearly met. Supporting material such as course outlines, student evaluations, peer evaluations, etc. can be included as appendices.
Criteria for Promotion

Performance categories to be evaluated:

1. Teaching Effectiveness
2. Professional Growth
3. Service (Internal and External)

Minimum levels of performance:

1. Professor and/or Post-Professorial Merit -- Outstanding in either teaching effectiveness or professional growth, Superior in the other two performance criteria.
2. Associate Professor -- Superior in teaching effectiveness and in professional growth. Good in service.
3. Assistant Professor -- Good in all three areas.
4. A rating of Does Not Meet Expectations in any one criterion will result in an overall rating of Does Not Meet Expectations.

General requirements:

1. Evaluation of the candidate’s overall performance by the College Dean.
2. Evaluation of the candidate’s overall performance by the Departmental Chairperson.
3. At least three letters of recommendation from colleagues of equal rank or above should cover all three areas of teacher-scholar model.
4. One additional external letter of recommendation may document impact from research/presentations/service.
Teaching Effectiveness

Criteria and Examples of Evaluative Evidence for Promotion

Preface

Teaching effectiveness may be documented with a variety of indicators. These indicators may include a brief synthesis of the candidate’s personal philosophy and reflection of strengths and growth attained through activities involved in one’s continuous efforts toward the improvement of teaching. Additionally, statements documenting classroom performance from peers of equal rank or above with content expertise may be included. A summary of the quantitative data from evaluations by all classes of university students for all evaluations during time in rank may be included. Qualifying statements by the candidate may be included with the data. Curriculum development may be documented. Documentation of activities presented should be annotated by the candidate to provide support for enhancement of teaching effectiveness. Honors received for which the candidate received recognition of achievement in effective teaching also may be included.

Examples of Evaluative Evidence of Effective Teaching

A. Externally Validated Evidence of Effective Teaching

1. Develop and implement a teaching innovation that has been published by the faculty member in a peer-reviewed publication. Examples may be organization of course content to meet specific needs, teaching techniques, and applications of appropriate technology.

2. Receive recognition for teaching quality or pedagogical development from the education community outside the university.

3. Demonstrate that students consistently score higher than average on nationally-normed assessment instruments.

4. Be recognized by one of the following: Provost; Dean of the College of Education; Department Chairperson or a National Professional Organization as a leader in maintaining and improving the quality of the department’s instructional program.

5. Demonstrate that nationally-normed student evaluations of instruction are consistently in the upper 30%.
B. Internally Validated Evidence of Effective Teaching

1. Present evidence that the individual is remaining current in subject matter or in the techniques of teaching. Evidence can come from courses completed, workshops attended, seminars attended, or special studies undertaken.

2. Improve courses by: incorporating new methods, incorporating new instructional aids, or reorganizing course content to improve student learning. Indicate if an improvement was influenced by activities in B1.

3. Receive recognition either from the College or University-wide for the quality of teaching or pedagogical developments.

4. Infuse technology into teaching.

5. Develop a new course.

6. Submit or receive grants for improvement of teaching.

7. Develop a program.

8. Demonstrate that student evaluations of instruction are consistently above average.

9. Demonstrate that student evaluations of instruction are used to improve teaching.

10. Official revision or development of a course syllabus.

C. Evidence of Expected Effective Teaching Practices

1. Provide students with current, organized and coherent course presentations, instructional materials, and exams.

2. Revise or develop a syllabus and course objectives. (Not official syllabus revisions)

3. Provide students with timely performance evaluations.
Minimum Performance levels

The connection between levels of performance and rating (Outstanding, Superior and Good) are described below in general terms. This guide is not intended to be a substitute for judgment.

Outstanding: The candidate must do all of the indicators for criterion C, be substantially involved* in indicators for criterion B and be substantially involved* in indicators for criterion A.

Superior: The candidate must do all of the indicators for criterion C and be substantially involved* in indicators for criterion B.

Good: The candidate must do all of the indicators for criterion C and do at least two indicators for criterion B.

Does Not Meet Expectations

*To be “substantially involved” in indicators for criterion B means more involvement in terms of both quantity and quality than is required at this level for a rating of good.
Professional Growth

Criteria and Examples of Evaluative Evidence for Promotion

Preface

Professional growth may be documented with a variety of indicators. These indicators may include evidence of advanced study, skill development, leadership or membership in professional organizations, attendance and/or participation in professional meetings, and honors received. Documentation of the search for and dissemination of knowledge may be included. These indicators may include evidence research, publications, presentations, or professional consultation.

