Department of Educational Leadership and Counseling
Criteria for Promotion and Tenure

PREFACE

This document, along with the University Faculty Handbook policies on promotion delineates the Educational Leadership and Counseling department's (1) general faculty responsibilities, and (2) criteria and procedures for promotion and tenure consideration.

PHILOSOPHY

Southeast Missouri State University's primary purpose is the pursuit and dissemination of knowledge. It supports students' acquisitions 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 one's respective area of study as well as interdisciplinary collaboration. Faculty of the Department of Educational Leadership and Counseling recognize the obligation to assist in preparing undergraduate students seeking stature as competent and professional educators, to provide graduate programs that afford teachers, administrators and counselors an ample opportunity to achieve professional employment and status of distinctive competence, to search for new knowledge and understanding, to disseminate knowledge of the theoretical and practical aspects to other scholars and practitioners, and to cooperate in an effort to serve the institution as a whole. In order to meet these responsibilities, members of the Department of Educational Leadership and Counseling must have a sound educational background and maintain an appropriate mix of classroom teaching and clinical skills grounded in a growing foundation of knowledge. To effectively meet the challenges of classroom teaching, faculty should strive continuously for professional growth in both subject matter and teaching strategies. The teaching environment goes beyond formal classroom situations. Faculty is expected to assist students through academic counseling and advice, so that students will have a sense of direction about how to use the knowledge and practices of the discipline to become more productive members of society.
Professional Growth and Scholarly Activity

Professional quality, peer reviewed contributions that improve, acquire or disseminate knowledge made at all levels including local, state, national and international are valued. An effective teacher-scholar must be current in his/her education and counseling 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 and the University.

Service

Each faculty member should demonstrate interest in and commitment to the overall operation and governance of the University. Finally, members of the Educational Leadership and Counseling faculty must contribute to the achievement of the University’s educational goals through service to the institution and to appropriate segments of its external community. It is the quality of the service contribution that makes it important for promotion, not the number of service activities.

Definition of Some Terms:

A sustained record is one indicating ongoing performance during the time in rank with emphasis on the last four years.

To be "substantially involved" means more involvement in terms of both quantity and quality than is required at this level 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 letters of 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 (service outside the university) and internal (service related to university) are of equal value.

The following system is in accord with the guidelines of the University Faculty Promotion Policy. First, the terminal degree for Educational Leadership and Counseling faculty members is the doctorate. Second, the criteria for experience in 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 and tenure by emphasizing particular personal strengths. Consideration has also been given to some faculty members assigned to a position with responsibilities at variance from others within the unit. (Such as individuals that serve as Director of Field Experiences and Director of the Instructional Resource and Technology Center [IRTC]).) 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 two to seven 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 and/or tenure. In the end, the faculty member’s demonstrated achievements in teaching, professional growth, and service is expected to meet or exceed the required levels of performance.

PREPARATION OF PROMOTION/TENURE MATERIALS

The candidate for promotion/tenure 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 as to why he/she considers the activities/accomplishments to be of sufficient quality. The list of examples 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. Finally, the candidate should provide a summary self-evaluation using the criteria to rank him/her as 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/tenure have been clearly met. Supporting material such as course outlines, student evaluations, peer evaluations, etc. shall be included as appendices.
Criteria for Promotion/Tenure

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 of these two criteria.

2. Associate Professor and/or Tenure-- Superior in teaching effectiveness and in professional growth. Good in service.
   • A candidate for tenure must achieve the above performance level--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.
4. One additional external letter of recommendation may document impact from research/presentations/service.
Teaching Effectiveness

Indicators:

Classroom performance
Documented by the following types of evaluations:

1. Self -- Brief synthesis of one's philosophy of teaching and evaluation of effectiveness.

2. Peer -- Two statements documenting classroom performance from peers of equal rank or above with content expertise. (One must be written by a colleague from within the department providing there is one of equal or higher rank).

3. Student -- A summary of the Quantitative data from the evaluation of courses of university students for all semesters during the previous four years prior to applying for promotion may be included. Such evaluations shall have been administered under the sanctioned institutional process (es) and procedures. Qualifying statements by the candidate may be included with the data.

