

**California State University  
Fullerton**

**DEPARTMENT OF SPECIAL EDUCATION**

**PERSONNEL STANDARDS**

**To be used beginning in the 2006-2007 academic year.**

**Approved by Vice President Ephraim Smith,  
Academic Affairs  
June 27, 2006**

## **I. Preface**

The Department of Special Education (hereafter called “the Department”) is committed to providing the highest quality programs possible that meet the evolving needs of our students, community, and region. The Department is also committed to the preeminence of learning with an emphasis on establishing an environment wherein the diffusion and creation of knowledge, and its organized dissemination are central to the advancements of truth. The Department also believes that education, that is, teaching in all its forms, is the primary task of higher education today. The Department recognizes that the key to quality programs and effective learning environments is the instructional faculty. Therefore, the Department seeks to promote excellence in learning through contributions in the areas of teaching, scholarship in all its forms, and service to the Department, the College of Education, University, the profession and community.

The Department proposes a personnel document consistent with the Mission and Goals of the University that recognizes the unique nature of its many programs as being linked to the community and which also responds to the multiple roles of the faculty at the various stages of their careers.

The Department will institute the following procedures designed to assess the Portfolio for the purposes of retention, tenure and promotion. The Department faculty take the position that the evaluated faculty members and the evaluating and review bodies will be aided in their respective roles by having available as clear and objective a statement of the Department’s expectations as is reasonably possible. Furthermore, the Department faculty specifically affirm their position that the best interests and needs of students are served when the faculty represents a wide diversity of interests and activities creating a “mosaic of talent.” With this document, the Department intends to recognize the full range of faculty talent and the great diversity of the functions inherent in the mission of an institution of higher education.

## **II. Faculty Responsibilities**

As full-time employees of CSU Fullerton, Department faculty are expected to meet professional responsibilities as they apply to each of the Portfolio evaluation categories.

*In the area of teaching, these responsibilities include, for example:*

- meeting classes,
- holding established office hours at regular times and places,
- participating in Department academic advising procedures, and
- attending faculty meetings.

*In the areas of scholarly, and creative activities, faculty are expected to engage in activities that will enhance the overall mission of the professorate, for example:*

- expanding knowledge,
- applying knowledge to consequential problems in education,
- advancing the reputation of the University.

*In the areas of professional, university, and community service these responsibilities include, for example:*

- contributing to the advancement of the field,

- increasing opportunities for students in the discipline, and
- attending University, College, and Department meetings,
- completing committee assignments,
- completing other College and Department duties as assigned by either the College Dean or Department Chair of Special Education,
- supporting the work of the Department, College and University, and
- contributing to the community in general through service activities.

### **III. Department History and Structure**

The Department of Special Education was established in the mid 1970s. Its mission is to provide specialized credentialing and certification of teachers in the area of special education as well advanced education leading to a Master's Degree in education with an emphasis in special education.

### **IV. Role of the Chair in the Personnel Process**

With respect to the personnel process, the following guidelines shall apply:

- As provided in UPS 210.000, before the end of the first two weeks of the fall semester, the department chair shall consult with new probationary faculty members appointed in the Fall of 1999 or later concerning appropriate faculty mentors and shall designate one or more tenured faculty members as mentors. (See UPS 210.000 for further details.)
- The department chair will review the files for faculty unless the chair is not of a sufficient rank to be eligible to review the file. In that case the Dean will assume the responsibilities of the "chair" (as required by UPS 210.000).

### **V. Department Personnel Committee**

#### **A. Committee Functions**

The Department Personnel Committee (hereafter called the "Committee") shall evaluate portfolios and make specific recommendations concerning the retention, promotion, and granting of tenure to the members of the College as specified in the UPS 210,000 and the MOU.

#### **B. Committee Structure**

- All Committee members shall be tenured faculty and not be serving as the Chair of a Department.
- Committee members must have a higher rank or classification than those being reviewed. No person shall serve as a member of the Committee during any period in which he/she is the subject of the personnel review process.
- An alternate member shall participate on the Committee in all deliberations under any circumstances in which a regular Committee member is unable to complete his or her term of office or he or she is ineligible to participate.

#### **C. Election of Committee Members**

The Chair of the Department shall conduct the election by the end of the third week of classes in the fall semester each year.

