

**Tenure and Promotion Standards
Department of Special Education**

Approved by Department and College 11/6/13

Approved by Chancellor Telfer 1/3/14

Approved by Faculty Senate 9/9/14

The University of Wisconsin-Whitewater Special Education Department standards are intended to promote the priorities of the department, college and university. Expectations of faculty are defined across three areas including teaching, research and creative activity and service. This document serves as guidelines for those seeking promotion to Associate Professor with Tenure, promotion to Associate Professor for one who already has tenure, and for awarding tenure to one who already has the rank of Associate Professor as well as for those seeking promotion to Professor and for awarding tenure to one who already has the rank of Professor. While it is expected that faculty will meet the standards as detailed in this document, it is also acknowledged and valued that each individual brings a unique experience and set of contributions to the department. The annual review process (including probationary faculty consultation and decision periods as well as post tenure reviews) will inform a candidate regarding his or her performance and progress toward meeting promotion requirements.

**Standards for Promotion to Associate Professor with Tenure—and for
Promotion to Associate Professor for one who already has Tenure**

In order to be promoted to associate professor, a candidate must demonstrate a record of effectiveness in the areas of teaching (or non-teaching assignments when applicable), professional research and creative activity, as well as public and professional service as described in the following pages. These criteria are intended as guidelines written in alignment with the UW-Whitewater Faculty Personnel Rules (2013), the COEPS Promotion and Tenure Standards (2013), and the UW-Whitewater Promotion and Tenure Standards (2006) with interpretation and application of the criteria leading to promotion decisions at the discretion of tenured faculty.

Teaching

As excellence in teaching is the primary mission of the University and the specific focus of teacher preparation in this department, faculty are expected to establish themselves as quality instructors, show evidence of a clear commitment to the continued improvement of instruction, and serve as appropriate role models for teachers and future teachers. All faculty members, even those with non-teaching responsibilities, must teach at least six courses during their probationary period. Generally expected characteristics of effective teaching include:

- Facilitating students' understanding by demonstrating a willingness and ability to help students reflect, personalize, and integrate course content with their field, teaching, and/or life experiences
- Demonstrating an ability to effectively utilize a variety of instructional methodologies including evidence based, high impact practices
- Demonstrating effective time management such as starting and ending classes on time, promptly returning student work with appropriate feedback, and demonstrating a willingness to provide instructional time to students outside of class
- Demonstrating sensitivity to the concerns and needs of students as well as of other faculty
- Developing new courses, revising existing courses, and creating innovative instruction and assessment
- Attending in-service workshops and seminars on the improvement of teaching and/or student learning
- Demonstrating successful interaction and consultation with experienced practicing professionals within educational settings
- Effectively advising undergraduate and/or graduate students.

Evidence of Effectiveness

- Student course evaluations for courses taught
- Faculty peer evaluations (one to two per semester for the period in rank)
- Student and cooperating teacher evaluations (if supervising field experiences)
- Documentation of fulfilling student advising responsibilities (unless the faculty member is exempt from advising), such as letters of confirmation from the department chair and mentor
- Any additional material the faculty member provides as evidence of effective teaching (e.g., syllabi, teaching awards, letters from students, advisee list)

Specific Promotion Standards

- Student course evaluations for the period in rank with a grand mean of at least 4.0/5.0
- Faculty peer evaluations for the period in rank with a grand mean of 4.0/5.0
- (If supervising field experiences) Student and cooperating teacher evaluations for the period in rank with a minimum of 3.5/5.0
- Satisfactory performance in advising that demonstrates that the faculty was available to students and provided accurate and effective advice

Job Performance in Non-Teaching Assignments (if relevant)

In order to fulfill the administrative and operational functions of the University faculty may serve in dedicated, non-teaching capacities. The department recognizes that the work of these faculty members will be diverse, and that the criteria that gauge success will therefore vary widely according to the faculty member's function

and job description. Within non-teaching roles the faculty member is expected to demonstrate substantial, successful outcomes relative to their particular job assignment and to exhibit leadership appropriate to the requirements of the position held. Faculty with non-teaching assignments must also demonstrate effective teaching during their probationary period in order to achieve tenure with a minimum of six courses taught by the faculty member during the review period. *It is expected that the weight given to non-teaching assignments should be in accordance with the individual's designated responsibilities for each contractual year under review, such that the combined rating of teaching and non-teaching assignments will be weighted in accordance to the percentage allocated to teaching in the document of intent.*

Evidence of Effectiveness

- Supervisor & department approved job description (e.g., roles, responsibilities, goals, constituencies)
- Written letters or evaluations from supervisor(s) and collaborators of non-teaching assignments
- Any additional material the faculty member provides as evidence of effective performance in their non-teaching assignment

Specific Promotion Standards

Criteria for promotion will vary by individual dependent upon the nature of his or her non-teaching assignment. It is expected that the overall performance of the faculty member will meet or exceed responsibilities outlined in their approved job description and that she or he will provide documentation of effectiveness from all stakeholder groups of the non-teaching assignment.

