

Department of Educational Foundations, Leadership, and Technology (EFLT)
Guidelines for Promotion and Tenure
Approved: April 18, 2011
College of Education ♦ Auburn University, Alabama

I. Introduction

The current University guidelines are described in the Faculty Handbook - <http://www.auburn.edu/academic/provost/facultyHandbook/policies.html#criteria>

The Department of Educational Foundations, Leadership and Technology is comprised of many diverse disciplines within the field of Education. While it is difficult to specify guidelines that apply directly to each discipline, this document provides general expectations for faculty seeking tenure and promotion to the ranks of Associate Professor and Professor. The College of Education's mission is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

II. Promotion to the Rank of Associate Professor

General Requirements. Promotion to the rank of Associate Professor means that the candidate has demonstrated meritorious performance in their subject area and has engaged in an appropriate combination of teaching, research/creative work, and/or outreach, based on their allocation of time. The candidate should also have participated in professional service at the university, state, regional, and/or national level and served on department, college or school and/or University committees. Normally, a candidate must serve at least four complete years on full-time appointment at the assistant professor level before he or she may be nominated for promotion to Associate Professor. The application for promotion to Associate Professor is made in conjunction with the application for tenure and is normally considered during the fifth year of full-time service but not later than the sixth year.

A. Research-Related Criteria. If scholarship is included in the candidate's official allocation of time, the faculty member shall provide evidence of satisfactory research performance. Satisfactory performance in research ordinarily entails (a) the development of a line of research and (b) documented progress toward the establishment of a national reputation based on research contributions in one's field.

Based on the review and benchmarking of EFLT Assistant to Associate Professor promotion and tenure packages, successful candidates had an minimum of one publication per year in a refereed journal; at least three publications in national journals over a six-year period; an average of one presentation per year with at least two at the national level over a six-year period; and, were involved in at least five professional research-related activities. See the Indicators of Research-Related Activity for research-related criteria examples (the list is not exhaustive).

B. Teaching-Related Criteria. If teaching is included in the candidate's official allocation of time, the faculty member shall provide evidence of satisfactory teaching performance. Teaching will include the variety of ways in which information and skills are passed on such as in classroom teaching, direction of advanced students, in-service training, and/or off-campus instruction.

Based on the review and benchmarking of EFLT Assistant to Associate Professor promotion and tenure packages, successful candidates demonstrated quality teaching performance through syllabi that were updated frequently, integrated technology, and the content was based on literature/empirical evidence; student evaluations reflected good/average, very good or excellent teaching performance; peer evaluations reflected high quality teaching; and, there was evidence of significant contributions in 3-5 areas of professional teaching-related activity. See the Indicators of Teaching-Related Activity for teaching-related criteria examples (the list is not exhaustive).

C. Outreach Scholarship-Related Criteria. If outreach is included in the candidate's official allocation of time, the faculty member shall provide evidence of academic expertise that directly benefits external audiences in support of university and unit missions. The following outreach scholarship conditions should be met: 1) a substantive link to human needs and/or societal problems or issues; 2) direction application of knowledge to needs and/or societal problems or issues; 3) use of faculty member's academic/professional expertise; 4) purpose is for public or common good; 5) new knowledge is being generated; and there is a 6) clear link between program/activity and academic mission.

Based on the review and benchmarking of EFLT Assistant to Associate Professor promotion and tenure packages, successful candidates demonstrated 1-2 outreach activities with accompanying products and 2-3 instances of technical assistance provided to agencies or organizations outside of the University. See the Indicators of Outreach-Related Activity for outreach scholarship-related criteria examples (the list is not exhaustive).

D. Service-Related Criteria. If service is included in the candidate's official allocation of time, the faculty member shall provide evidence of participation in departmental, college or school, and University governance and committee work, assisting in the recruitment of new faculty, and developing and assisting in the implementation of new academic programs.

