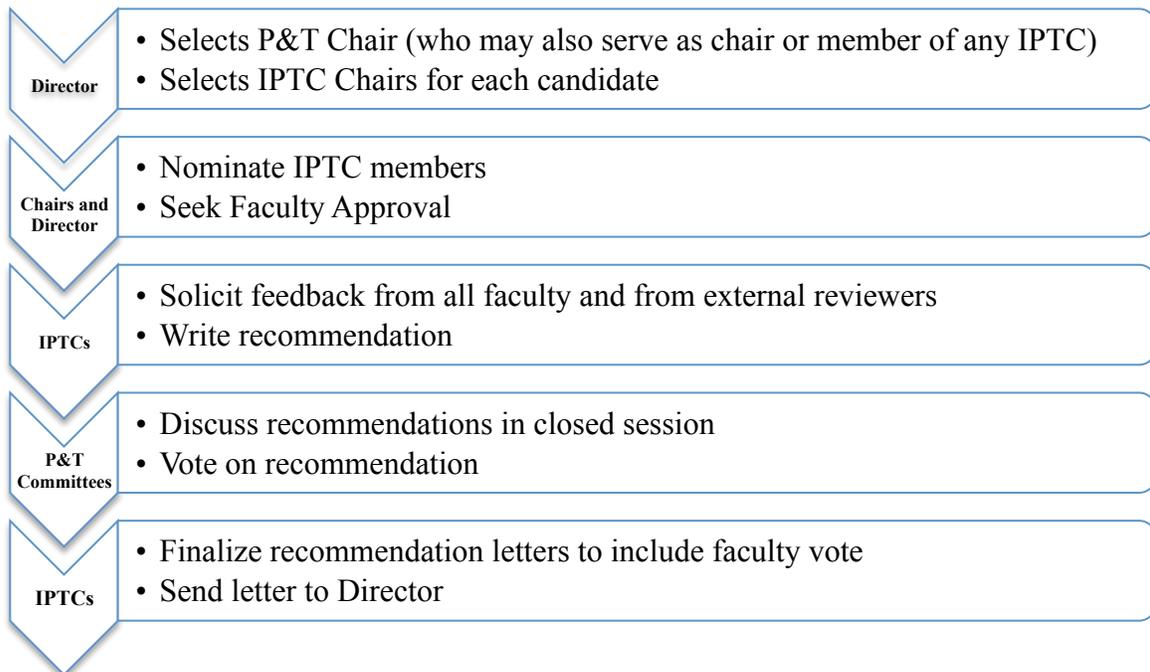


School of Education Promotion Policies and Procedures

The Promotion and Tenure (P&T) Committee includes all Associate and Full Professors who hold primary appointments in the School of Education (SOE)¹. For each candidate, an Individualized Promotion and Tenure Committee (IPTC), a subcommittee of the P&T Committee comprised of members at or above the rank being sought by the candidate, is formed to write a recommendation. All members of the full P&T Committee at or above the rank being sought by the candidate vote on the recommendation written by each IPTC.

I. Procedures for Promotion

The graphic below provides an overview of the major decision points in the process.



¹ Associate or Full Professors who hold primary appointments in the SOE who are on leave may participate in the P&T Committee by notifying the Director of their intent to participate by September 1.

The following timeline guides the process; please note that dates may signal the next business day.

- A. **March 1:** The Director appoints the P&T Chair, a full professor, for the coming cycle. The P&T Chair will coordinate the activities of the IPTCs and also may serve as IPTC Chair or IPTC member for any candidate.
- B. **March 15th:** Each faculty member notifies the SOE Director of his or her intention to be considered for promotion. The SOE Director appoints IPTC Chairs and, in consultation with the P&T Chair and the IPTC Chairs, nominates at least two additional faculty members to serve on each IPTC. When appropriate, an individual faculty member may chair or be nominated to serve on more than one IPTC. These IPTC committee member nominations are presented for faculty approval at the next available faculty meeting.
- C. **April 15th:** The candidate delivers to his or her IPTC Chair a list of at least six potential external reviewers who are experts in the candidate's area(s) of scholarship along with comments on the candidate's personal and professional connections with each potential reviewer. The IPTC delivers to the candidate a list of at least six additional potential external reviewers. The candidate reviews the additional names and comments on his/her personal and professional connections with each potential reviewer. The candidate may request the removal of names with just reason. In such cases, the candidate bears the burden of demonstrating that there is a *direct* conflict of interest involved. The IPTC constructs the final list of external evaluators from the names provided by the candidate and the committee. If a candidate's

scholarship includes work in more than one area, the IPTC should construct a final list that includes external evaluations of the different lines of inquiry.