All tenured faculty members of the Department who meet the requirements in section

B above will be automatically placed on the slate of nominees for the committee. Individuals wishing to decline shall indicate in writing prior to the second week of the semester. Nominees of individuals not in the department shall be made in writing to the Department Chair prior to the second week of the Fall semester. In addition, nominees shall make a written declaration to the Chair prior to Wednesday of the third week of the semester indicating that they wish to be considered. Nominees shall be presented to the Department faculty for election in the following manner: Alphabetized by last name, identified by Department affiliation and rank, Nomination(s) from outside of the Department shall be listed on the bottom of the ballot alphabetically in the Department from whence the nomination came. No person shall appear on more than one nomination ballot.

Each full-time tenure track faculty member in the Department may vote by secret written ballot for three members from the list of nominees. In the case of a tie, the committee member shall be decided by the flip of a coin by the Chair in the presence of Department faculty members.

The alternate member shall be the individual who received the highest number of votes among those nominees not elected to the committee

#### **D. Committee Chair**

The Committee shall select its Chair for one-year term.

#### **E. Committee Procedures**

1. The Committee shall evaluate the Portfolio of each faculty member to be considered for retention, tenure or promotion. In its written evaluation, the Committee shall comment upon the candidate's qualifications under each category of the criteria listed in Section VII of this document. The Committee shall formulate recommendations that shall state in writing the reasons for the recommendation. (Here and throughout, see UPS 210.000 for further requirements and information.)

2. The Committee's evaluation for each area shall be based solely on the information submitted in the Portfolio in accordance with UPS 210.000, and the Department Personnel Standards. The evaluation shall provide a written rationale for rating the faculty member under review as **excellent, good, adequate, or inadequate**, with respect to each area of performance. Criteria for each of these ratings appear in Section VII.

3. All actions taken by the Committee including recommendations shall be approved by a simple majority vote of the Committee.

4. The Committee members shall sign the recommendation form in alphabetical order. The order of the signatures shall not indicate the way the individual members voted.

5. The Committee shall return the entire file, including the evaluation and recommendation, to the Department Chair.

### **VI. General Guidelines**

#### **A. Developmental Narratives**

With the guidance, support and advice of an appointed faculty mentor, each probationary faculty member shall construct a Developmental Narrative during his or her initial year of probationary status. Throughout subsequent revisions of the narrative the faculty mentor shall also be available for counsel. The Department Chair and College Dean will review the narrative and will each provide written feedback on a timetable to be determined by the College prior to May 1. The Department Personnel Committee will not review the Developmental Narrative. During subsequent years, the Developmental Narrative may be revised to reflect changes and professional growth that will typically occur during the probationary period..

Faculty who have previously approved Development Plans will not be required to write Developmental Narratives. Their progress toward retention, tenure, and promotion will be measured against expectations stated in UPS 210.000 and Department Personnel Standards, and the evaluation will be guided by the developmental plan. UPS 210.000 I.H. 1 states:

“The Developmental Narrative will be included in the faculty member’s portfolio that is submitted for review during the probationary period. The narrative is in addition to, and separate from, the retrospective self-assessment narratives that have always been a part of the portfolio.

#### **B. Portfolio Preparation and Submission**

It is the responsibility of each probationary faculty member to prepare the required information and documentation for the Portfolio and to deliver the Portfolio to the Department Chair in accordance with the governing timetable. Probationary faculty members are urged to attend the workshops held by the University Faculty Personnel Committee at the beginning of each fall semester and college-wide personnel workshops and to seek assistance from colleagues.

#### **C. Portfolio Organization and Documentation**

The Portfolio shall be organized by the faculty member in conformity with the standard table of contents as specified by the UPS 210.000. All items listed in the Portfolio shall be appropriately documented. The developmental narrative will be included in the portfolio. Curriculum vitae shall be included and citations shall follow APA guidelines. Self-assessment narratives are limited to 1000 words. The student opinion of faculty teaching forms shall be added by the Department Chair when the Portfolio is received.

### **VII. Criteria and Weighing for the Retention, Promotion, and Tenure of Full-time Faculty**

The College of Education recognizes the importance of teaching, scholarly and creative activities, professional activities, and service as vehicles to give meaning to the essence of scholarship. It also values and considers collegiality, and ethical and professional behavior commitment to the good and well being of the Department.