Based on the review and benchmarking of EFLT Assistant to Associate Professor promotion and tenure packages, successful candidates demonstrated 3-5 service activities to the College or University and 3-5 service activities to public or private schools, community organizations, and/or professional organizations. See the Indicators of Service-Related Activity for service-related criteria examples (the list is not exhaustive).

III. Promotion to the Rank of Professor

General Requirements: Promotion to the rank of Professor means that the candidate has achieved a national reputation in his/her discipline. While promotion to Professor is largely based on the candidate's accomplishments since promotion to Associate Professor, criteria for this promotion must be flexible to accommodate the legitimate variations in faculty assignment and activity.

Normally, a candidate must serve at least four complete years on full-time appointment at the Associate Professor level before he or she may be nominated for promotion to Professor. Only in exceptional and well-documented cases, in which a faculty member has substantially exceeded requirements for promotion to Professor in a shorter time, should he or she be recommended for early promotion by the department head, with majority support of the faculty members who hold rank superior to that of the candidate. A candidate must have a clearly-established national reputation and recognized by associates as a capable teacher, scholar or artist, or outreach specialist. Peers within and outside the University will attest to the candidate's high professional standing.

A. Research-Related Criteria. If scholarship is included in the candidate's official allocation of time, the faculty member shall provide evidence of satisfactory research performance.

Based on the review and benchmarking of EFLT Associate to Full Professor promotion and tenure packages, successful candidates authored or co-authored an academic book, published by a nationally recognized publishing company; averaged at least one publication per year in a nationally or internationally refereed journal since promotion to Associate Professor; served on leadership roles in proposals for external funding and/or editorial boards; and, were involved in at least 10 professional research-related activities. See the Indicators of Research-Related Activity for research-related criteria examples (the list is not exhaustive).

B. Teaching-Related Criteria. If teaching is included in the candidate's official allocation of time, the faculty member shall provide evidence of satisfactory teaching performance. Teaching will include the variety of ways in which information and skills are passed on such as in classroom teaching, direction of advanced students, in-service training, and/or off-campus instruction.

Based on the review and benchmarking of EFLT Associate to Full Professor promotion and tenure packages, successful candidates demonstrated quality teaching performance through syllabi that were updated frequently, integrated technology, and the content was based on literature/empirical evidence; student evaluations reflected good/average, very good or excellent teaching performance; peer evaluations reflected high quality teaching; and, there was evidence of significant contributions in 6-10 areas of professional teaching-related activity. See the Indicators of Teaching-Related Activity for teaching-related criteria examples (the list is not exhaustive).

C. Outreach Scholarship-Related Criteria. If outreach is included in the candidate's official allocation of time, the faculty member shall provide evidence of academic expertise that directly benefits external audiences in support of university and unit missions. The following outreach scholarship conditions should be met: 1) a substantive link to human needs and/or societal problems or issues; 2) direction application of knowledge to needs and/or societal problems or issues; 3) use of faculty member's academic/professional expertise; 4) purpose is for public or common good; 5) new knowledge is being generated; and there is a 6) clear link between program/activity and academic mission.

Based on the review and benchmarking of EFLT Associate to Full Professor promotion and tenure packages, successful candidates demonstrated 2-4 outreach activities with accompanying products and 4-6 instances of technical assistance provided to agencies or organizations outside of the University. See the Indicators of Outreach-Related Activity for outreach scholarship-related criteria examples (the list is not exhaustive).

D. Service-Related Criteria. If service is included in the candidate's official allocation of time, the faculty member shall provide evidence of participation in departmental, college or school, and University governance and committee work, assisting in the recruitment of new faculty, and developing and assisting in the implementation of new academic programs.

Based on the review and benchmarking of EFLT Associate to Full Professor promotion and tenure packages, successful candidates demonstrated 6-10 service activities to the College or University and 6-10 service activities to public or private schools, community organizations, and/or professional organizations. See the Indicators of Service-Related Activity for service-related criteria examples (the list is not exhaustive).

