

**DEPARTMENT OF CURRICULUM AND INSTRUCTION
TENURE AND PROMOTION STANDARDS**

In accordance with the COEPS Tenure and Promotion Standards and Guidelines, the Department of Curriculum and Instruction adopts the following Tenure and Promotion Standards.

These standards comply with the UW-Whitewater faculty personnel rules, and the University Handbook, Section VI-F, Chapter III, C, 4, Rules Governing Faculty Appointments Under UWS3.

**PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE;
PROMOTION TO ASSOCIATE PROFESSOR FOR ONE WHO ALREADY
HAS TENURE; AND AWARDED TENURE TO ONE WHO ALREADY
HAS THE RANK OF ASSOCIATE PROFESSOR**

In order to be promoted to associate professor, a candidate must demonstrate a record of effectiveness in the areas of teaching, non-teaching assignments when applicable, research and/or creative activity, and public and professional service as described in the following pages. All the criteria for effectiveness in these areas described below refer to the entire probationary period. These standards are intended as guidelines written in alignment with the UW-Whitewater Faculty Personnel Rules (2013), the COEPS Tenure and Promotion Standards (2013), and the UW-Whitewater Tenure and Promotion Standards (2005). Ultimate interpretation and application of the standards rests in the hands of the tenured faculty.

TEACHING

STANDARD

For promotion to rank of associate professor with tenure, the candidate must achieve a record of effectiveness in teaching, advising, and other teaching related responsibilities. A record of professional achievement in teaching must include:

1. Peer observations of instruction conducted at least twice every academic year during the probationary period using the department approved peer observation form administered by a tenured member of the Department of Curriculum and Instruction. A consistent record of positive reviews during the probationary period and a rating of “Acceptable” for the last two years of the probationary period is required for tenure and promotion.
2. Student evaluations of instruction must be conducted using the department-approved survey instrument for each course taught during the probationary period.
 - For the fourth year review, teaching effectiveness is demonstrated by achieving an overall-average of 3.5 or higher (on a scale of 1-5, with 5 being high) on all student course evaluations conducted in two of the last three years in rank.

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- Prior to the fourth year review, the candidate should be making progress toward the fourth year standard.
- For reviews beyond the fourth year, including the tenure decision, teaching effectiveness is demonstrated by achieving an overall-average of 4.0 or higher (on a scale of 1-5, with 5 being high) on all student course evaluations conducted in two of the last three years in rank.

All numerical averages must be considered in context and are to be interpreted in light of years in rank, course load, required v. elective courses, class size, attempts at innovative practice, percentage of responders, unusual circumstances, and other special considerations.

3. Those probationary faculty members who have supervision responsibilities as a part of their course teaching responsibilities are expected to provide evidence of effective supervision. Evidence of effective supervision may include the following: student ratings on the department-approved supervision evaluation instrument, the supervisor's observation reports, and student e-mail communications.
4. Probationary faculty are expected to identify their advising responsibilities and provide evidence of effective advising. Probationary faculty should maintain required office hours and provide accurate and effective feedback and advice. In addition to documentation of the advising caseload or its equivalent, the following may be included to demonstrate effectiveness in advising:
 - participation in advising workshops
 - randomized interviews of students by a tenured member of the Department of Curriculum and Instruction
 - evidence of growth and effectiveness as an academic advisor throughout the probationary period (e.g., development and/or maintenance of an effective advising communication system, offering extra advising overview sessions, serving as a master advisor)

The examples above are illustrative and do not exhaust the possibilities for demonstrating a record of advising effectiveness.

JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS

For promotion to the rank of associate professor with tenure, the candidate must achieve a record of effectiveness in professional effort and responsibility in the non-teaching assignment (such as graduate program coordinator, undergraduate research coordinator, honors programs coordinators, administrative fellows) and a record of demonstrated skills and knowledge relevant to the job. If the candidate has received release time during the probationary period for a non-teaching position, then the candidate must include documentation that demonstrates effectiveness in the non-teaching category. Non-teaching assignments do not include release time for sabbatical, research grants, or other assigned responsibilities that are not administrative in nature. When the assignment is made, the department chair will inform the faculty member whether or not the assignment is considered a non-teaching assignment and will provide the faculty member with a job description and the criteria for evaluation. A record of effectiveness in non-teaching assignments should include the contract for the non-teaching responsibilities if such a contract

exists, and must include a description of accomplishments and evidence of the job duties performed.