#### **A. Teaching Performance**

The primary mission of College faculty is teaching. The students’ perceptions of a teacher are an important--though not decisive--means of assessing the quality of teaching. Also important are:

- peer evaluations of teaching performance which are based on UPS 210.000

- quality of teaching materials,
- evaluation and grading of student performance and how these are linked to the use of course materials and course delivery,
- rationale for textbook selection,
- course development and enhancement,
- ongoing professional development as a teacher.

Evaluations may more readily be assumed to be significant when data from student opinion forms and other evidence presented leads to similar conclusions. The faculty member's self-assessment should address significant discrepancies between data from student opinion forms and other data included in the Portfolio and Appendix.

### **1. Mandatory Indicators**

a. Self-Assessment The faculty member must include a written discussion of his/her teaching activities that includes both a reflective review of teaching performance including goals for student learning and instructional strategies as well as future goals and direction of teaching. The self-assessment must go beyond a simple description of course content and pedagogy. The number of words should be limited to 1000.

b. List of Courses Taught A semester listing of all courses taught throughout the period of review must be provided. The list must include the Department name, the course name and number and the unit value.

c. Workload Faculty workload may include activities in a variety of areas in addition to teaching specific courses; for example, adjustments in workload for the preparation of substantive changes in instructional methods, course development activities, chairing committees, grant preparation, or work to prepare accreditation. The Portfolio must list and discuss the nature and significance of these various assignments.

d. Course Syllabi & Materials A representative selection of course syllabi and additional materials prepared by the instructor to facilitate their teaching effectiveness must be included in the appendix. Tests, study aids, and other materials, such as advance organizers, video technology, innovative strategies, instructional television concepts and techniques, evidence of portfolio and case study assessment, etc., may also be included in the appendix.

e. Statistical Summaries of Student Opinion Forms The university-provided statistical summaries for all courses taught must be included. (If data are missing, a written explanation must be provided and verified by the Department Chair.) If service credit was given, data on student opinions from all years for which credit was given are to be included.

f. Original Student Opinion Forms The Department Chair will add the forms to the Portfolio when it is received. (If data are missing, a written explanation must be provided and verified by the Department Chair.)

g. Statistical Summaries of Grade Distributions The university-provided statistical breakdown of the grade distribution for each semester must be provided.

### **2. Additional Indicators**

In addition to the mandatory indicators, a holistic assessment of teaching performance will consider evidence from the following additional indicators. These materials should be carefully selected and revised over time to represent the enhancement of one's teaching performance.

The faculty member is urged to submit any other evidence that demonstrates teaching effectiveness such as, but not limited to, the following:

- a. class visitations and reviews by colleagues;
- b. evidence of additional training in teaching or assessment;
- c. additional assessment of instruction procedures;
- d. video and/or audio tapes of lessons;
- e. independent study projects produced by students trained or directed by the faculty member;
- f. documentation of service as thesis/project advisor or committee member for master's degree students;
- g. documentation of academic advisement, mentoring activities, and fieldwork coordination;
- h. new course proposals that have been accepted for inclusion in the curriculum;
- i. written and signed comments by students;
- j. innovative teaching such as team or collaborative teaching or distance learning;
- k. student work samples that illustrate attainment of instructional goals;
- l. development of new course proposals that have been accepted for inclusion in the curriculum;
- m. documentation of unusual teaching assessments and special circumstances (nature and difficulty of course);  
and
- n. any other teaching related information and/or materials germane to higher education teaching effectiveness.

The reviewers will rate the Mandatory Indicators and the Additional Teaching Indicators and render a rating of **Excellent, Good, Adequate or Inadequate**.

**Rating:**

Excellent	Contains four or more items of strong and varied evidence of reflective practice, thoughtful course design and implementation, use of innovative teaching strategies and/or assessment tools; on-going development of teaching skills.
Good	To achieve a rating of "good," the faculty member must provide three or more items of strong and varied evidence of reflective practice, thoughtful course design and implementation, use of innovative teaching strategies and/or assessment tools; on-going development of teaching skills.
Adequate	To achieve a rating of "adequate," the faculty member must provide two or more items of strong and varied evidence of reflective practice, thoughtful course

design and implementation, use of innovative teaching strategies and/or assessment tools; on-going development of teaching skills.

