



FACULTY GUIDELINES/EXPECTATIONS FOR TENURE AND PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

Department of Educational Leadership

It is the belief of the tenured faculty in the Department of Educational Leadership that our mission is best accomplished in a culture of communication, collaboration, and teamwork. To realize our vision for quality programs and a dynamic, productive, student-and service-oriented department, faculty must be visible and available to each other and to students. It is expected that tenure track faculty will exhibit ownership and commitment to the department's mission, goals, and projects. Each faculty member is expected to attend and contribute to university, college, departmental, and program meetings and be available to students, faculty, students, and administration on a regular basis.

Each tenure track faculty member is encouraged to utilize every resource opportunity available to further his/her professional development. Special emphasis should be placed on teaching, scholarly activity, and service. Positive student-teacher interactions are crucial to the programs in the department, and each faculty member is expected to demonstrate that s/he has effectively taught the prescribed curriculum related to certification and licensure and has made efforts to improve the content and quality of his/her curriculum and classroom performance during the probationary period.

Each member of the faculty is responsible for accumulating and providing for review all pertinent documentation required by the Department of Educational Leadership, the College of Education and Human Development, and Lamar University. Each faculty member is further encouraged to accumulate any additional documentation that can be used as an indication of the faculty member's professional activities and contributions to the department. Documentation should include but is not limited to the following:

A. Teaching

Our department values student evaluations and holds a higher mean score than the college or the university on the university student evaluations of teaching system. At the time of the promotion/tenure election, it is expected that the non-tenured faculty will have a minimum mean score of 3 on the five Teaching scores recorded on the annual f2.08 for the five years of probationary status as an assistant professor; or a minimum mean score of 3 on the items specifically related to teaching performance of the student evaluations for all classes taught during the five years of probationary status. A summary of all teaching evaluations since appointed should also be provided. The summary of teaching evaluations should include all student comments.

Our department also values professional activities that support quality teaching which are mentioned in numerical form below. These activities are expected of each faculty member applying for tenure/promotion.

These activities/materials, which are valued, include, but are not limited to:

1. New courses developed.
2. New material integrated into existing courses to update content.

3. Teaching overloads/workloads.
4. Assuming coordination of various coursework within the dept.
5. Use of technology and/or pedagogy to the educational process.
6. Chairing a dissertation or thesis.
7. Written documentation demonstrating student appreciation or support.
8. Academic advisement and supervision of students.
9. Evidence of professional development regarding teaching.

It is expected that at the time of the promotion/ tenure election the candidate will verify at least one of the eight earlier mentioned activities was satisfactorily completed for each year. The candidate should have a combination of at least five different activities for the six years of probationary status.

B. Research, Scholarly Activity and Creative Activities

Department of Educational Leadership faculty members are expected to show evidence of an exemplary level of scholarly activity. Non-tenured faculty members are expected to have a **minimum of 15** of the following activities over the 5-year period. **Ten of the activities are expected to be from B1-B3.**

Activities in this category are limited to research within the field:

1. Artifacts should include Refereed journal articles, books, or book chapters. For any articles published that require a form of payment, the faculty member must provide evidence the journal is reputable, scholarly, and legitimate. **(Minimum of 3 publications required) It is expected that the candidate be first author on two journal articles and that one of the journal articles be original research. A majority of the publications should be within the field of educational leadership or within a field related to educational leadership.**
2. Internal or External Grants written, submitted, and/or obtained as a principal or co-principal author. If counted in this category, the grant (s) may not be counted in **Professional Service**.
3. Presentation at a professional conference. (state, regional, national, international and university conferences are acceptable venues)
4. Other forms of scholarship (justification required). (No more than 3 from this category apply)

Note: If a book is used in the tenure dossier it should be published with a traditional publisher or an independent publisher of high quality. It is highly recommended that publishers with a history of publishing books in the field are used. No self-publishing platforms will be acceptable, and book should relate to educational leadership and be meritorious in terms of instruction, theory, or practice. Exceptions to this policy will be the decision of the tenure committee.

Note: The journal should be peer-reviewed and the editorial board should be listed with individuals affiliated with a university, organization, or a reputable publishing company. The journal should have a record of consistent intervals of publication. **Published articles are limited to research within the field.**

C. Professional Service

The Department of Educational Leadership faculty members are encouraged to work closely with their programs, departments, the College of Education and Human Development, and Lamar University colleagues as well as schools, higher education institutions, and professional organizations. The minimum expectation is three entries per year representing at least two different categories.

Evidence of service activity may include but is not limited to:

1. Program, department and/or college, committee assignments.
2. University committee assignments.
3. Significant special service at the departmental level (e.g., program coordinator).
4. Technology developed or maintained for program, department, college, or university use. This may refer to the use of social media or a web presence.
5. Other accomplishments in support of program, department, school, higher education institutions or other organizations.
6. Committee, and/or leadership positions in local, state, and/or national professional organizations.
7. Internal or external funding of grants. If counted in this category, grant (s) may not be counted in **Scholarly Activity**.
8. Editorial review boards of professionally recognized journals.
9. Proposal review for professional conferences and/or organizations.
10. Proposal review for grant-awarding agencies.
11. Serving as a committee member on doctoral student dissertations.
12. Assists with the recruitment and retention of students for programs.
13. Contributes to the functioning of the department by doing their part to ensure the success of department programs.
14. Peer Reviewing submitted articles for professional journals.
15. Chairing a dissertation or a thesis.
16. Editor/co-editor of a professionally recognized journal.