Research and Creative Activity

In addition to achieving excellence in teaching it is expected that each faculty member achieve a record of professional research, or its creative equivalent, and other professional activity such as participation in professional conferences. Outstanding faculty members are committed to ongoing professional development and to making scholarly contributions in their field of expertise. A record of achievement in this area should include evidence that the faculty member is in the process of gaining professional recognition through: scholarly publications; professional papers, presentation, exhibitions or performances; artistic achievement; or other scholarly and creative activities.

Evidence of Effectiveness

- Publications such as peer-reviewed articles, book chapters, books, online teaching resources, etc. May include funded grants
- Presentations at professional events
- Focused research agenda

Specific Promotion Criteria

- Three or more publications (peer-reviewed article, book chapter, other published work, may include up to one funded grant), with at least one first author publication during the period in rank *Note that one of these publications may be a successfully funded grant that is clearly related to the faculty member's research agenda.*
- Four or more peer reviewed or invited presentations during the period in rank
- Articulated, focused research agenda

Professional and Public Service

In addition to achieving excellence in teaching faculty members are expected to participate meaningfully in the organizational and governmental activities of the department, college, and university, as well as to make connections and contributions to the wider community.

Evidence of Effectiveness

- Meeting minutes, when appropriate, that document active involvement
- Letters (or emails) that document contributions to service commitments
- Any additional material the faculty member provides as evidence of effective service to the department, college, university, or field including documents or other artifacts created through the act of service such as brochures, handbooks, etc.

Specific Promotion Criteria

- Active participation in the governance of the department throughout the period in rank
- Participation in at least one sustained college level service commitment during the period in rank
- Participation in at least one sustained university level service commitment during the period in rank
- Participation in at least one commitment to the profession
- Participation in at least two additional sustained service commitments to the profession, university or the public during the period in rank
- Leadership in at least one area of service

Standards for Promotion to Professor and for Awarding Tenure to One Who Already has the Rank of Professor

In order to be promoted to professor, a candidate must demonstrate a sustained record of effectiveness in the areas of teaching (or non-teaching assignments when applicable), professional research and creative activity, as well as public and professional service as described in the following pages. *In addition, the candidate must provide evidence of an outstanding reputation in at least one of the three areas of teaching, research and creative activity or professional and public service.* The standards below signify excellence in each of the areas of teaching (non-teaching assignments when applicable), professional research and creative activity, and public/professional service. These criteria are intended as guidelines written in alignment with the UW-Whitewater Faculty Personnel Rules (2013), the COEPS Promotion and Tenure Standards (2013), and the UW-Whitewater Promotion and Tenure Standards (2006) with interpretation and application of the criteria leading to promotion decisions at the discretion of tenured faculty.

Teaching

As excellence in teaching is the primary mission of the University and the specific focus of teacher preparation in this department, faculty are expected to establish themselves as quality instructors, show evidence of a clear commitment to the continued improvement of instruction, and serve as appropriate role models for teachers and future teachers. All faculty members, even those with non-teaching responsibilities, must teach at least four courses during the period in rank.

Generally expected characteristics of effective teaching include:

- Facilitating students' understanding by demonstrating a willingness and ability to help students reflect, personalize, and integrate course content with their field, teaching, and/or life experiences
- Demonstrating an ability to effectively utilize a variety of instructional methodologies including evidence based, high impact practices
- Demonstrating effective time management such as starting and ending classes on time, promptly returning student work with appropriate feedback, and demonstrating a willingness to provide instructional time to students outside of class
- Demonstrating sensitivity to the concerns and needs of students as well as of other faculty
- Developing new courses, revising existing courses, and creating innovative instruction and assessment

- Undertaking initiatives/practices that improve instruction such as trainings, new technologies, team teaching, faculty exchanges, observations of master teachers, workshops and seminars on the improvement of student learning
- Demonstrating successful interaction and consultation with other professions within and across educational settings
- Evidence of continued effective advising (unless the faculty member is exempt from advising)

In order to be promoted to professor a candidate must demonstrate a sustained record of effectiveness in teaching. In addition, if the selected area (from teaching, research/creative activity, and service) of outstanding work is teaching, the candidate is expected to demonstrate extraordinary efforts in teaching, e.g., program and curriculum development, mentoring junior faculty teaching efforts, innovative practices in teaching, exceptional results.

Evidence of Effectiveness

- Student course evaluations for courses taught
- Faculty peer evaluations (with at least two completed the year prior to review)
- Student and cooperating teacher evaluations (if supervising field experiences)
- Evidence of effective student advising (unless the faculty member is exempt from advising)
- Any additional material the faculty member provides as evidence of effective teaching (e.g., syllabi, teaching awards, letters from students, advisee list)
- Any additional materials the faculty member provides as evidence of innovation or exceptional performance related to their non-teaching assignment
- Any additional materials the faculty member provides as evidence of outstanding work in the area of teaching (e.g., recognition letters, awards, certificates of completion or provision of training)

