Department of Elementary, Early, and Special Education

CRITERIA FOR ACADEMIC RANK
January 2007
Preface

Faculty within the Department of Elementary, Early, and Special Education participate in meeting four primary departmental responsibilities. These include: a) the preparation of undergraduate students to become competent teachers, b) the provision of graduate programs which afford teachers ample opportunities to increase their knowledge of education as a profession and as a field of study, c) the dissemination of knowledge of the theoretical and practical aspects of education to other scholars and professional educators, and d) cooperation in the effort to serve the institution as a whole.

The Elementary, Early and Special Education Department teacher preparation program includes "blocks" of courses with integrated field experiences. Because of this unique format of course delivery, faculty within the department are regularly required to invest extensive amounts of time to meet the teaching load requirements (12 hours sometimes spread over 5 or more courses) including field supervision of 20 to 25 students. The field experience sites are spread over the entire Southeast Missouri and Southern Illinois region in order to provide approximately 400 students with supervised clinical field experiences each semester.

In addition to heavy course and field supervision responsibilities, the department participates heavily in the College of Education’s major project which is a unit preparation system entitled Teacher Work Sample (TWS). Department members score Teacher Work Samples for students in their respective classes as well as for student teachers.

The department is also involved in an obligatory relationship with the Missouri Department of Elementary and Secondary Education (DESE) and must fulfill prescribed requirements related to state teaching certification. In addition the department’s programs have achieved continuing accreditation from the National Council for the Accreditation of Teacher Education (NCATE). Both certification and accreditation require faculty to participate in ongoing adjustment of curricula to align programs with state and national standards.

The coordination of the block program, TWS, and certification/accreditation requirements require department faculty to collaborate to make all sections of courses equivalent as well as to assure vertical alignment of courses and blocks. To achieve these goals faculty meet regularly and extensively.

Based on these requirements, which differ from those of faculty from other departments in the university, the departmental criteria are intended to be flexible and to give value to the distinct faculty course and field supervision loads and to certification and TWS responsibilities. The criteria are also intended to allow each faculty member to emphasize his or her particular strengths. All faculty seeking promotion are expected to hold an earned doctoral degree in the appropriate field, and, regardless of rank, are expected to perform acceptably in the areas of teaching effectiveness, professional growth, and service to the university. Since significant individual differences in skills and interests are essential for the coordination of the department’s programs, faculty members within the department may develop different combinations of “sustained” contributions within each of the evaluated areas. But in the end, it is the quality of those combined accomplishments in teaching, professional growth, and service, which is the standard for promotion in the Department of Elementary, Early, and Special Education.

Areas to be evaluated:

1. Teaching Effectiveness
2. Professional Growth
3. Service to the University
Definitions of Terms:

1. Sustained is defined as a series of accomplishments throughout the period of time in rank with emphasis on the last four years.
2. Quality is defined as above average performance as documented in evaluative support.
3. **Areas**=Teaching Effectiveness, Professional Growth, and Service  
**Categories**=Sections under the Areas labeled as A1, A2, B1, C3 etc.  
**Entries**=actual activities and accomplishments listed under categories.

**Required Levels of Performance***:

1. **Professor/Post Professorial Merit**  
The professor shall be one who is **Outstanding** in one area and is at least **Superior** in the other two other areas.

2. **Associate Professor**  
The associate professor shall be one who is **Superior** in two areas one of which is **Teaching Effectiveness** and **Good** in the third area.

3. **Assistant Professor**  
The assistant professor shall be one who is **Superior** in teaching and **Good** in the two other areas.

* Note: These levels of performance are the minimum criteria.

**Required Documents**

1. The candidate will submit a professional vita.
2. The candidate will include a minimum of three letters from colleagues of equal rank or above. The candidate shall request the writer to speak mainly to one of the three areas to be evaluated. If the writer includes information related to more than one area, the reader shall consider that information under the relevant area. Under III in the Record of Service there must be at least 1 peer evaluation letter for each of the three areas (Teaching Effectiveness, Professional Growth and Service).
3. The candidate will submit a list of courses taught (by semester). Include course numbers, titles, credit hours, number of students, delivery format (traditional, field experience, web-enhanced, online, etc), and location (on campus, off campus).