Evidence of effective job performance may include the following:

- Evaluative letters from faculty and/or administrators that speak to significant aspects of the non-teaching assignment;
- Reports related to the job (e.g., Audit & Review, Annual Report, Accreditation, Purple Book support letters);
- Effective scheduling;
- Effective budget management;
- Participation in professional development designed to support the efficient operation of the unit and its staff.

The examples above are illustrative and do not exhaust the possibilities for demonstrating a record of effectiveness in non-teaching assignments.

RESEARCH AND CREATIVE ACTIVITY

STANDARD

For promotion to the rank of associate professor with tenure, the candidate must demonstrate a record of professional research, or its creative equivalent. This record must include evidence that the faculty member has a well-defined research agenda, and is in the process of achieving professional recognition in the individual's discipline. A record of professional recognition in research and creative activity must consist of:

1. At least two peer reviewed publications in journals or peer reviewed book chapters, or equivalent peer reviewed creative activities. One of the publications must be at the international or national level. With the agreement of the tenured faculty of the department, a major (\$10,000 or more) funded grant proposal may count as one of the required publications.
2. At least four peer reviewed or invited presentations at the international, national, or state level. At least two of the four presentations must be at the international or national level.

PROFESSIONAL AND PUBLIC SERVICE

For promotion to the rank of associate professor with tenure, the candidate must achieve a demonstrated record of service to the profession, to the university community, and to the public. Service may include both compensated and non-compensated activities. The record of service must include:

1. *Documentation of satisfactory participation in the work of the department throughout years in rank.*
 - a. The candidate must regularly attend and participate in department meetings.
 - b. The candidate must also demonstrate other aspects of service to the department including:
 - Participation on committees
 - Participation in campus events

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- Participation in department retreats and workshops
2. *Documentation of satisfactory participation in the work of the College and University.*
Examples of participation include:
- Participation on committees
 - Participation in campus events
 - Serving on Faculty Senate
 - Advising student organizations
- The examples above are illustrative and do not exhaust the possibilities for demonstrating a record of satisfactory participation in the work of the College and University.
3. *Documentation of satisfactory service to the profession and the public.*
- a. The candidate must have established positive relationships with schools assigned for supervision.
 - b. The candidate must have maintained membership in professional organizations and attended conferences of professional organizations.
 - c. The candidate must also demonstrate other aspects of service to the profession and the public. For example, the candidate may:
 - Serve as an officer of a professional association
 - Serve as a grant proposals reviewer
 - Serve as a member of a professional credentialing body
 - Serve as a manuscripts reviewer
 - Serve as a consultant
 - Serve as a provider of professional development
 - Community leadership related to the area of professional expertiseThe examples above are illustrative and do not exhaust the possibilities for demonstrating a record of satisfactory service to the profession and the public.
 - d. The candidate must demonstrate a record of active membership in at least three committees, with at least one at the department level and at least one at the college or university level.
4. *The candidate must also demonstrate leadership roles in two of the service areas, 1-3 listed above.* Examples of leadership roles include:
- Department, college, or university committee chair
 - Organizing a conference
 - Active service on a national or international conference committee
 - Officer in a professional association
 - Serving as an editor of a publication
 - Significant leadership in consulting or providing of professional development
- The examples above are illustrative and do not exhaust the possibilities for demonstrating leadership roles in service.

PROMOTION TO PROFESSOR; AND 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, non-teaching job assignments when applicable, research and creative activity, and public and professional service, and demonstrate evidence of an outstanding reputation in at least one area. Candidates must identify and document at least one area in which they have consistently and significantly exceeded the standards described below. Unless otherwise stated, all the criteria for effectiveness in these areas described below refer to the entire period since being reviewed for tenure and promotion to associate professor. These standards are intended as guidelines in alignment with the UW-Whitewater Faculty Personnel Rules (2006), the COEPS Tenure and Promotion Standards (2012), and the UW-Whitewater Tenure and Promotion Standards (2005). Ultimate interpretation and application of the criteria rests in the hands of tenured faculty in the department.