Specific Promotion Criteria

- Student course evaluations for the period in rank with a grand mean of 4.0/5.0
- Faculty peer evaluations for the period in rank with a grand mean of 4.5/5.0
- (If supervising field experiences) Student and cooperating teacher evaluations for the period in rank with a grand mean of 4.0/5.0
- Satisfactory performance in advising that demonstrates that the faculty was available to students and provided accurate and effective advice
- Demonstration of innovation in instruction (e.g., scholarship of teaching and learning, creation of course curriculum or online content, international curricular experiences)

Job Performance in Non-Teaching Assignments (if relevant)

Job Performance in Non-Teaching Assignments (if relevant)

In order to fulfill the administrative and operational functions of the University faculty may serve in dedicated, non-teaching capacities. The department recognizes that the work of these faculty members will be diverse, and that the criteria that gauge success will therefore vary widely according to the faculty member's function and job description. Within non-teaching roles the faculty member is expected to demonstrate substantial, successful outcomes relative to their particular job assignment and to exhibit leadership appropriate to the requirements of the position held. Faculty with non-teaching assignments must also demonstrate sustained effective teaching during the period of review with a minimum of three courses taught by the faculty member during the period in rank. *It is expected that the weight given to non-teaching assignments should be in accordance with the individual's designated responsibilities for each contractual year under review, such that the combined rating of teaching and non-teaching assignments will be weighted in accordance to the percentage allocated to teaching in the document of intent.*

Evidence of Effectiveness

- Supervisor approved job description (e.g., roles, responsibilities, goals, constituencies)
- Narrative documenting job performance
- Written letters or evaluations from supervisors and collaborators of non-teaching assignments
- Any additional material the faculty member provides as evidence of effective performance in their non-teaching assignment
- Any additional material the faculty member provides as evidence of outstanding performance in their non-teaching assignment

Specific Promotion Standards

Criteria for promotion will vary by individual dependent upon the nature of his or her non-teaching assignment. It is expected that the overall performance of the faculty member will meet or exceed responsibilities outlined in their approved job description and that she or he will provide documentation of effectiveness from all stakeholder groups of the non-teaching assignment.

Research and Creative Activity

In addition to maintaining excellence in teaching, it is expected that each faculty member maintain a record of professional research, or its creative equivalent, and other professional activity such as participation in professional conferences. Outstanding faculty members are committed to ongoing professional development and to making scholarly contributions in their field of expertise. A record of achievement in this area should include evidence that the faculty member has

gained professional recognition through: scholarly publications; professional papers, presentation, exhibitions or performances; artistic achievement; or other scholarly and creative activities. In order to be promoted to professor a candidate must demonstrate a sustained record of performance in the area of scholarship. In addition, if the selected area (from teaching, research/creative activity, and service) of outstanding work is research and creative activity, the candidate is expected to demonstrate extraordinary outcomes related to this work (e.g., far exceeding publication/presentation requirements, mentor other faculty in this area, publication of seminal works such as textbooks or other books).

Evidence of Effectiveness

- Publications such as peer-reviewed articles, book chapters, books, online teaching resources, etc.
- Presentations at professional events
- Focused research agenda
- Documentation of professional recognition as a scholar/expert in field of expertise (e.g., invited papers; invitations to act as reviewer of publications or grants; invited presentations such as key note addresses in area of research agenda; activity in public service)
- Any additional materials the faculty member provides as evidence of outstanding work in the area of research and creative activity (e.g., recognition letters, awards, publications in excess of minimal requirements for promotion/tenure)

Specific Promotion Criteria

- Four or more publications (peer-reviewed article, book chapter, other published work) with at least one first author publication during the period in rank. *Note that one of these publications may be a successfully funded grant that is clearly related to the faculty member's research agenda.*
- Four or more peer reviewed or invited presentations during the period in rank
- Articulated research agenda with a clear and sustained theme or focus
- Demonstration of professional recognition as a scholar in the field of expertise

Professional and Public Service

In addition to maintaining excellence in teaching, faculty members are expected to maintain a demonstrated record of service in the organizational and governmental activities of the department, college, and university, as well as to make connections and contributions to the wider community. The faculty member must show leadership in at least one of these service areas. . In order to be promoted to professor a candidate must demonstrate a sustained record of performance in the

area of service. In addition, if the selected area (from teaching, research/creative activity, and service) of outstanding work is service the candidate is expected to demonstrate extraordinary commitment and/or leadership in various service opportunities (e.g., major university committee, faculty governance, state or national organizations or state/national public service).

Evidence of Effectiveness

- Meeting minutes, when appropriate, that document active involvement
- Letters (or emails) that document contributions to service commitments
- Any additional material the faculty member provides as evidence of effective service to the department, college, university, or field including documents or other artifacts created through the act of service such as brochures, handbooks, etc.
- Any additional material the faculty member provides as evidence of leadership in service
- Any additional material the faculty member provides as evidence of outstanding contributions in the area of service (e.g., letters, certificates or awards documenting service, documents outlining details or outcomes of a sustained extraordinary service commitment)

Specific Promotion Criteria

- Active participation in the governance of the department throughout the review period
- Four or more service commitments to the profession, university or the public in the last three years prior to review
- Sustained leadership in at least one area of service (e.g., chair, election to state or national office in professional organization, leadership in state/national public service)