Inadequate To receive a rating of “inadequate,” limited, weak, or no evidence of reflective practice, thoughtful course design and implementation, use of innovative teaching strategies and/or assessment tools; on-going development of teaching skills.

### 3. Rating Criteria for Teaching Effectiveness

The overall evaluation of teaching effectiveness will be based on student opinion form data, other mandatory indicators, and additional indicators. In order for the faculty member to receive a composite rating of **good** or better on teaching effectiveness she/he must have received a rating of at least **good on** student opinion forms.

a. Student Opinion Forms The student opinion form consists of items rated on a five point Likert scale. University-provided statistical summaries of all ratings for all classes for each semester will be used. The following scale will be used to evaluate a faculty member’s effectiveness based on the statistical summaries. The assessment of ratings is based on cumulative percentage of ratings over the full period of review. The evaluation will take into consideration recent trends in the ratings (for example if there is a steady rise upward). Reviewers will take into account student comments as well as the faculty member’s explanation of the ratings in the teaching narrative when assigning a rating for this category.

Rating:	Results from statistical summaries:
Excellent	90% or more A or B ratings, with at least 40% A’s
Good	75% – 89% A or B ratings
Adequate	50% – 74% A or B ratings
Inadequate	Fewer than 50% A or B ratings

b. Overall Rating of Teaching Effectiveness Based on a composite of the student opinion forms, other mandatory indicators, and additional indicators, the reviewers shall render a summative rating of teaching effectiveness as: **Excellent, Good, Adequate, or Inadequate**. In order for the faculty member to receive an overall score of good or better on teaching effectiveness, she/he must have received a rating of at least good on student opinion forms.

### 4. Notes

a. In the self-assessment statement in the Portfolio faculty are encouraged to synthesize both mandatory and additional indicators of performance as demonstrating teaching effectiveness.

b. Special consideration may be extended when unusual teaching assignments and special circumstances (nature and difficulty of courses, etc.) are addressed in the Portfolio with specific documentation.

c. Improvements and/or trends in teaching performance should be discussed in the

Portfolio.

## **B. Scholarly and Creative Activities**

Faculty engagement in scholarly and creative activities generates benefits for the faculty member as well as the University. Such activities may: (a) complement teaching; (b) contribute to the advancement of the field and/or that extends the meaning or application of existing knowledge, and, more broadly, to human achievement; (c) promote currency in the knowledge, methodology, and the spirit of inquiry available to students and faculty alike; (d) increase opportunities for students in academic and professional disciplines; (e) enhance the professional growth of the faculty member; (f) contribute to the overall quality of the Department, the School, the College, and the University, (g) enhance the reputation of the University, and (h) enhance collaborative scholarship.

- (Note #1: The term ‘scholarly and creative activity’ as used here relates primarily to the Carnegie Foundation’s report by Ernest Boyer regarding the ‘scholarship of discovery’ and the ‘scholarship of integration’ – i.e., to the production of new knowledge and/or to the extension or application of existing knowledge. The Department recognizes and strongly values multiple types of scholarship including the ‘scholarship of teaching’ and the ‘scholarship of application/professional service’ (to use Boyer terminology), with all areas addressed in their own respective sections of UPS 210 and in the Department of Special Education Standards.
- (Note #2: Examples of common, acceptable methods for advancing knowledge are many, including traditional experimental/quantitative studies, qualitative/ethnographic studies, historical and philosophical research, single-subject designs, descriptive research, and meta-analysis and other types of literature reviews and analysis. Integration and application of knowledge also can be demonstrated through publication of innovative curriculum, policy, and program development and through books/textbooks/media that synthesize knowledge.

### **1. Indicators**

- a. Self-Assessment (mandatory) is a written discussion of the faculty member’s performance in scholarly and creative activities. It must include: a discussion of the faculty member’s research agenda which is a focused, well defined, on-going body of work; and, a reflective review of the faculty member’s scholarly and creative activities documented by supporting evidence whenever possible. The number of words should be limited to 1000.
- b. Publications consist of the dissemination of external peer reviewed scholarly work that appears as journal articles, book chapters, and other forms of media. Documentation must include one of the following: (1) letter of acceptance and commitment to publish (for unpublished material), (2) reprint of published articles (for published works), (3) copy of the publication of a book in final printed version. Peer review comments should be included whenever possible.
- c. Pragmatic Scholarship consists of grants awarded, consultantships, policy analysis, program evaluation, serving as a member of a research project, contracts/consultantships that result in significant reports that add knowledge to the field, public press articles, books, and other non peer-reviewed materials prepared for

the 'lay' or 'practitioner' audience, and other comparable scholarly activities and other forms of scholarship with an emphasis on the practical aspects of knowledge.