FACULTY GUIDELINES/EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Department of Educational Leadership

- Ph.D., Ed.D. or equivalent in the teaching discipline from an accredited institution
- 6 years as a full-time associate professor
- Graduate faculty status

Section A – TEACHING. This section will include documentation of teaching effectiveness and should contain a summary of all student evaluations administered since appointed or since the last promotion. Additional student evaluations, student comments, description, and results of other departmentally approved methods of teaching evaluations, course syllabi, examples of instructional materials developed, descriptions of special contributions made to course/curriculum development, etc., may be included. **At the time of the promotion to the Professor election, it is expected that the faculty member will have a minimum mean score of 3 on the five Teaching scores recorded on the annual f2.08 for the years serving as an Associate Professor; or a minimum mean score of 3 on the items specifically related to teaching performance of the student evaluations for all classes taught during the years serving as an Associate Professor.**

Demonstrate a leadership role in promoting quality teaching through ways such as:

- Fulfilling instructional and advising responsibilities.
- Providing instruction that demonstrates best practices and currency in the field.
- Planning and executing new learning opportunities such as leading an internship experience; encouraging study abroad; designing a new course with a team.
- Contributing to the curriculum and instructional focus of the department.
- Demonstrating quality teaching as evidenced by a minimum mean score of 3 on student evaluation items related to teaching for years serving as an Associate Professor; or a minimum mean score of 3 on f2.08 teaching scores for years serving as an Associate Professor.
- Chairing a dissertation.
- Mentoring junior faculty in the role as a teaching professional.
- Evidence of improved student outcomes, if desired.
- Other.

Section B – RESEARCH, SCHOLARLY ACTIVITY, and CREATIVE ACTIVITIES. This section will include such items as reprints of journal articles, **examples of creative work**, copy of cover pages of book chapters and successful grant applications, summary of citations, awards/scholarships/fellowships/honors received, etc. **Activities in this category are limited to research within the field.**

Minimum Expectations:

- Four peer reviewed/refereed journal publications since the last promotion or since being hired, two of which are original research. For any articles published that require a form of payment, the faculty member must provide evidence the journal is reputable, scholarly, and legitimate.
- All the articles should be within reputable peer-reviewed journals and are **limited to research within the field.**
- Two of the four peer reviewed/refereed journal publications should be first author.

- Two other scholarly activities per year representing at least two different categories listed below.
- **A majority of publications should be within the field of educational leadership or within a field related to educational leadership.**

Note: If a book is used in the promotion dossier it should be published with a traditional publisher or an independent publisher of high quality. It is highly recommended that publishers with a history of publishing books in the field are used. No self-publishing platforms will be acceptable, and book should relate to educational leadership and be meritorious in terms of instruction, theory, or practice. Exceptions to this policy will be the decision of the tenure committee.

Note: The journal should be peer reviewed and the editorial board should be listed with individuals affiliated with a university, organization, or a reputable publishing company. The journal should have a record of consistent intervals of publication. **Published articles are limited to research within the field.**

Categories – Provide clear evidence of scholarship and/or research agenda through:

- Peer reviewed/Refereed journal publications
- Externally funded research
- Internally funded research
- Funded contracts
- Books
- Monographs
- Book Chapters
- Guiding thesis/dissertations to become accepted journal publications
- Presentation at a professional conference (state, regional, national, international and university conferences are acceptable venues)
- Invited or refereed book reviews
- Interdisciplinary research
- Undergraduate or graduate involvement in conferences
- Coordination of workshops
- International involvement or study abroad
- Scholarly creative endeavors
- Mentoring junior faculty research.

Section C – SERVICE. This section will include a summary of university, professional, and community service, as well as documentation supporting the value and effectiveness of these contributions.

Minimum Expectations:

- Four entries per year representing a minimum of two different categories listed below.
- Includes service to the profession/discipline and to the academic community.

Categories – Demonstrate a leadership role regarding service. These activities which are valued, include, but are not limited to the following:

- Contributing ways of adhering to the mission and purposes of the department, college, and university promoting and maintaining a collegial environment.

- Mentoring faculty at the department, college, or university level.
- National, regional, or state prominence as a leader in professional organizations.
- National, regional, or state prominence as a leader in professional/community service.
- Editorship of a refereed journal.
- Peer reviewer.
- Membership on committees at the department, college, and university levels.
- Serving as a thesis/dissertation committee member.
- Serving as an undergraduate research committee member.
- Leading/Guiding student organizations.
- Volunteering and supporting student engagement in schools, community organizations, etc.
- Actively recruiting students into program (s) within the College.
- Supporting graduate students in publishing and presenting at professional conferences.
- Mentoring faculty at the department, college, or university level or through service organizations.
- Serving as a dissertation or thesis chair.
- Serving as a leader of a committee at the departmental, college or university level.