- D. **By May 15th**: The IPTC will schedule at least one face-to-face meeting with the candidate to discuss his or her candidacy. At this meeting, the IPTC Chair will review University and SOE procedures and provide the candidate a model table of contents to direct the creation of the dossier.
- E. **May 15th**: The candidate supplies the IPTC Chair with eight copies of the review packet that will be sent to the external reviewers. The review packet consists of the candidate's scholarship statement, curriculum vitae, and the publications to be reviewed. At a minimum, the review packet **includes** all of the publications that the candidate "counts" toward meeting the criteria for promotion and/or tenure. The candidate may include any additional items related to scholarship. The P&T Chair sends letters to solicit external reviewers for each candidate².
- F. **September 1st**: The candidate submits his or her dossier to the SOE Director.

² The letter inviting such reviews will ask for a full and frank assessment of the contribution of the candidate's scholarship to the field and ask for responses to the following questions:

- a. Does the candidate's overall record give clear evidence that significant achievements have been and will continue to be made?
- b. Do the materials included with this letter address issues or problems of significance to the field?
- c. Do the materials display the characteristics of scholarly writing? That is, are they accurate, are they systematic and thorough, do they exhibit knowledge relevant to the topic, and do they demonstrate appropriate analytic ability, depth, and clarity?
- d. Has the candidate demonstrated a record of significant scholarship that the reviewer judges to be an important contribution to the field?
- e. Are the outlets the candidate has chosen for publication (e.g., journals, book publishers) of high quality? Would you consider them among the leading outlets in your field? Would you consider them to be desirable outlets for your own publications?

The invitation letter is to be sent with copies of the candidate's materials (see above). This letter will be sent under the signature of the P&T Committee Chair and must include a description of the procedure used to protect the reviewer's anonymity. As per UD policy, a copy of this invitation letter is inserted into the candidate's dossier. Also, as per UD requirements, along with the confidential external review letters and the reviewers' vitae, an itemization of which reviewers were suggested by the candidate and which by the IPTC will be included.

- G. **September 1st**: The IPTC Chair solicits formal observations of teaching and reviews of service if appropriate for candidates with large workload expectations in these areas.
- H. **Between September 1st and September 15th**: The dossier is available for review by all SOE faculty members. In addition, faculty may review the external reviewers' letters (with identifying information removed).³ Faculty members of all ranks may send their written confidential comments to the IPTC. During this period, the IPTCs schedule at least one meeting to solicit input concerning their candidate from faculty members who are not at or above the candidate's desired rank.
- I. **Between September 15th and October 1st**: The IPTC evaluates the dossier, taking into account all the information that has been made available via the review process. The IPTC votes to establish a recommendation concerning the promotion and/or tenure application. The IPTC drafts a letter containing that recommendation and a rationale for the recommendation. The IPTC sends a draft of the letter to the candidate and invites correction of any factual errors it may contain, typically by the next business day. The letter is forwarded to faculty persons at or above the candidate's desired rank.
- J. **October 1 (or thereabouts, contingent on scheduling)**: The P&T Chair calls a meeting of the P&T Committee. At that meeting, the IPTC discusses its recommendation and rationale with the P&T Committee and members of the

³ All faculty members are responsible to preserve the confidentiality of the external reviews so as to protect the integrity of the evaluation process. Information contained in these letters is not discussed with anyone except for other SOE colleagues. Moreover, no one but the P&T Chair and relevant UD administrators is authorized to convey information from the external reviews to the candidate.

P&T committee at or above the rank sought by the candidate vote on the recommendation. “Faculty approval” of the IPTC recommendation is achieved with majority support of the P&T Committee members actually voting by secret ballot. In cases where the full P&T Committee disagrees with the IPTC, the IPTC rewrites the letter to reflect the will of the full P&T Committee and presents the revised letter for another vote of the full P&T committee. The numerical vote of the full P&T Committee is included in the final recommendation letter, which is signed by the members of the IPTC and the P&T Chair to attest that the process was followed. This letter will constitute the SOE P&T Committee’s recommendation, and will be forwarded to the Director.⁴

K. **October 15th**: The SOE Director sends the SOE P&T Committee’s letter and the Director’s letter to the College P&T Committee. Any questions from the College P&T committee or University P&T committee should be directed to the School of Education P&T Chair.

II. Due Process

All procedures and guidelines for the promotion and tenure process are consistent with University regulations. In addition to participating in the construction of the pool of external reviewers and their control of their own dossiers (both of which are described above), candidates are afforded additional due process protections.

⁴ For efficiency, given the tight timelines, P&T Committees and/or IPTCs may forward the Director a draft copy of their letter at any time.