In documenting pragmatic scholarship, faculty should include not only their own written record of the project, but also external peer review comments and the identifiable benefits to the field when available. Publications related to such activities, including dissemination products, are encouraged in this category.

d. Scholarly Presentations are papers and presentations given or accepted to be given at professional meetings, symposia, seminars, colloquia, or convocations. They may consist of featured presentations, keynote addresses, poster sessions, panel discussions, and other forms of work all of which must be peer reviewed, and based on a theoretical or conceptual framework.

## **2. Rating Criteria for Scholarly and Creative Activities**

(These lists are not in rank order of importance. It is the responsibility of the faculty members under review to show how their work addresses some or all of these criteria and the importance of the specific criteria in evaluating each scholarly or creative work.)

a. The Department employs traditional criteria in evaluating scholarly and creative work, utilizing :

- clarity of conceptualization;
- originality of scholarship;
- external peer reviews;
- publication in respected journals, books, or media;
- professionally recognized scholarly and prestigious invitations and awards and honors; and
- high quality impact on the field of a scholarly and creative activity.

b. In addition, in light of our philosophy, we also evaluate scholarly and creative activities based on whether the activity meets one or more of the following criteria:

- complements teaching;
- contributes to the advancement of the field and, more broadly, to human achievement;
- contributes to the overall quality of the Department, the College, and the University;
- enhances the professional growth of the faculty member; and
- advances the reputation of the University.

c. Other indicators of high quality scholarship are noted by works that meet the following criteria:

▪ *work that has a conceptual or theoretical basis; i.e., is conducted within the context of existing knowledge.* Normally, this is accomplished through a review of related work in an area showing what has been done in the past and providing a rationale as to why additional work is needed in this area.

▪ *work that results in new knowledge being added to the field and/or that extends the meaning or application of existing knowledge.* Examples of common, acceptable methods for advancing knowledge are many including traditional experimental/quantitative studies, qualitative/ethnographic studies, historical and philosophical research, single-subject designs, descriptive research, and meta-

analysis and other types of literature reviews and analysis. Integration and application of knowledge also can be demonstrated through publication of innovative curriculum, policy, and program development and through books/textbooks/media that synthesize knowledge.

- *work that is externally reviewed by peers*, with faculty providing documentation of the peer-review process. One of the best ways of providing such documentation, especially for publications that are unfamiliar to most reviewers, are actual copies of reviewer comments.
- *work that is published in respected sources* (journals, books, media, etc) with faculty providing documentation of the quality, scope, and/or importance of the journal, book, etc. Respected sources generally are defined as those requiring a rigorous peer-review process for submitted materials.
- Other types of activities/indicators that add strength to a faculty's scholarly record include: grants awarded, peer-reviewed or invited scholarly presentations/posters, contracts/consultantships that result in significant reports that add knowledge to the field, public press articles, books, and other non peer-reviewed materials prepared for the 'lay' or 'practitioner' audience, and other comparable scholarly activities.

### 3. Guidelines for Ratings for Scholarly and Creative Activity

It is expected that the faculty member will demonstrate an on-going, focused program of scholarly work. Scholarly publication that stems from a sustained program of focused work over the review period is required to complete the entire review process leading to tenure. Based on the totality of the evidence presented, reviewers shall rate the faculty member's overall scholarly -and creative activity as: **Excellent, Good, Adequate, or Inadequate.**

