

**Promotion and Tenure Policy**  
**Morgridge College of Education, University of Denver**

**May 18 2009**

The Promotion and Tenure Policy of the Morgridge College of Education of the University of Denver is intended to supplement the promotion and tenure policy of the University expressed in the Faculty Handbook, and to clarify how the Morgridge College of Education interprets the University policy for its faculty. The following criteria will be utilized as general guidelines in interpreting the quality of faculty work in Teaching, and Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service in the Morgridge College of Education. The criteria used to determine the quality of faculty work in University-based Service differ from those applied to other categories (see page 5).

**General Criteria**

For promotion to associate professor the candidate shall have demonstrated competence and promise in Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service to the University and to the public in proportions appropriate to the responsibilities assigned to the candidate during the period of evaluation. Also, there should be evidence of the beginning of regional, national, or international recognition of the candidate's achievements and ability.

For promotion to professor, the candidate shall have demonstrated excellence in Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service to the University and to the public in proportions appropriate to the responsibilities assigned to the candidate during the period of evaluation. Also, there must be evidence of regional, national, or international recognition of the candidate's achievements and ability.

The college's appointment, annual review and mid-tenure review processes will determine the emphasis given to these areas of professional work, including the necessary advice, professional development, and support required to maximize the candidate's progression towards tenure and promotion.

These criteria embrace the college's recognition of Ernest Boyer's and other authors' broad view of scholarship, a view that acknowledges the value of many types of contributions including discovery, application, integration, teaching, and engagement. The college's recognition includes the understanding that community involvement can change the nature of faculty work, enhance student learning, better fulfill campus mission, influence strategic planning and assessment, improve university-community relations, and, enrich the public good.

The degree of emphasis placed on Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; Professional Outreach and Service; and University-based Service should be negotiated with the Program Chair and approved by the Dean in consultation with the Appointments, Promotion and Tenure Committee at the time of hire; these areas of emphasis may be renegotiated as the faculty member's career progresses. The written document that reflects approximate distribution of responsibility will guide the review by the Appointments, Promotion and Tenure Committee at the time of the candidate's review. One source of information for each of these areas will be the candidate's annual review.

Three of the four areas for evaluation, Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service, will normally be judged by six criteria, though not to the exclusion of other evidence that may be appropriate in particular cases. These six criteria include clear goals; evidence of the context of disciplinary expertise, theory, literature, and best practices; appropriate methods; significant results; effective communication and dissemination; and reflective critique. Each of these criteria contains guiding questions to assist the candidate in preparation of review documents as well as a tool for the annual review and the candidate's overall career plan.

#### A. *Clear Goals*

- How does the candidate's work contribute to the department, college, and university mission, as well as the public good?
- How does the candidate's work identify and address significant questions arising from disciplinary, interdisciplinary and/or community questions?
- How have the candidate's objectives been formulated, refined, and achieved?

#### B. *The Context of Disciplinary Expertise, Theory, Literature, and Best Practices*

- How does the candidate show an understanding of relevant existing scholarship?
- What skills and contributions does the candidate bring to the work?
- Is the work intellectually compelling to the discipline, professional practice, interdisciplinary knowledge, and/or other communities of practice?

#### C. *Appropriate Methods*

- What is the candidate's rationale for selection of methods in relation to context and issue?
- How does the candidate use methods appropriate to the goals, questions and context of the work?
- How does the candidate effectively apply the methods selected?
- Does the candidate modify procedures appropriately in response to changing circumstances?

#### D. *Significant Results*

- How does the candidate's work add consequentially to the discipline (as evidenced, in part, by blind, peer-reviewed publications), areas of practice, and to the community?
- How are these outcomes evaluated and by whom?
- Does the candidate's work open additional areas for further exploration and collaboration?
- Does the candidate's work make a contribution consistent with the purpose and target of the work over a period of time?

#### E. *Effective Communication/Dissemination*

- Does the candidate communicate and disseminate effectively to appropriate academic audiences, practice areas, community partners, and public audiences/forums consistent with the mission of the institution?

#### F. *Reflective Critique*

- How does the candidate critically evaluate and refine the work?
- What sources of evidence inform the critique?

- In what ways have the discipline, practice areas, and community partners' perspectives informed the critique?

### **1. Teaching, and Student Advising and Mentoring**

Teaching, and, Student Advising and Mentoring shall be judged by all appropriate evidence available. The evidence normally used, though not to the exclusion of other evidence available, will include some or all of the following:

- a. Course evaluations completed by students.
- b. Peer review by colleague(s).
- c. Evidence of chairing and committee membership for doctoral dissertations, master's theses, and capstone projects.
- d. Evidence of effective and quality student advising and mentoring in areas such as academic program planning and career development, e.g., letters to the committee from students, community partners, alumni and/or others.
- e. Evidence of appropriate course organization and material, e.g. course outlines, reading lists, clarity of grading criteria.
- f. Evidence of appropriate teaching methods designed to facilitate learning.
- g. Evidence of the incorporation (where appropriate) of engaged learning strategies including service learning, community-based research, internships and practica.
- h. Efforts undertaken to improve teaching.
- i. Support and encouragement of creative work of students, e.g., co-authoring student publications or presentations, sponsoring student awards.
- j. The degree of commitment to students, e.g., class preparation and attendance, time spent working individually with students, such as creating skills necessary to complete a successful practicum or internship experience, and feedback to students on their work.
- k. Positive comments, e.g. letters on teaching by students, other faculty, or the Dean of the College.

