

Criteria for Promotion and Tenure

School of Teacher Education

Mission of the Department

The School of Teacher Education (STE) strives to provide programs of excellence serving undergraduates, graduates, and advanced graduates by teaching, advising, and providing professional role models. The STE is committed to high quality personnel preparation programs, service to the state of Florida, and research in early childhood education, education of students with exceptionalities, education of students with visual disabilities, elementary education, English education, mathematics education, multilingual multicultural education, reading /language arts, rehabilitation counseling services, science education, and social studies.

Teacher education is a central responsibility of our programs at all degree levels. As programs situated in a research institution, central activities include the research and development of model programs and the inquiry that improves learning. Our goal is to prepare educational and rehabilitation leaders who will contribute to the betterment of a pluralistic, global society in the context of the state of Florida's needs for an educated, global-minded citizenry.

The mission is accomplished by:

- implementing personnel preparation programs that are comprehensive and that prepare practitioners to implement state-of-the-art research-based practices;
- conducting high-quality research in authentic settings; and
- translating research to practice through service to the profession at the local, state, national and international levels.

Criteria

Criteria used to determine recommendations for promotion and for award of tenure for faculty members are designed to be consistent with statutory requirements. Criteria used in our evaluation and the process used to reach our decision also are consistent with those stated for the College of Education, Florida State University, and contained in the UFF agreement.

Though all faculty members in the STE ordinarily carry assignments in all three areas of teaching, service, and research or creative activity, the percentages of effort assigned to each of these activities vary among faculty. The candidate's annual assignments of responsibilities (AOR) for the periods under review will be

considered in the course of evaluation for promotion and tenure. However, candidates may be evaluated for promotion and tenure on performance in teaching, service, or research and creative activity that extends beyond the activities delineated in the annual assignment. Similarly, annual evaluations of performance are not determinative of whether a candidate has met criteria for promotion and tenure.

Teaching

Teaching is the work that faculty do to ensure that those with whom we work increase their understandings of the complexities of teaching and learning, that they grow cognitively, and that they develop greater appreciation and value for learners of all backgrounds and abilities. Effective teaching is central to faculty promotion and tenure in the STE. Effective teaching is the creation by a teacher of an environment conducive to learning in which students: (1) are positively influenced to want to learn, (2) are provided adequate opportunities for learning to occur and (3) demonstrate new knowledge and skills.

The STE believes that faculty should demonstrate high standards in teaching. In order to uphold that goal, we also strive to engage in teaching practices that challenge our students to think beyond their comfort zones, and to extend themselves beyond the cognitive levels they are, when we first meet them. Teaching includes the candidate's responsibilities in regular classroom and online instruction, independent study, thesis and dissertation direction, academic advisement and consultation with students. Non-credited workshops, in-service programs for practicing professionals, supervision of student teachers, and guiding field-based practice in education and human service would fall within the category, as would the production of course materials, audio-visual aids, course web sites and the creation and improvement of instructional techniques and techniques for evaluating student outcomes. In each of these important roles, we believe that teacher educators should serve as role models for prospective teachers.

Faculty members who are seeking promotion to associate professor and tenure should have a record of teaching that demonstrates a positive pattern of student and peer (i.e., other faculty) evaluations. When faculty members have weak student evaluations, they will meet with the Chair of the STE develop an improvement plan. The implementation of the plan will be monitored by the Department Chair.

Promotion to Full Professor

Faculty who are seeking promotion to professor are expected to continue to uphold the highest standards in teaching, with positive trends in their teaching evaluations. In addition, these faculty are also expected to help assistant professors as they develop course syllabi, create new courses etc., for the

improvement of programs. Any anomaly will be addressed with a teaching improvement plan, through consultation with the Chair of the Department, who will monitor the progress of the teaching improvement.

Scholarship

Scholarship is the work that we do to raise questions, engage in research that searches for explanations, and disseminate answers to a variety of audiences and for a variety of purposes, in order to advance understandings and improvements in teaching and learning in the disciplines served by faculty in our department.

The department believes that faculty who are seeking tenure and/or promotion demonstrate their scholarship in the disciplines related to the STE in a variety of ways:

- Publication of research-based articles in internationally or nationally refereed journals;
- Work on grants in the area of expertise;
- Publication of books, chapters, or articles in published works;
- Presentation at Internationally or Nationally-Refereed Conferences
- School and Community-Based Applications
- Other kinds of scholarship

1. Publication of research-based articles in internationally or nationally-refereed journals including:

- (a) journals for audiences of researchers
- (b) journals for audiences of teacher educators, teachers, and parents
- (c) journals for audiences of policy makers and administrators

The assumption we make is that the articles are research-based, and that the scholarship is original, conducted by the faculty member who is being considered for promotion and tenure. However, the primary readership of the journal should not determine the quality of the candidate's contribution to the body of knowledge. In the STE, one of our goals is to effect change in education and rehabilitation practices; frequently, the most effective means of effecting change is to speak directly to practitioners, teachers and families, and thus publishing our research in language and venues that are accessible to society is valuable.