Examples of Evaluative Evidence of Professional Growth

A. Activities Requiring External Peer Evaluations

1. Nomination or election to serve in a leadership position in a state, national, or international organization.
2. Publish an article in a peer-reviewed journal.
3. Author a discipline-oriented book.
5. Serve as a journal editor.
6. Present a peer-reviewed paper, presentation, or workshop at a professional meeting.
7. Chair, coordinate, lead discussion and submit summary of session at a national professional meeting.
8. Receive an externally-funded grant.
9. Receive a sabbatical leave requiring external review.
10. Receive recognition from the educational community outside the University for the quality of scholarly research.
B. **Activities Not Requiring External Peer Evaluation**

1. Conduct a professional workshop or conference
2. Present a paper at a professional meeting.
3. Receive an internally-funded grant.
4. Submit a grant proposal.
5. Be involved in collaborative research with other faculty.
6. Publish in a journal that does not require peer-review.
7. Publish a review of a journal article or book.
8. Supervise student research that has the promise of leading to presentation or peer-reviewed publication.
9. Participate in a faculty exchange program.
10. Serve as a reviewer for granting agencies, journals, books and/or papers.
11. Serve as a professional consultant.
12. Receive the College of Education Dean’s Award.
13. Receive the College of Education Award for Scholarship.

C. **Expected Activities (Remain Current or Expand Level of Expertise)**

1. Participate in workshops, short courses, seminars, and/or professional meetings.
2. Hold membership in professional societies.
3. Be engaged in a scholarly research project that has the promise of leading to presentation and/or peer-reviewed publication.
4. Submit an article for journal publication.
Minimum Performance levels

**Outstanding:** The candidate must do all of the indicators for criterion C and be substantially involved* in indicators for criterion B,

  and

1. Publish in a peer-reviewed journal at an average rate of at least two publications per four years, during the period under review, as well as demonstrate at least one other indicators for criterion A, 

   or 

2. Publish at an average rate of at least one publication per four years in a peer-reviewed journal and present at least two peer reviewed presentations at a national professional conference during the period under review, as well as demonstrate at least one other indicators for criterion A.

**Superior:** The candidate must do all of the indicators for criterion C and be substantially involved* in indicators for criterion B,

  and

1. Publish in a peer-reviewed journal at an average rate of at least 1 publication per four years, during the period under review, 

   or 

2. Publish in a peer-reviewed journal and demonstrate at least one other quality level A activity.

**Good:** The candidate must do all of the indicators for criterion C, publish in a peer-reviewed journal and do at least two additional indicators for criterion B.

**Does Not Meet Expectations**

*To be “substantially involved” in indicators for criterion B means more involvement in terms of both quantity and quality than is required at this level for a rating of good.
Service

Criteria and Examples of Evaluative Evidence for Promotion

Preface

Service may be documented with a variety of indicators. These indicators may include evidence of service both internal and external to the University. Each faculty member should demonstrate interest in and commitment to the overall operation and governance of the University. The teacher-scholar service extends beyond the department to the university, community, service area, nation, and the world.

Examples of Evaluative Evidence of Service:

A. University Service

1. Service to the Department
   a. Chair of department committees
   b. Active participation on two departmental committees
   c. Coordination of graduate programs
   d. Sponsorship of student and/or professional organizations
   e. Recruitment of students to program
   f. Contribution to program accreditation process
   g. Quality academic advising

2. Service to College Committees
   a. Chair of college committee.
   b. Active participation on one college committees.
   c. Contribute to the operation of the department, college, or university in a way that is recognized by an award or by a letter of commendation written by a senior university administrator (i.e., Dean level or higher).
   d. Chair a faculty/chair/and/or dean search committee.
   e. Recruitment of students to college
   f. Contribution to college accreditation process

3. Service to University Committees
   a. Chair of university committees
   b. Active participation on one university committee
   c. Active participation in off-campus-extended learning program
   d. Active participation in fund raising for regional campuses and/or university projects
B. Service External to the University

1. Provide evidence of professional service to area schools/professional organizations/agencies is required (include relevant summaries, evaluations, or testaments on workshop, professional services, and assistance provided).

2. Professional contributions and leadership to community groups related to the university mission.

Minimum Performance levels

Outstanding:

A record of service showing leadership and active involvement on at least four indicators of criterion A, including indicator number A1a and active involvement on at least one indicator of criterion B.

Superior:

A record of service to the university showing active involvement on at least three indicators of criterion A and involvement on at least one indicator of criterion B.

Good:

A record of service to the university showing active involvement on one indicator of criterion A and involvement on one indicator of criterion B.

Does Not Meet Expectations