**GENERAL GUIDELINES FOR PREPARING PAPERS**

"The collection and organization of evidence are vital aspects in facilitating the reviews and documenting the recommendations made at each of the review levels. The suggestions that follow are intended to assist departments and faculty members in this process. They are not requirements. Rather, they are presented as general guides. When integrated with the various criteria, these guides suggest how faculty members can most accurately substantiate their performance in a well-documented academic profile. From the foregoing, it is obvious that the documentation presented by a faculty member forms the basis of consideration for tenure and promotion. The critical evaluations and judgments made in the tenure and promotion processes must be based on evidence so that standards of excellence can be demonstrated."

This quote is taken from:  
**Faculty Senate Bill 03-A-06 approved in Spring 2003 and entitled Faculty Promotion Policy** (under Suggestions for the Preparation of the Dossier for Promotion and Tenure-underlining added)

**Additional Elementary, Early and Special Education Departmental guidelines for preparing papers**

1. When including work done at other institutions, materials and entries to be considered for promotion shall have been completed at a rank equal to or higher than the rank currently held.
2. Peer and self-evaluations shall clarify, strengthen, support, and attest to the quality of the candidate's performance in the categories within that area.
3. Materials and entries to be considered for promotion shall be relevant to the candidate's field of professional expertise. While the candidate may choose to include items not clearly related to his/her assignment at Southeast Missouri State University, this should be done with great hesitation and with care to explain the item's direct relevance to the professional assignment, as such items generally detract from the candidate's papers.

4. Record of Service should be presented in a clear, concise, and specific manner:
   
   a. Date all entries
   
   b. Where applicable, list names, titles, duration/length, whether peer-reviewed, acceptance rate, professional regard etc.
   
   c. When entries may not be familiar to readers across the University, a one sentence (or very short) explanation should be included.
   
   d. When entries involve collaborative work, an explanation of the individual's role should be included.
   
   e. Duplication of entries should be avoided. When an activity has resulted in more than one product the activity should be listed where its greatest emphasis lies. Additional products should then be clearly referenced back to the "home" entry.
   
   f. Effort should be made to determine if an activity involved the candidate's involvement in considerable new study, preparation of new materials, or presentation of newly developed ideas, or if it involved primarily reorganizing information and materials and teaching tips used elsewhere. This distinction would determine if the entry mainly contributed to the candidate's professional growth or was a service performed by the candidate. Normally, presentations to another faculty member's class, or local in-service workshops would be included under service rather than professional growth.
   
   g. In evaluating particular accomplishments the following will be taken into consideration: peer review, level of professional organization (international/national, regional, state, local), source of grants (external, internal), length, sole/joint authorship, and/or professional regard of publication/organization.
Record of Service for Promotion

I. Evaluation by College Dean

II. Evaluation by Department Chair

III. Evaluation letters from Peers (See Required Documents # 2)

EVIDENCE OF TEACHING EFFECTIVENESS

A. Delivery of Effective Instruction

1. Student Feedback. (This may include responses from current and former students relating to teaching effectiveness.)
2. Evaluation by Colleagues to Improve Teaching.
   Feedback (e.g., tenure observations) that analyzes candidate's strengths in teaching is used to maintain or improve teaching effectiveness.
3. Recognition from the education community (College of Education, University, or outside the University) for the quality of teaching or use of effective pedagogy.
4. Other evidence.

B. Currency in the Instructional Field

1. Participation in professional experiences (conferences, seminars, workshops, etc.) directly related to teaching effectiveness.
3. Other evidence (such as achievement of professional certification).

C. Curriculum Development and Implementation

1. New courses developed and/or taught. (Include syllabi where appropriate.)
2. Revisions of established courses. (Include degree of revisions, and syllabi where appropriate.)
3. Curriculum/program development and revision.
4. Development of new course materials and/or formats/delivery methods (such as web course, web enhanced).
5. Other evidence.

Performance Levels – Teaching Effectiveness

Outstanding  To achieve a performance level of Outstanding, the candidate must present a sustained record of teaching effectiveness documented by A1 and one other category under A; and any other 4 categories.

Superior  To achieve a performance level of Superior, the candidate must present a sustained record of teaching effectiveness documented by A1 and one other category under A; and any other 3 categories.