- A rating of **excellent** shall be rendered for extensive or in-depth scholarly and creative activity including (a) a comprehensive self-assessment; (b) at least four scholarly, high quality, peer reviewed publications ("in press" or published) per five year review cycle; and, (c) an average of two pragmatic scholarship and/or scholarly presentations per year.
- A rating of **good** shall be rendered for extensive or in-depth scholarly and creative activity including (a) a comprehensive self-assessment; (b) at least three scholarly, high quality, peer reviewed publications ("in press" or published) per five year review cycle; and, (c) an average of one pragmatic scholarship and/or scholarly presentation per year.
- A rating of **adequate** shall be rendered for a minimal degree of scholarly and creative activity which is judged to be of modest quality and/or productivity on a scholarly agenda, including (a) a comprehensive self-assessment and (b) at least two scholarly, peer reviewed publications ("in press" or published) **at the four** year review cycle; and, (c) an average of one pragmatic scholarship and/or scholarly presentations per year.
- A rating of **inadequate** shall be rendered for an unacceptable self-assessment and/or insufficient quality and/or quantity of scholarly and creative activity.

### 4. Notes

- a. Quality, quantity, and the impact of the faculty members contributions all need to be considered in light of prevailing professional standards.
- b. All scholarly and creative activities must be properly documented with a complete APA citation, letters of acceptance, documentation of peer review, letters of invitation, dates, places, final printed versions of galley pages, locations, copies of final printed versions of publication, letters of review and evaluation of performances. A detailed statement should be given regarding the precise contributions of each co-author. The Office of Faculty Affairs and Records has an appropriate form.
- c. Documentation also should provide for scholarly and creative work in progress. Care should be taken to distinguish work in progress from that already completed.
- d. The impact of scholarly and creative activities is not measured by the image of a specific journal or publisher, but by the activity's overall quality and potential to contribute to a field of study or to benefit students. It is incumbent upon the faculty members under review to clearly delineate such evidence in their Portfolios.
- e. Journal acceptance rates should be indicated in the documentation. A journal with a 25% or lower acceptance rate is considered a high quality journal.

### **C. Professional, University, and Community Service**

Faculty in applied fields such as those in the Department are to be encouraged not only to make original scholarly contributions in the form of written material, but also to communicate and apply knowledge by means of presentations and consultations. (Conference presentations that result from external peer-review processes and are related to the faculty member's research agenda may be presented as part of the section on scholarship. Such items should be presented in only one section of the Portfolio.) Understood in the wider sense of communication and application of the knowledge base of the disciplines in the School, the area of professional activities has much in common with that of scholarly and creative activities. The audience for professional activities is broader than is the scholarly audience. The benefits are much the same, that is, such activities may:

- complement teaching by allowing the instructor to draw from applied experience;
- promote the discipline in the context in which it is applied;
- bring recognition as a leader to the faculty member from her/his peers; and,
- enhance the reputation of the University and opportunities for its students.

As with the area of scholarship, the quality, quantity, and impact of one's contributions all need to be considered in the context of the potential benefits and in light of prevailing professional standards.

We are a College of Education, which implies that we are dedicated to the enhancement of the education of teachers. Our mission is to provide an exemplary level of education of teachers consistent with the mandates of the State of California and the recommendations of appropriate professional bodies governing the education of all students. Our emphasis is one that is founded on service to the educational community at large with a special emphasis on dynamic interaction with the schools and districts within our service area and region. All College faculty are expected to

assume an active role in addressing the needs of our students and the educational communities within our region.

### **1. Indicators**

Evidence of service shall be recognized and evaluated by such indicators as listed below in the three categories of service. (These lists are not in rank order of importance. It is the responsibility of the faculty members under review to show how their work addresses some or all of these indicators.)

- a. Self-assessment that discusses the impact of the contributions on the profession, the field and the individual (mandatory);
- b. Professional
  - assuming professional leadership roles
  - acquiring professional licenses, credentials, and certificates; editing professional journals
  - reviewing manuscripts for books, professional journals or conferences
  - attending and presenting at professional meetings and workshops (which may not be peer reviewed or theoretical in nature)
  - reviewing grant proposals
  - receiving professional training or providing additional professional training to others
  - formulation of, or participation in, programs or institutes
  - receiving professional honors, awards, and/or special recognition
- c. College and University
  - external field support for students in the teaching environment
  - serving as chair for a graduate thesis/project committee
  - assuming professional leadership roles
  - active participation in System-wide, University, College, and/or Department committees and activities
  - advisor for student organization on campus
  - faculty advising
  - lecture/staff development given to university audiences and other university classes;
  - active membership on advisory boards within the University
- d. Community
  - providing private practice or consultations relevant to the field
  - invited membership in state or national policy committees and forums; and/or
  - engaging in professional activities deemed equally valuable to the professional community
  - active membership on advisory boards within the community
  - supporting school wide or agency system
  - special services to the community (for example lectures)
  - participation in community groups such as involvement with public school programs;
  - service valuable to school districts and the wider community and region