The Director of Field Experiences and the Director of the IRTC serves unique roles in the College of Education. The Director of Field Experience is responsible for placing and evaluating student teachers during their final clinical experience, completing their program. As a result teaching effectiveness will be assessed through evaluations from presentations, university student evaluations from courses taught by the Director of Field Experience, or student evaluations of clinical experience effectiveness during the previous four years prior to applying for promotion. (See Appendix 1 for a definition of the teaching responsibilities of Director of Field Experiences) Qualifying statements by the candidate may be included with the data. Professional Development and Service will be assessed based on the criteria provide in this document.

The Director of the IRTC provides educational and technological support within the College of Education for students, faculty, staff, and area teachers for the increased use of technology in learning and instruction. Teaching effectiveness will be assessed through evaluations from presentations and university student evaluations from courses taught by the Director of the IRTC during the previous four years prior to applying for promotion. (See Appendix 2 for a definition of the teaching responsibilities of the Director of IRTC Experiences) Qualifying statements by the candidate may be included with the data. Professional Development and Service will be assessed based on the criteria provided in this document.
4. Other (may include relevant data from external assessments of graduates, employment of advisees and employer/supervisor surveys, etc.)

Curriculum development
A list and a limited sample of:

1. Courses developed and/or revised
2. Programs developed and/or revised
3. Courses taught
4. Units taught by invitation in courses credited by others
5. Teaching materials
6. Infusing technology in teaching
7. Efforts to improve individual teaching
8. Other

Facilitation of student academic performance
A list showing the number of:

1. Graduate papers, theses, specialist orals, portfolios and/or creative projects (show subheads and list student’s name and project titles)
2. Independent studies (undergraduate and graduate) (indicate student’s name and project topic)
3. Directed field experiences for undergraduate and graduate students
4. Distance education including, but not limited to, off-campus courses, ITV courses, Internet courses
5. Chair or member of dissertation committee
6. Other (include student teacher supervision if applicable)

CRITERIA AND EXAMPLES OF EVALUATIVE EVIDENCE FOR PROMOTION AND TENURE

I. Examples of Evaluative Evidence of Effective Teaching

A. Externally Validated Evidence of Effective Teaching

1. Develop and implement some teaching innovation that has been published in a peer-reviewed journal. Examples may be organization of course content to meet specific needs, teaching techniques, and applications of appropriate technology.
2. Receive recognition from the education community outside the University for the quality of teaching or pedagogical developments.

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

4. Demonstrate that nationally-normed student evaluations of instruction are consistently in the upper 30%.

B. Additional 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. Be considered by peers to be a superior teacher.

5. Teach a unit by invitation in courses credited to others.

6. Infuse technology in teaching.

7. Develop a new course or submit or receive grants for improvement of teaching, new course development or program development.

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

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

10. Chair or member of Dissertation/thesis committee, supervise and evaluate graduate papers, specialist oral examinations, independent studies, directed field experiences.

11. Revise or develop a syllabus and course objectives.
12. 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.

13. Demonstrate that student evaluations of instruction are consistently average or above.

C. **Good Teaching Practices**

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

2. Routinely update syllabi and course schedules. (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. A lock-step approach might force the rating to one which violates the rater’s sense of fairness. This guide is not intended to be a substitute for judgment.

**Outstanding:** The candidate must do all of the level C activities, be substantially involved* in level B activities and demonstrate at least one quality level A activity.

**Superior:** The candidate must do all of the level C activities and be substantially involved* in level B activities.

**Good:** The candidate must do all of the level C activities and do at least two level B activities.

**Does Not Meet Expectations**

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

Indicators:

Professional development

1. Advanced study (post-doctoral study, workshops, symposia, seminars, institutes, lectures, courses audited, related professional travel, etc.) (Document any efforts to develop expertise on professional practices within other nations.)
2. Professional organizations (local, state, regional, national and international)
   a. Membership (explain connections with staying professionally current)
   b. Attendance and/or participation in meetings
   c. Leadership roles
3. Honors, program and/or teaching grants awarded, and professional listings
4. Other (including improved technological skills, computer skills, etc.)

Search for and/or dissemination of knowledge

1. Research* (including development and/or validation of research instruments or tests, initiation and development of research grant proposals, implementation of research grant projects, unpublished materials, and research in progress.)
2. Publications* (articles, parts of books, monographs, books, book reviews, editor of books or journals, etc.)
3. Presentations* (workshops, speeches, papers, seminars, symposia, etc.)
4. Professional consultation (providing assistance to school boards, publishing companies, agencies, etc. in area of professional expertise.)
5. Other (work with recognized professional organization as judged by peers such as editorial board membership, web page development, etc.)