- A. First, a candidate will be given the opportunity to make a statement on his or her behalf before the P&T Committee concerning the IPTC Committee's draft letter.
- B. Second, UD policy also provides for a candidate to appeal the SOE P&T Committee's final letter beyond the SOE. Such appeals follow College and University guidelines and a candidate desiring to appeal should consult those guidelines for the correct procedures.

III. Requirements By Rank

- A. Candidates seek promotion in rank when they have met or exceeded requirements for teaching, research, and service. At a minimum, candidates should show excellent achievement in scholarship or teaching and high quality performance in all areas represented in their workloads.
- B. *Promotion from Instructor to Assistant Professor:* Candidates who begin their work at the rank of Instructor may seek promotion to Assistant Professor upon completion of their doctoral degree.
- C. *Promotion from Assistant to Associate Professor:* No later than the sixth year in rank as an assistant professor, tenure-track candidates must have met the requirements described in this document. Continuing non-tenure-track (CNTT) faculty seeking promotion may do so at any time following their sixth year.
- D. *Granting of Tenure to Associate Professors Appointed to Tenure-Track Positions:* By the third year of appointment at the University, faculty initially

appointed at the rank of Associate Professor must have met the requirements described in this document.⁵

E. *Promotion From Associate to Full Professor*: At any time after the appointment or promotion to the rank of associate professor, an individual may apply for promotion to the rank of full professor. All of the expectations described below under Teaching, Research, and Service must be accomplished with material not used in the promotion from assistant to associate professor. The following three additional items are also expected:

1. Teaching doctoral seminars and serving as chair of theses and dissertation committees (where this is possible in the candidate's program area).
2. A clear, systematic program of scholarship that has made an important contribution to the candidate's field, which has gone beyond the contributions made at previous ranks, and which has significantly advanced the field through its originality and/or its integrative scope.
3. A national reputation as a scholar and leader in the field. Leadership in the field may be exhibited by a combination of activities including, for example, chairing major committees, assuming administrative responsibilities, authoring a report, advisory, editorial or governing-board memberships, service as a journal editor, and/or service as an officer in a regional or national professional society or organization.

⁵ These requirements cannot be met only with work done elsewhere; a portion of the requirements, appropriate to School workload expectations, must be met with work done at the University of Delaware.

- F. *Extensions*: In special cases and with special justification, in keeping with University policy, the SOE Director may recommend an extension of the probationary periods (six years for untenured assistant professors and three years for untenured associate professors).

IV. Teaching Expectations

The following items provide evidence of teaching quality and effectiveness. The submission of additional evidence⁶ also is encouraged.

- A. *Student Course Evaluations*: Student course evaluations that average better than 3.5 on a scale of 1 (low) to 5 (high) for both overall instructor and overall course ratings. (Note: student evaluation data are never used as the sole indicator of teaching quality.)
- B. *Course Development*: Summaries of the nature of changes and improvements made in each regularly taught course. Such changes should detail the use of/incorporation of new scholarship.
- C. *Advisement*: Documentation of advisement that includes the number of students advised, their degree objectives, their status in the degree program, and the advisory role (committee member or major advisor).
- D. *Student Testimonials*: Letters from an unbiased selection of undergraduate and/or graduate students and advisees attesting to the candidate's effectiveness as an instructor and/or advisor solicited by the IPTC Chair.

⁶ Such items might include the external review of course material, teaching awards and prizes, the record of subsequent student accomplishment, innovative and effective course materials (tests, guides, textbooks, videos, laboratory manuals, etc.), systematic peer evaluations of teaching, participation in teacher effectiveness workshops, institutes and conferences, and teaching assignments elsewhere.

V. Research Expectations

The following items provide evidence of research quality and productivity. The submission of additional evidence⁷ also is encouraged.

A. *At least six scholarly works.*⁸

1. At least four juried research journal articles or a book.
2. At least one scholarly work, on average, each year since appointment at the University of Delaware, which makes a contribution to the scholarly literature or to educational practice and/or policy. These works may be any of the following provided requirements 1 and 2 (above) are met:
 - a. Juried articles.
 - b. Books published by a respected press with a national distribution.
 - c. Monographs, published by a professional society.
 - d. Standardized tests.
 - e. Chapters in an edited book.
 - f. One published video or multimedia work.
 - g. Invited articles.

B. *Co-author statements:* If a candidate jointly authors any of his or her scholarly works, the candidate's individual contribution to the finished work is documented.

⁷ The scholarly record for promotion may include (in addition to the required items described in Section V, parts A, B, and C) any of the following works: Grant proposals to extramural agencies and foundations, edited books, curriculum development packages, book reviews (invited and juried), commissioned papers, technical reports, bulletins, videotapes, manuals, magazine or newspaper articles, unpublished manuscripts and non-juried journal articles.