TEACHING

STANDARD

For promotion to the rank of professor, the candidate must achieve a record of sustained effectiveness in teaching, advising, curriculum development and other teaching-related responsibilities. The candidate must achieve a record of innovation in at least one of these teaching areas. A record of sustained effectiveness in teaching must include:

1. At least two peer observations of instruction conducted by a tenured member of the faculty during the period following promotion to associate professor, one of which is within one year of application for promotion to professor. The peer reviews must be rated “acceptable.”
2. Ratings of 4.0 or higher (on a scale of 1-5, with 5 being high) on the department-approved course evaluation instrument in all courses taught during two of the last three years in rank prior to application for promotion. All numerical averages must be considered in context and are to be interpreted in light of course load, required v. elective courses, class size, attempts at innovative practice, percentage of responders, unusual circumstances, and other special considerations.
3. Evidence of effectiveness in advising. In addition to documentation of the advising caseload or its equivalent, the following may demonstrate sustained effectiveness in advising:
 - participation in advising workshops
 - randomized interviews of students by the chair or faculty member with the rank of professor in the Department of Curriculum and Instruction
 - evidence of sustained effectiveness as an academic advisor throughout years in rank (e.g., master advisor, maintenance of an effective advising communication system)

The examples above are illustrative and do not exhaust the possibilities for

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demonstrating a sustained record of advising effectiveness.

The candidate must demonstrate a record of innovation in teaching, advising, curriculum development, or another teaching-related area. Examples of activities or achievements that constitute a record of innovation include:

- Application of teaching strategies or methods derived from professional development activities that substantially and positively promote student learning
- Development of teaching strategies or methods whose efficacy leads to their adoption by colleagues
- Development of new or significantly improved methods that enhance advisor-advisee communications
- Development of new or significantly improved methods that track student progress to degree
- Development of new or significantly improved methods designed to increase student retention
- Development of cross-disciplinary courses or programs
- Development of units taught in multiple courses throughout the major or general education classes
- Development of technology or resource materials that enhances teaching and learning in one or more courses in the major or general education classes
- Development of a new course or significant course revision, creation of on-line content, or coordination of international or experiential curriculum.

The examples above are illustrative and do not exhaust the possibilities for demonstrating innovation in teaching, advising, curriculum development, or another teaching-related area.

In order to demonstrate an outstanding reputation in the area of teaching the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor. A record that consistently and significantly exceeds the standards for promotion to professor must include:

- “Acceptable” reviews (the highest possible rating) on the department approved peer evaluation instrument conducted by a tenured member of the faculty within one year of application for promotion. In the review narrative, the reviewer acknowledges the candidate as an exceptional teacher.
- Achieving an overall course average of 4.2 or higher (on a scale of 1-5, with 5 being high) on the department-approved course evaluation instrument on student evaluations conducted in all courses taught during two of the last three years in rank prior to application for promotion. All numerical averages must be considered in context and are to be interpreted in light of course load, required v. elective courses, class size, attempts at innovative practice, percentage of responders, unusual circumstances, and other special considerations.
- Providing exceptional quality advising by going beyond what is expected for promotion to professor. Considerations include:
 - advising loads,
 - numbers of post baccalaureate students,
 - complexity of program,
 - outreach efforts

The examples above are illustrative and do not exhaust the possibilities for demonstrating outstanding achievement in teaching.

JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS

STANDARD

For promotion to the rank of professor, the candidate must achieve a record of sustained effectiveness in professional effort and responsibility in the non-teaching assignment (such as graduate program coordinator, undergraduate research coordinator, learning communities coordinator, honors programs coordinators, administrative fellows) and a sustained record of demonstrated skills and knowledge relevant to the job. If the candidate has received release time within the three years prior to application for promotion to professor for a non-teaching position, then the candidate must include documentation that demonstrates effectiveness in the non-teaching category. Non-teaching assignments do not include release time for sabbatical, research grants, or other assigned responsibilities that are not administrative in nature. When the assignment is made, the department chair will inform the faculty member whether or not the assignment is considered a non-teaching assignment and will provide the faculty member with a job description and the criteria for evaluation. A record of effectiveness in non-teaching assignments must include a description of accomplishments and evidence of the job duties performed.

Evidence of effective job performance may include the following:

- Evaluative letters from faculty and/or administrators that speak to significant aspects of the non-teaching assignment;
- Reports related to the job (e.g., Audit & Review, Annual Report, Accreditation, Purple Book support letters);
- Effective scheduling;
- Effective budget management;
- Participation in professional development designed to support the efficient operation of the unit and its staff.

The examples above are illustrative and do not exhaust the possibilities for demonstrating a record of effectiveness in non-teaching assignments.

In order to demonstrate an outstanding reputation in the area of non-teaching assignment(s) the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor.