* Peer review of some research efforts, publications, and presentations is expected to insure quality.

Examples of Evaluative Evidence of Professional Growth and Scholarly Activity

A. Activities Requiring External Peer Evaluations

1. Publish an article in a peer-reviewed journal.
2. Author a discipline-oriented book.
3. Contribute a chapter to a discipline-oriented book.
4. Serve as a journal editor.
5. Present an invited, peer-reviewed or juried paper at a professional meeting.
6. Chair, coordinate, lead discussion and submit summary of session at a national professional meeting.
7. Receive an externally-funded grant.
8. Receive a sabbatical leave requiring external review.
9. Receive recognition from the educational or counseling community outside the University for the quality of scholarly research.

B. Activities That Do Not Require External Peer Evaluation
1. Present a contributed paper at a professional meeting.
2. Receive an internally-funded grant.
3. Submit a grant proposal.
4. Submit an article for journal publication.
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. Conduct a professional workshop or conference.
13. Receive the College of Education Dean’s Award.
14. Develop a new program of study or degree as a result of student demand.
15. Faculty member is active in the recruitment of students to program or university.

C. Activities to 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 peer-reviewed publication.

Minimum Performance levels

Outstanding: The candidate must do all of the level C activities and be substantially involved* in level B activities, 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 quality level A activity, or

2. publish at an average rate of at least one publication per three 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 quality level A activity.

Superior: The candidate must do all of the level C activities and be substantially involved* in level B activities, and

1. publish in a peer-reviewed journal at an average rate of at least 1 publication per three 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 level C activities, publish in a peer-reviewed journal and do at least two additional level B activities.
Does Not Meet Expectations

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

Service (Internal and External)

Indicators

University service

1. Committees (where appropriate, indicate leadership)
   a. Department
   b. College
   c. University
2. Related departmental (staff) responsibilities
3. Sponsorship of student and/or professional organizations
4. Academic advising
5. Professional contributions to university groups
6. Recruitment of students
7. Contributions to University, College or Program accreditation process.
8. Other service to the University (include admission committee meetings, recommendations for professional positions, etc.)
9. Teach two off-campus classes or two web-based classes during the four years of evaluation.

Service external to the University

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

2. Professional contributions to community groups.

Examples of Evaluative Evidence of Service

A. University Service

1. Leadership in the Department
a. Chair of department committees
b. Active participation on two departmental committees
c. Coordinator of Masters, Specialist or Ed.D. program
d. Sponsorship of student and/or professional organizations
e. Recruitment of students to program
f. Contribution to program accreditation process
g. Academic Advising

2. Leadership on 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. Leadership on 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 Area Higher Education Centers 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.

Minimum Performance levels

Outstanding:
A record of service showing leadership and active involvement on at least three indicators of criterion A, including indicator number one, and active involvement on at least one indicator of criterion B.
Superior:
A record of service to the university showing leadership and active involvement on at least two indicators of criterion A, including indicator number one, and involvement on at least one indicator of criterion B.
Good:
A record of service to the university showing involvement on the first indicator of criterion A and involvement on one indicator of criterion B.

Does Not Meet Expectations
The Director of Field Experiences and Director of Instructional Resource and Technology Center will be required to meet the Department of Educational Leadership and Counseling Criteria for Promotion and Tenure.

Appendix 1

Definition of Teaching and Administrative Responsibilities:
The Director of Field Experiences

Since teaching responsibilities of the Director of Field Experiences differ somewhat from those of the traditional university teacher, a definition of the position is hereby provided as the basis for evaluation of teaching effectiveness. The Director administers and teaches in the following ways:

Assigns Placement for Student Teacher (Block IV): The director makes two assignments each semester for students in Middle and Secondary Education and Elementary, Special, and Early Childhood Departments.

Assigns and Evaluates Adjunct Faculty Supervisors: The Director assigns each supervisor of student teachers in the College of Education service region. The director evaluates the adjunct supervisors and orients new supervisors to their duties and responsibilities as they join the staff.

Mediates and Manages difficult Student Teacher Placements: Periodically during the Block IV placement a student teaching placement may meet with problems that may need intervention to correct problems.

Plans and Schedules New Teacher Assistance Programs: Each year it is the responsibility of the college to provide first year teacher assistance as they transition from college to career. The Director organizes these assistance opportunity for Southeast graduates.