⁸ The School and the candidate, without violating the intention of this numerical requirement, may submit fewer items if any of them are argued to be of unusual significance and scope. In such cases, the burden is on the candidate to demonstrate this, and it will be verified (or not) by the judgment of external reviewers and SOE faculty.

This should be done with a statement from the co-author, solicited by the candidate and sent to the IPT Chair. If this is not possible, a statement from the candidate can serve in place of a co-author's statement. Candidates should take special care to explain their contribution where they are not listed as sole or equal coauthor. Collaboration is highly valued but it is expected that a candidate possess sufficient work where he or she plays a leading role.

- C. *Presentations at Professional Meetings*: Evidence of presentations at professional meetings (regional, national, or international) *at least* once every two years since the last promotion.

The numerical indicators listed above are not to be taken as sufficient conditions for satisfying the research criteria for promotion. Rather, they are to be taken as necessary conditions. A candidate may “meet” the numerical requirements yet fail to win a positive recommendation because the relevant publications, or some among them, are not adjudged to be of sufficient quality. Evidence for the quality of scholarly work includes: the reputation of the publisher, an editorial review process that involves several experts, published reviews of the work, evidence of impact or influence of the work on the scholarly literature or educational practice or policy, and letters from experts about the quality of the work solicited by the IPTC Chair.

VI. Service Expectations

The following items provide evidence of service contributions and quality.

- A. *Membership on Committees*: Active participation on standing and *ad hoc* committees at the University, College and/or School level is required. The candidate provides evidence of effective service on those committees.

- B. *Completion of Special Projects and Assignments*: Coordinating graduate programs, developing and evaluating programs, editing SOE, College, and UD publications, coordinating a colloquium series, or advising a student organization may be considered.
- C. *Participation in the Profession*: Participation in professional organizations and societies (state, regional, or national level) as an officer, committee chairperson, editor, advisory board member, or committee member; completion of a special assignment, or contribution through workshop or discussion presentations at state, regional, or national meetings may be considered.
- D. *Communication to the Field*: Publication of service-oriented papers, such as reports of meetings or events, magazine columns, opinion pieces, calls for action, and other forms of writing that do not meet all the criteria for scholarly publications may be considered.
- E. *Consultation to Schools, School Districts, or Social Service Agencies*: Services to community organizations, documented by descriptions of the services provided and letters of appreciation/evaluation may be considered.

Mere participation in these service activities does not satisfy the service criteria for promotion. Candidates also provide evidence of the quality of service provided. Quality can be documented through summaries of the services rendered, letters of commendation by the committee's chairperson or other committee members, letters of evaluation from the recipients or beneficiaries of the service, or the attachment of a special report

prepared for the client group with the leader of the group's evaluative comments.

Candidates solicit these letters, and they are sent to the IPTC Chair.

VII. Workload Adjustment

By past practice, the default workload expectation for SOE tenure-track faculty is 50% teaching, 25% research, 25% service. For candidates whose workload departs from this distribution, the overall judgment of the IPTC and the P&T Committee is guided by the candidate's workload. Candidates must pay special attention to providing evidence of accomplishments in line with their workload.

Even for faculty whose workload contains no *research* expectations (e.g., 75% teaching, 25% service), there still exist *scholarly* expectations. Under "Minimum Standards for Promotion," the UD Faculty Handbook states:

"Scholarship, whether in the form of research, publication, professional development, artistic creativity, or scholarship related to teaching or service is a significant part of each person's contribution to the academic community. Everyone must pursue some form of scholarly activity. How this work is made available to other scholars obviously depends upon the particular discipline, but promotion requires evidence that significant achievements have been and will continue to be made. (Rev. 3/4/08)"

- A. *Scholarship and teaching.* Evidence of accomplishment in the scholarship of teaching may include publications, presentations, or grants to support or enhance integration and interaction between scholarship and teaching. More specifically, such scholarship might include published materials of various kinds, including articles in academic journals or journals for educational

practitioners; books, chapters in books, or manuals that focus on educational practice; or instructional materials. It might also include scholarly presentations made at conferences of professional organizations or to policy bodies.

- B. *Scholarship and service*: Evidence of accomplishment in the scholarship of service may include publications, presentations, or grants to support or enhance integration of scholarship and service. More specifically, such scholarship might include published materials of various kinds, including articles in academic journals or journals for educational practitioners; books, chapters in books, or manuals that focus on educational practice or instructional materials. It might also include scholarly presentations made at conferences of professional organizations or to policy bodies.

VIII. Interpretations of the P&T Document

For the purposes of the promotion and tenure process at the School of Education level, the Faculty Affairs Committee shall decide the meaning of any ambiguous or unclear text in these policies and procedures.