2. Work on grants in the area of expertise including:

- (a) research and model demonstration grants
- (b) service grants in which teachers work with the faculty members to learn, implement, and evaluate the effectiveness of new methods and strategies
- (c) personnel preparation grants that train practitioners and prepare leaders in education and human services

Grant activity in education often requires a great amount of time spent in classroom or school-based settings with numbers of teachers from one or more schools or school districts. Because of our mission to improve education and human services, we highly value the outcomes of productive research, model demonstration, service, and personnel preparation grants. When faculty members spend time with any of these grants, and can produce evidence that the time being spent is effective in terms of the goals of the grant, whether the evidence is a published article, a conference presentation, or a product related to particular improvements denoted by the specific aims of the grant itself, the STE considers the grant activity valuable.

3. Publication of books, chapters, or articles in published works

Because books frequently are considered by those outside of the academy as the hallmark of scholarship, and are thus viewed as the most prestigious and authoritative word on a subject, we recognize that the publication of an academic book or chapter (as author or editor), including a reference book, textbook, or other text that is related to his or her area of expertise, makes a valuable contribution to a faculty member's reputation as a scholar and to his or her body of scholarship. Other examples of scholarship in this category also include: anthologies; proceedings of conferences or symposia; technical reports; original articles of semi-popular nature, having as their purpose the dissemination of technical or scientific information; book reviews, newspaper articles/reviews listed separately; encyclopedia articles; and abstracts.

4. Presentations at Internationally and/or Nationally-Refereed Conferences

The STE recognizes the value of disseminating ideas through highly-selective conferences, where faculty members have the opportunity to interact with other scholars, and become acquainted with others who are interested in topics similar to their own. Related scholarship: papers read at national or international professional meetings; papers read at regional professional meetings; discussant or chairman roles at conference or symposia; invited lectures

5. School and Community-Based Applications

The STE recognizes work in schools and community settings in which teaching and learning occur, including projects in which faculty members design, coordinate, observe, assess, and evaluate efforts involving pre-service and in-service teachers, care-givers, administrators, and other related service personnel, for example, as appropriate and necessary to research in disciplines within the school.

6. Other kinds of scholarship

Other kinds of scholarship are valued in the School of Teacher Education. Examples include non-print media designed for teaching, editorships, service on Boards of Editors, and editorial positions on boards of regional, national and international journals; professional awards for scholarship; grants from the FSU Research Council; role as referee of manuscripts, journals and grant proposals, consultant to a federal agency, university, or national foundation or foreign university, or government agency; visiting appointment reflecting scholarship or post-doctoral research program; funded research-Government, University, International, Regional, etc.; consultation resulting in scholarly publication.

7. Basic Research

Research leading to a better understanding of learning processes, and instructional interventions.

For promotion from Assistant to Associate Professor, faculty will have engaged in the types of scholarship described in the section above and established their research agenda.

Promotion to Full Professor

In accordance with Florida State University standards, we believe that those seeking promotion to full professor are expected to have established a national or international identity as a scholar. We believe that the reputation may be achieved primarily through the impact made by faculty member's journal publications or through his or her research grant activity; however, we recognize that those faculty members who are able to establish a record that includes a balance of scholarly activities are those who are best able to achieve the kind of national reputation that is the standard for professor status.

Service

The STE believes that faculty who are seeking promotion to professor demonstrate standing in their fields through service to organizations at the national and/or international level, having achieved leadership position(s), through election or appointment, in one or more of those organizations, and having earned a record of success in the role(s). In addition, faculty seeking promotion to full professor are expected to serve the department, college, and university actively. Although there are few formal departmental committees, these faculty members should be recognized for their contributions to their programs and to the department as a whole.

Service is the work that faculty do to further the mission of the department, college, university, community, and our professions. The STE believes that

faculty members who are seeking tenure serve best by establishing positive records as teachers and scholars. Therefore, their service should be directed toward those goals until they are tenured and promoted to the level of Associate Professor. Their service, until promotion to Associate and tenure, should be focused on professional development through attending state, regional, and national conferences at which they interact with experts in their academic fields. They will also be encouraged to take advantage of university opportunities that are provided for enhancement of research or teaching, such as first year assistant professor grants and technology workshops. As demonstrated on their Assignments of Responsibility (AOR), their service on department, college, and university committees will be limited to those that match closely their teaching and research interests.

Service may include:

- a) **Service to the University** is considered to be rendered by membership on committees convened to perform administrative support, advisory and decision-making functions necessary to the operation of the University or any of its component divisions, schools, department or departmental units.
- b) **Service to the community** encompasses a broad variety of activities, generally educational in nature, within the University, the local community, the state, the nation, or other countries of the world. The following are examples of such activities:
 - (1) Within the University-lectures or seminars involving other departments or having a campus-wide orientation; consultations on scholarly and instructional matters with others departments, which are in addition to assigned teaching responsibilities.
 - (2) Within the local community-talks or speeches to local service groups, parent-teachers organizations, consultation with local schools and other programs, and service on boards of local organizations.
 - (3) Within the state-work with the State Department of Education; lectures, talks, or service to community colleges or other universities, professional organizations, state-wide service organizations.
 - (4) Within the nation-service as a member of reviewing panels or boards for federal agencies engaged in educational, human service, or R & D activities; service on boards and committees of national organizations

- (5) International activities-educational activities in the form of consultations, or contracted work with agencies of other countries.

(c) **Service to the profession** is evidenced by such activities as the following:

- (1) Functions performed (beyond simple membership) in professional organizations
- (2) Holding office in such organizations, including chair, and memberships on boards and committees
- (3) Service as editor, consulting or reviewing editor for professional journals having state, national, or international distribution.

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