Publishes Annual Newsletter: Each year the Director writes and publishes a newsletter distributed to first year teachers in the region. This newsletter provides instructional and classroom management tips and strategies for first year teachers. It also announces the dates, times, and agenda for the New Teacher Orientation.

Provides Orientation for Student Teachers: Prior to entering classrooms student teachers must attend a day’s orientation. This is planned and hosted by the Director.

Schedules the Semester Dates for Student Teaching: The Director generates a calendar for student teachers indicating the first day of teaching, transition dates between assignments, and final dates of student teaching.

Meets with Block III Students to Apply for Student Teaching: At the beginning of each
semester the Director meets with Block III students to help them apply for student teaching and provide information about their placements.

**Manages Annual Field Experiences’ Budget:** The Director develops and monitors spending and administration of the Field Experience budget.

**Collects and Reports Evaluation Data:** The Director surveys Block II, III, and IV students and their cooperating teachers. This data is disaggregated and reported to both unit departments. The Director also surveys first and second year graduates who have found teaching positions. This data reflects their general satisfaction with what they learned and experienced in their undergraduate program at Southeast. Every three years the Director surveys principals for their satisfaction with teachers they have hired from the Southeast education program.

**Edits and Revises the Student and Cooperating Teacher Handbooks:** Each year the Director reviews and updates the student teaching handbook for both students, cooperating teachers, and supervisors.

**Conducts Cooperating Teacher Orientation:** The Director at the beginning of each semester conducts three cooperating teacher training sessions: St. Louis, Dexter, and Cape Girardeau. These training are directed at teachers who have not supervised students or who feel the need for a refresher.

**Maintains Field Web Site:** The Director updates and maintains the Field Experience web site that provides links to related sites for student teachers.

Meeting these responsibilities require a thorough knowledge of what constitutes effective basic teaching technique, classroom management, disciplinary procedures, public relations, how people grow and develop, and how they learn effectively and efficiently. In addition a director must be able to recognize good teaching and able to analyze classroom environments effectively so that the student teacher achieves professional expertise and that classroom achievement of pupils is enhanced.
Appendix 2

Definition of Instructional Resource and Technology Center Director
Work Responsibilities

The Instructional Resource and Technology Center (IRTC) provide educational and technological support within the College of Education for students, faculty, staff, area teachers, and the University community. The IRTC Director fulfills a variety of roles that serve the College of Education. Below are the primary responsibilities of this position:

- Updating computers in the Center as required
- Working with faculty to purchase new educational software for student evaluation purposes
- Compiling and maintaining updated technology inventory for the College of Education
- Providing a data base of the resources available in the professional library maintained in the IRTC
- Monitoring the computer labs in 325, 306, and IRTC
- Developing and conducting professional development for faculty in appropriate use of technology for instructional purposes such as handheld computers wireless networks, technology and teaching, and other topical presentations
- Leading the implementation of applications and hardware for teaching and learning found in Missouri’s eMINTS instructional model: MS-Office suite, Internet resources and searches, Webquests, interactive presentation surfaces (Smartboards) and projectors, digital camera, flat bed scanner, and image editing.
- Troubleshooting basic technology questions and issues
- Serving as the TWS online portfolio administrator: upgrading electronic options for students and faculty, providing summative data on the TWS for departments, and providing informational workshops.

Supervisory and management responsibilities include:
- Supervision and evaluation of IRTC staff including student workers
- Maintaining usage of IRTC by students and staff
- Maintaining IRTC website
- Developing and administering IRTC budget
- Maintaining equipment inventories and supplies
Promotion Procedure

1. In accordance with the promotion calendar set forth in the University Faculty Promotion Policy, a faculty member desiring review shall, upon being notified of eligibility for promotion, take the following actions:

2. Prepare a request for review and supporting materials.

3. Submit the request for review and materials to the Department Promotion Committee.

4. Following the review of the candidate's materials, the Department Chairperson shall submit recommendations to the Dean. In cases where the Chairperson is a candidate for promotion, a senior faculty member, chosen by the Dean, shall forward the recommendations.

DEPARTMENTAL APPROVAL: February 2006
COLLEGE OF EDUCATION APPROVAL: April 2006
UNIVERSITY PROMOTION COMMITTEE APPROVAL: November 2006
PROVOST APPROVAL: January 2007