Tenure Criteria and Considerations

The criteria for granting of tenure shall be the same as those for promotion to Associate Professor along with the additional requirement that the applicant demonstrate collegiality as described in the Auburn University Faculty Handbook (*Source: Faculty Handbook, 3.9 Faculty Personnel Policies and Procedures*):

“Auburn University nurtures and defends the concept of academic tenure which assures each faculty member freedom, without jeopardy at the department, college or school, or University level, to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions and guarantees faculty members the right to support, without jeopardy, any colleague whose academic freedom is threatened. Tenure establishes an environment in which truth can be sought and expressed in one's teaching, research/creative work, outreach work, and service. Decisions on tenure are different in kind from those on promotion. Tenure, in fact, is more exacting. In addition to demonstrating quality in the areas of 1) teaching, 2) research/creative work, 3) outreach and 4) service as described above under Promotion Criteria, the candidate for tenure must also demonstrate professional collegiality.”

Collegiality

“In appraising a candidate's collegiality, department members should keep in mind that the successful candidate for tenure will assume what may be an appointment of 30 years or more in the department. Collegiality should not be confused with sociability or likability. Collegiality is a professional, not personal, criterion relating to the performance of a faculty member's duties within a department. The requirement that a candidate demonstrate collegiality does not license tenured faculty to expect conformity to their views. Concerns relevant to collegiality include the following: Are the candidate's professional abilities and relationships with colleagues compatible with the departmental mission and with its long-term goals? Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate with some measure of reason and knowledge in discussions germane to departmental policies and programs? Does the candidate maintain high standards of professional integrity? Collegiality can best be evaluated at the departmental level. Concerns respecting collegiality should be shared with the candidate as soon as they arise; they should certainly be addressed in the yearly review and the third year review. Faculty members should recognize that their judgment of a candidate's collegiality will carry weight with the Promotion and Tenure Committee.”

Indicators of Research-Related Activity

The primary indicator of progress toward establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, empirically-based journal impact factors, the journals' rates of rejection, percentages of author contribution, and the judgment of experts in the field).

Nationally ranked publications, as identified by Cabell's Publishing, are attached for the following program areas:

Adult Education
Educational Leadership
Educational Media
Educational Psychology
Educational Research, Measurement and Evaluation
Foundations
Higher Education

Additional research-related activity indicators include:

- Publication of refereed articles in state, regional, or leading academic journals
- Publication of refereed articles in national, international, or leading academic journals
- Publication in non-refereed journals or academic publications
- Publication of invited or refereed book chapters
- Publication of original monographs or chapters in academic publications
- Author (or co-author) of academic book by nationally recognized publisher
- Author (or co-author) of creative products such as videos, software, children's books, musical compositions that are adopted by the national or international educational community
- Author of curriculum materials or instructional manuals published by professional associations or academic organizations
- Editor (or co-editor) of academic book by nationally recognized publisher
- Editor (or co-editor) of significant revisions of previously published academic books by nationally recognized publisher
- Reviewer for state or regional journal or other academic publication
- Reviewer for national or international journal or other academic publication
- Reviewer of textbooks
- Editorial board member for state or regional journal or academic publication
- Editorial board member of national or international journal or academic publication
- Editor (or co-editor) for state or regional journal
- Editor (or co-editor) for national or international journal
- Presentation of research at state or regional professional organizations
- Presentation of research at national or international organizations
- Keynote address at a professional organization
- Recipient of award for scholarship within College or University
- Recipient of award for scholarship within professional organization

- Awarded a grant for scholarship such as a Fulbright, Seed Grants, Mini-grants)
- Reviewer of academic products such as books, software, multimedia programs, technology tools, new product development, artistic works
- Principal Investigator (PI)/Co-PI for grant or contract funded
- Principal Investigator (PI)/Co-PI for grant or contract approved by Office of Sponsored Programs, but not funded
- Apply for patent, copyright or invention related to teaching activities
- Awarded a patent, copyright or invention related to teaching activities