Good  To achieve a performance level of Good, the candidate must present a sustained record of teaching effectiveness documented by A1 and one other category under A; and any other 2 categories.

To achieve a level of Outstanding, a candidate will demonstrate overall higher quality than for Superior, and for Superior, overall higher quality than for Good.

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1 Documentation of Student Evaluation should be reported in accordance with the provisions outlined in the current Faculty Handbook. As of the time of this writing, Faculty Senate Bill 99-A-03 is the current procedure found in the Faculty Handbook.
EVIDENCE OF PROFESSIONAL GROWTH

A. Professional Development

1. Attendance at educational or professional institutes, seminars, and conferences etc. (Give place and date).
2. Travel which contributes to effectiveness as a faculty member. (Examples might include study tours, participation in faculty exchange programs, or other travel not formally associated with a professional meeting.)
3. Membership in professional organizations.
4. Professional organizations in which actively participated (Describe role/activities; give place and date).
5. Honors (member of NCATE or DESE external review team).
6. Other evidence.

B. Scholarly Activities

1. Publications. (Include books, chapters, journal articles, etc. Standard bibliographical citation format should be used.) Indicate whether the publication is peer-reviewed or not and give acceptance rate if available.
2. Presentations. (Provide conference acceptance rate, if available, and whether peer-reviewed or not. If co-presenter, describe your role.)
3. Ongoing Research (Describe scholarly research that has promise of leading to presentation and/or publication.)
4. Competitive Grants. (external and/or internal) Include date, title, amount, and responsibility. Indicate whether funded or not funded.
5. Other evidence

Performance Levels – Professional Growth

Outstanding
To achieve a performance level of Outstanding the candidate must present a sustained record of professional growth in A3, A4*, B1**, B2***, AND two other categories from A or B.

*Leadership in a professional organization is expected at this level.
**Candidate is expected to have peer-reviewed publications at an average rate of at least two publications per four years, during the period under review.
***Candidate is expected to make at least two peer-reviewed presentations at international/national professional conferences per four years, during the period under review.

Superior
To achieve a performance level of Superior the candidate must present a sustained record of professional growth in A3, A4, B1*, B2**, AND two other categories from A or B.

*Candidate is expected to have at least one peer-reviewed publication per four years, during the period under review.
**Candidate is expected to make at least two peer reviewed presentations per four years, during the period under review.

Good
To achieve a performance level of Good the candidate must present a sustained record of professional growth in A3, A4, B1*, B2**, AND one other category from A or B.

*Candidate is expected to have at least one publication per four years during the period under review
**Candidate is expected to make at least one peer reviewed presentation per four years, during the period under review.
EVIDENCE OF SERVICE TO THE UNIVERSITY

A. University Service

1. Membership on departmental committees. (Indicate whether chairperson or member; give years and extent of activity.)
2. Membership on college-level committees. (Indicate whether chairperson or member; give years and extent of activity.)
3. Membership on university-level committees. (Indicate whether chairperson or member; give years and extent of activity.)
4. Non-teaching duties and/or related departmental responsibilities. (such as Academic Advising, Recruitment etc.) (Indicate if released time or other compensations were granted.)
5. Supervision of Graduate Students for such activities as Independent Studies, Thesis (advisor or committee member), Final course papers, Assistantships, Program Advisement.
6. Sponsorship of campus organizations or groups. (Departmental, college or university wide.)
7. Professional contributions to student or faculty groups/classes.
8. Other evidence.

B. Community Service

1. Professionally related contributions to off-campus groups not affiliated with schools. (leadership, presentations, demonstrations, etc.; give places, subjects, dates.)
2. Services to area schools. (Evaluation committees, consultancies, contest judging, lectures, etc.)
3. Other professionally related activities. (e.g. Advocacy)

Performance Levels - Service to the University

Outstanding
To achieve a performance level of Outstanding, the candidate must present a sustained record of service documented in A1; A2 OR A3; B1 OR B2; and two additional categories from A or B. Committee leadership in A1, A2, OR A3 is expected.

Superior
To achieve a performance level of Superior, the candidate must present a sustained record of service documented in A1; A2 OR A3; B1 OR B2; and one additional category from A or B.

Good
To achieve a performance level of Good, the candidate must present a sustained record of service documented in A1; B1 OR B2, and one additional category from A or B.