### **2. Rating Criteria for Service Activities**

Faculty at the associate rank are expected to provide service at the college, university, and/or professional level as well as to the department. The following ratings will be used: **Excellent, Good, Adequate or Inadequate.**

- A rating of **excellent** shall be rendered for activities that reflect a high degree of involvement in terms of both quality and quantity. The faculty member must have high quality sustained participation in service activities as evidenced by an average of at least four or more activities per year-in the areas of Professional, College and University, and Community service.
- A rating of **good** shall be rendered if there are considerable quality activities in a variety (three or more) activities per year in the areas of Professional, College and University, and Community service.
- A rating of **adequate** shall be rendered if there are activities in several (two or more) activities per year in the areas of Professional, College and University, and Community service.
- A rating of **inadequate** shall be rendered for a lack of sufficient activity.

### **VIII. Retention, Tenure, and Promotion**

#### **A. Criteria for Retention of Probationary Faculty**

Retention during the probationary years shall be based upon the individual's progress in meeting the criteria for the granting tenure. In order to be retained, the probationary faculty member must be rated, at minimum:

- **good** in the area of teaching and one other area;
- **adequate** in the remaining area but must be making obvious progress toward a rating of good; **If the remaining area is scholarly and creative activities, by year four the faculty must have published at least two scholarly works and have at least two additional scholarly works submitted for publication.**

#### **B. Criteria for Granting of Tenure**

Faculty shall normally be considered for tenure in the 6<sup>th</sup> probationary year regardless of the rank at which they were appointed.

In order to be granted tenure, the faculty member must be rated:

- **excellent** in teaching or scholarly and creative activities and at least good in the other areas;

In order to receive tenure a faculty member must have received a doctorate in an appropriate field of study from an accredited university. If the dissertation is listed in the Portfolio as a published document it should be included in the appendix section. If the dissertation is listed as an unpublished document it need not be included in the Portfolio appendix.

#### **C. Criteria for Promotion**

Promotion from one rank to another requires that the faculty member request promotion via the university-approved form and according to University timelines.

Note: Scholarly and creative activities for promotion to full professor must include an on-going body of work that substantially adds to scholarly accomplishments achieved for the individual's promotion to associate professor. These may include, but are not

limited to the publication of a book, peer-reviewed articles and book chapters.

### **1. Promotion to Full Professor**

In order to be granted promotion to full professor, the faculty member must be rated, at minimum:

- **excellent** in teaching and **scholarship**,
- **good** or **excellent** in the **service**.

### **2. Early Promotion and Early Tenure**

Refer to UPS 210.000 for eligibility requirements.

In all cases, the faculty member must satisfy to a greater extent the requirements for promotion and/or tenure delineated in earlier sections. Additionally special requirements are described below.

- a. Early Tenure requires that the faculty member must be rated at least **excellent in teaching and scholarship** and at least good in service
- b. Early Promotion to Associate Professor requires that the faculty member must be rated at least **excellent in teaching and scholarship** and at least good in service
- c. Early Promotion to Professor requires that the faculty member must be rated as having a **sustained record of excellence** in all three areas.

**DEPARTMENT OF SPECIAL EDUCATION**

	<b>Retention</b>	<b>Tenure and Promotion to Associate</b>	<b>Early Tenure</b>	<b>Early Promotion to Associate</b>	<b>Promotion to Full</b>	<b>Early Promotion to Full</b>
Teaching	excellent or good	excellent or good*	excellent	excellent	excellent	excellent
Scholarly and Creative	excellent, good or adequate*	excellent or good*	excellent	excellent	excellent or good*	excellent
Professional, University and Community Service	excellent, good or adequate*	excellent or good	excellent	excellent	excellent or good*	excellent
	<p>* If adequate, must be making obvious progress toward good.</p> <p>Must be good or excellent in teaching and one other area.</p>	<p>*Must be excellent in teaching or scholarly and creative area.</p>			<p>* Must be excellent in at least one of these areas .</p>	