Indicators of Teaching-Related Activity

- Student evaluations reflect “good/average” or higher ratings in classroom teaching
- Student evaluation comments reflect intellectually stimulating classes
- Peer ratings report high quality teaching performance and classroom content
- Presentation of papers related to teaching before academic or professional organizations
- Publication of articles, book chapters, reviews, and/or books related to teaching
- Recipient of teaching award, honor or special recognition within College or University
- Serve as Member of Masters student committee through completion
- Serve as Chair of Masters committee through completion
- Serve as Member of Doctoral student committee through completion
- Serve as Chair of Doctoral committee through completion
- Serve as an engaged and effective academic advisor
- Serve as a faculty mentor to individuals or student organizations
- Serve as an engaged and effective student advisor on student research projects, directed readings, conference presentations, and/or publications
- Advise undergraduate students and/or supervise internships/field placements or service learning activities
- Serve on curriculum or curriculum-related committee within the College or University
- Serve as a member of a special group focused on teaching, such as accreditation teams or special commissions
- Serve as Departmental Program Coordinator
- Develop curriculum materials for existing courses
- Develop new coursework
- Develop distance education coursework
- Develop distance education syllabi and/or program(s)
- Invited to teach special courses or programs
- Participate in special teaching activities outside of the University, such as international study abroad activities, special lectures, panel presentations, seminar participation, international study and development projects
- Participate in professional development or continuing education to improve teaching
- Maintain an effective teaching philosophy that reflects personal attitudes, beliefs and values about the teaching and learning process

Indicators of Outreach-Related Activity

- Author technical reports or educational documents for state or local education or community agencies
- Author technical reports or educational documents for national or international education or community agencies
- Publication of articles, book chapters, reviews, and/or books related to the outreach project
- Provide technical assistance to an educational or community agency
- Serve as a subject matter expert for an educational or community agency
- Serve in a leadership role for an educational or community agency
- Serve as a facilitator, presenter, moderator, evaluator, trainer, team or committee member in an educational or community agency
- Serve as a mentor to a college or university student organization
- Provide service within a state or regional professional organization
- Provide service within a national or international professional organization
- Develop outreach-related projects or products such as computer programs, web sites, software, technology tools, or artistic-related products
- Exhibit outreach-related projects at juried or invitational exhibits at the regional, national or international levels
- Apply for patent, copyright or invention related to outreach activities
- Awarded a patent, copyright or invention related to outreach activities
- Awarded a contract, grant, or gift related to outreach activities

Indicators of Service-Related Activity

- Chair of College or University committee
- Chair of departmental committee
- Serve as Departmental Program Coordinator
- Serve as Graduate Program Officer
- Serve as editor for professional association and related publications
- Serve as reviewer for editorial work or grant applications
- Serve as an editorial board member
- Serve as member of College and University committees
- Serve as member of departmental committees
- Serve as chair or co-chair of departmental faculty search committee
- Leadership role on committee at the college or university level
- Leadership role on committee at the state or regional level
- Leadership role on committee at the national or international level
- Leadership role in academic institutions, industry, government or community venues
- Provided service to academic institutions, industry, government or community venues
- Provided technical assistance or served on a committee for an educational or community agency
- Provided service within a state or regional professional organization
- Provided service within a national or international professional organization
- Serve as a facilitator, presenter, moderator, evaluator, trainer, team or committee member in an educational or community agency
- Invited keynote speaker at an educational or community agency conference event
- Serve as a facilitator, presenter, trainer, team or committee member for a professional association or organization
- Serve in leadership role in planning or implementing an annual professional conference
- Serve as advisor or co-advisor to a college or university student organization
- Serve as a mentor to a college or university student organization
- Member of a professional organization or society