### **2. Scholarship and Creative Activities**

Internal evaluation of the quality and impact of the candidate's scholarship by the Appointments, Promotion and Tenure Committee is supplemented by letters and critical reviews from nationally recognized experts in the candidate's discipline, and, when appropriate, nationally recognized leaders in the field of the institutionalization of community engagement, service-learning, professional outreach and service. When appropriate, candidates may select reviewers from settings outside the academy. These Community Peer Reviewers may include educators, psychologists, and librarians working in public policy and other applied settings; key community partners who are not academics by training, but who are experienced consumers of applied research and use academic scholarship for policy or organizational ends. Community Peer Review is appropriate to assess: 1) the effectiveness of collaborative research methods; 2) the impact of applied research on publics; and/or 3) the overall professional outreach and service to the community or organization. Such review should be used as part of the overall review of candidates' work and in conjunction with traditional criteria and reviewers.

While all of the above will be considered in evaluating scholarly activity, inevitably some additional evaluation will occur by the committee and by outside reviewers both as to type, amount, and quality of scholarly activity. The quantity and quality of research and creative activity ought to reflect clearly that the candidate has a recognized area of scholarly expertise that extends across

academic, practice, and community settings and a pattern of focused interest, and should be in accordance with negotiated responsibilities.

Comments from at least six external reviewers will be solicited in order to provide multiple viewpoints on the candidate's scholarly work. A minimum of five responses will be considered adequate for the external review. Selection of reviewers is customarily negotiated by the candidate and the committee and approved by the committee. No fewer than 3 of the returned reviewers should be tenured faculty at other institutions who can provide an objective view of the candidate's work.

The Committee shall consider the following as evidence of the impact of scholarly work:

- a. Research or scholarly essays published in refereed journals or books, or, accepted for publication in journals or books.
- b. Scholarly books and peer-reviewed handbooks.
- c. Textbooks.
- d. Popularizations or applications of scholarly research and theory in journals, magazines, disciplinary newsletters, or books.
- e. Creative works.
- f. Computer programs or other media products.
- g. Book, test, and software reviews.
- h. Applications for and/or receipt of research or training grants.
- i. Other scholarly activity that advances the discipline, practice areas, and capacity of community partners. For example,
  - Performing a program needs assessment.
  - Evaluating an educational or community program or activity.
  - Designing or conducting an educational or community survey.
  - Providing technical assistance to an educational, community, or library organization to help that organization improve its operation.
  - Designing training materials.
  - Developing programs designed to enhance the delivery of services to educational, community, or library organizations.
  - Providing training or mentoring to educational, community, or library practitioners or professional groups.
  - Developing programmatic or organizational linkages among educational, community, or library agencies for the purpose of addressing an educational-related problem or policy.
  - Invitations by other institutions or educational agencies to help plan, organize, and review educational practice activities.
  - Assisting local, state, or federal policy makers with analysis or development of educational or social policy.
  - Appointment to national commissions, committees, boards, etc.
  - International educational, community, or library projects.

### **3. Professional Outreach and Service**

Professional Service and Outreach, versus private or personal service, includes high quality contributions to projects or initiatives that support the public good mission of the University of Denver and the Morgridge College of Education. Professional service and outreach includes activities that are grounded in and informed by the faculty member's disciplinary, interdisciplinary, or

professional knowledge; addresses compelling intellectual questions; draws on the faculty member's knowledge base; and contributes to knowledge bases of the candidate's discipline, professional practice, interdisciplinary knowledge, and other communities of practice.

Professional Outreach and Service shall include significant efforts (i.e., evidence of impact and/or contribution) which add to the professional knowledge or career of the individual and which are undertaken as a formal or quasi-formal representative of the University such as:

- a. Serving as a national, state, or regional officer of an academic and/or professional society.
- b. Participating in major committees of such a society or discipline.
- c. Serving on appropriate governmental advisory boards.
- d. Consulting outside of the University based on professional expertise.
- e. Providing learning experiences (courses, internships, etc) which result in students having a positive impact on communities through service.
- f. Forming and maintaining good working relationships with community partners that have mutual benefits (e.g., grants, program development) and help build community and institutional capacity for engagement.
- g. Providing leadership to state or community boards or agencies based on professional expertise or other similar services.
- h. Serving as editor, member of an editorial board, or reviewer of manuscripts for publications.

With regard to the criteria listed above, there should be some definite evidence of regional, national, or international recognition of the candidate's professional achievements and ability such as:

- a. Statements from recognized authorities in a relevant discipline or practice area relating to the individual's work and abilities.
- b. Invitations to speak at or participate in major international, national or regional conferences; consultation in schools, colleges, businesses, government agencies, or not-for-profit organizations.
- c. Prizes and awards or other forms of recognition of an individual's achievements.

#### **4. University-based Service**

University-based Service includes contributions to the administration and programming of the university, college, and program, as well as support given to colleagues. Because of the nature of this service, the criteria used to determine competence and promise (for promotion to associate professor) and excellence (for promotion to full professor) in this category differ from those applied to other categories. However, university-based service shall be judged by evidence of and reflection upon:

- a. Contribution to administration, program planning, and evaluation activities.
- b. Membership on or leadership provided for Morgridge College of Education departmental committees and search committees.
- c. Membership on or leadership provided for university-wide councils, committees, search committees, and task forces.
- d. Demonstration of ongoing commitment and support for faculty development in teaching, research, scholarship and creative activities, and professional service and outreach.
- e. Consulting in the University and in other areas of the Morgridge College of Education on the basis of professional expertise.

It is assumed that in meeting the above criteria the candidate demonstrates ethical behavior and appropriate professional and interpersonal relations and commitments, as suggested by the

standards for professional activity that are appropriate for the candidate, such as APA, AAUP, AERA, NASPA, ACPA, AACTE, and ALA.