In demonstrating an outstanding reputation, the candidate should go beyond simply identifying the duration of the non-teaching assignment(s), and should demonstrate the effect or impact of their efforts. Evidence of outstanding non-teaching performance may include the following:

- Evaluative letters from faculty and/or administrators that speak to significant aspects of

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- the non-teaching assignment;
- Reports related to the job (e.g., Audit & Review, Annual Report, Accreditation, Purple Book support letters);
- Effective scheduling;
- Effective budget management;
- Participation in professional development designed to support the efficient operation of the unit and its staff.

The examples above are illustrative and do not exhaust the possibilities for demonstrating a record of outstanding accomplishment in the area of non-teaching assignments.

RESEARCH AND CREATIVE ACTIVITY

STANDARD

For promotion to the rank of professor, the candidate must demonstrate a record of sustained professional achievement in research and creative activity. A record of sustained professional achievement in research and creative activity must include:

1. At least two peer reviewed publications in journals, or peer reviewed book chapters, or equivalent peer reviewed creative activities. One of the publications must be at the international or national level. With the agreement of the tenured faculty of the department, a major (\$10,000 or more) funded grant proposal may count as one of the required publications.
2. At least two peer reviewed or invited presentations at the international, national, or state level. At least one of the two presentations must be at the international or national level.

In order to demonstrate an outstanding reputation in the area of research and creative activity the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor. A record that consistently and significantly exceeds the standards for promotion to professor must include an additional peer reviewed publication and one or more of the items listed below. The quality of the publications in which the work appears, the number of times the work has been cited, sole and/or first authorship of the work, and awards received for the work should also be taken into consideration in establishing a record of achievement.

- Additional peer reviewed publications
- Invited works
- Invited book chapter in a scholarly volume
- Published review
- Full-length scholarly book or creative equivalent
- Conference paper or poster presentation
- Encyclopedia entry
- Book review
- Proceedings entry

The examples above are illustrative and do not exhaust the possibilities for demonstrating outstanding achievement in research and creative activity.

PROFESSIONAL AND PUBLIC SERVICE

STANDARD

For promotion to the rank of professor, the candidate must achieve a record of sustained service to the profession, to the university community, and to the public. Service may include both compensated and non-compensated activities. The record of service must include:

1. *Documentation of satisfactory participation in the work of the department throughout years in rank.*
 - a. The candidate must regularly attend and participate in department meetings.
 - b. The candidate must also demonstrate other aspects of service to the department including:
 - Participation on committees
 - Participation in campus events
 - Participation in department retreats and workshops

2. *Documentation of satisfactory participation in the work of the College and University.*

Examples of participation include:

 - Participation on committees
 - Participation in campus events
 - Serving on Faculty Senate
 - Advising student organizations

The examples above are illustrative and do not exhaust the possibilities for demonstrating a record of satisfactory participation in the work of the College and University.

3. *Documentation of satisfactory participation in professional and public service contributions.*
 - a. The candidate must have established positive relationships with schools assigned for supervision.
 - b. The candidate must have maintained membership in professional organizations and attended conferences of professional organizations.
 - c. The candidate must also demonstrate other aspects of service to the profession and the public. For example, the candidate may:
 - Serve as an officer of a professional association
 - Serve as a grant proposals reviewer
 - Serve as a member of a professional credentialing body
 - Serve as a manuscripts reviewer
 - Serve as a consultant
 - Serve as a provider of professional development
 - Community leadership related to the area of professional expertise

The examples above are illustrative and do not exhaust the possibilities for

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demonstrating a record of satisfactory service to the profession and the public.

- d. The candidate must demonstrate a record of active membership in at least three committees, with at least one at the department level and at least one at the college or university level.

4. *The candidate must also demonstrate leadership roles in two of the service areas, 1-3 listed above.* Examples of leadership roles include:

- Department, college, or university committee chair
- Organizing a conference
- Active service on a national or international conference committee
- Officer in a professional association
- Serving as an editor of a publication
- Significant leadership in consulting or providing of professional development

The examples above are illustrative and do not exhaust the possibilities for demonstrating leadership roles in service.

In order to demonstrate an outstanding reputation in the area of service the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor. A record that consistently and significantly exceeds the standards for promotion to professor may include one or more of the following:

- Receipt of the college, university, or other relevant professional or community service awards.
- Service leadership at multiple levels
- Exceptional service in one area
- Significant school or educational leadership

The examples above are illustrative and do not exhaust the possibilities for demonstrating outstanding achievement in service.

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