

Appalachian State University
Department of Curriculum & Instruction
Promotion and Tenure Guidelines

Faculty in the Department of Curriculum and Instruction are dedicated to Appalachian State University's tradition of educating exemplary teachers; the faculty's actions as teacher scholars are reflective of this tradition. In order to maintain this commitment, the teacher scholar engages in teaching, scholarship, and service, activities that are grounded in the research and knowledge base not only in the field of teacher education but also in a multitude of interrelated fields.

The teacher scholar possesses a knowledge base related to teaching practices that may be unique to higher education. This knowledge is gained from professional experiences in the field of education; immersion in the literature and research base through ongoing scholarship; facility with developing standards-based curricula/assessments; continued interaction with students as a mentor and advisor; and the use of professional reflection to improve one's own teaching. These practices distinguish teaching in the realm of teacher education in academia. The teacher scholar becomes a mentor for the novice and master teachers in their classrooms and in the field. The teacher scholar not only demonstrates but also attempts to live the best practices taught in the teacher education curriculum. How the teacher scholar continually improves practice, keeps current in the field to inform practice, innovates, reflects, analyzes, learns from mistakes, and sets goals for excellence -- always with the student and learning at the center -- are hallmarks of the teacher scholar's practice.

Each teacher scholar investigates areas and develops expertise in disciplines that impact teacher education and the learning of P-12 students in the schools. These include fields such as pedagogy, content areas, developmental and cultural studies, media and curriculum studies, equity, reform, teaching as a profession, assessment, teacher research, and a myriad of others that come into play in the complex and dynamic field of research into teaching and learning. Ongoing research into these fields serves as the backbone to support the mission of the department. The teacher scholar integrates research in ways that support both individual professional goals and the goals of the department; thus, scholarship may take on many forms, including ethnographies, empirical studies, descriptions and analyses of practices, collaborative action research, and conceptual pieces. The teacher scholar is concerned with research as praxis; thus, key to the definition of scholarship is the dissemination of research in a range of peer-reviewed venues.

The teacher scholar does not always work alone. The teacher scholar actively collaborates with others to contribute to the profession, to practitioners, and to the institution. In addition to service that is typical of higher education faculty and relevant to their regional, state, and national

affiliations, part of the work of the teacher scholar is ongoing service in the form of partnerships with area schools and school-based faculty. This includes the development of relationships with professionals in the field to collaborate in the professional preparation of novice teacher interns. In addition, inquiry into practice and the ongoing co-reform of schooling and teacher education are vital aspects to the teacher scholar's service to the public schools and their communities. This partnership with schools and communities takes the form of consultancies, institutes, workshops, mentorships, and task forces. The development and maintenance of these partnerships is time and labor intensive and is recognized as part of the role of the teacher scholar.

Teaching

Teaching is an activity in which faculty engage as teachers, as advisors to students, and as partners with public schools.

Required Evidence

- Statement of teaching philosophy and description of teaching and learning strategies
- Syllabi and other documents that show evidence of careful planning and organization, clarity of expectations, and fairness in the evaluation of student performance
- Documentation of teaching and student learning Teaching should reflect state licensure regulations and content included in PRAXIS examinations as well as state and national standards of applicable professional organizations and accrediting agencies (e.g., NCATE unit standards, state and national program standards); teaching should also demonstrate use of the RCOE conceptual framework in courses taught, and include the effective integration of technology as appropriate
- Student evaluations for all fall and spring semester classes. The type of evaluation may vary. However, the instrument must directly address the quality of instruction and include a series of approved core items held constant for all faculty members. The evaluation must be administered without the instructor present, and students must be able to respond anonymously
- Narrative summary of evaluations for the period under review The narrative must include a description of ways student evaluations are used to improve instruction.
- Peer and/or chairperson reviews. A minimum of one peer review, using the standard form, must be conducted each semester for all non-tenured faculty. The review must be conducted in two different courses and by two different reviewers (one may be from an allied department). One of the reviewers must be tenured. Tenured faculty members are required to have one peer review every two years
- Student advisement documents (e.g., accessibility to students, accuracy of advisement, successful mentoring of students, knowledge of program policies and procedures)

Additional Evidence

- Teaching evaluations for summer courses, journal reflections, and formative course evaluations
- Mentoring and collaboration activities with colleagues
- Supervision of student-directed scholarship
- Communication from students, alumni, and colleagues
- Major revision of courses
- Acknowledgements/honors for excellence in teaching
- Professional development school/university public school partnership activities
- Service-learning implementation
- Supervision of practicum/internship experiences
- Working with practitioners

Quality of, and Productivity in, Scholarship, Research, and/or Creative Activity

Research may be reflected in a variety of ways. It may be the creation of new knowledge through theorizing, and/or inventing; it may be the integration of new knowledge with existing knowledge; it may lead to the application of knowledge to provide benefits to society and/or the improvement of teaching and learning. Collaboration and individual work are equally valued. Long-term and ongoing projects with appropriate evidence may be used to document potential and commitment to future scholarship. A narrative may accompany tenure materials to provide evidence for a cohesive research agenda as well as potential for future scholarship.

Required Evidence

- Publication of articles in refereed journals*
- refereed papers published in conference proceedings* and/or peer reviewed book chapters* and/or presentations at refereed professional conferences*

*and/or the equivalent in creative scholarly products related to one's field

Additional Evidence

- Publication of a book, textbook supplement, or monograph
- Publication of curriculum materials or computer software
- Authorship of book chapters in edited books
- Paper published in conference proceedings
- Invited article or book chapter
- Publication of article in non-juried journal
- Authorship of technical reports
- Funded competitive grants
- Competitive grants written and submitted

- Funded solicited grants
- solicited grants written and submitted
- Presentations at non-juried professional conferences
- Invited presentations at professional conferences (refereed or non-juried)
- Presentations to community organizations related to a faculty member's professional expertise
- Keynote addresses/presentations
- Media presentations and television programs
- Editorship of books, manuals, or journals
- Editorship of newsletters
- Membership on editorial boards of scholarly publications
- Published reviews in professional journals
- Critique/evaluation of unpublished manuscripts for a publisher or the critique/evaluation of a new edition of a published book
- Formal study related to academic area
- External evaluations or reviews
- Invitations to review the tenure or promotional materials of others
- Evidence of research in progress
- Eligibility for membership on the graduate faculty
- Acknowledgement or honor for research/creative activity

University, Professional, and Community Service

Professional service is manifested in activities that contribute to the public welfare or the common good, call upon faculty member's academic and/or professional expertise, and directly address or respond to real-world problems, issues, interests, or concerns. Within this area, a faculty member can show evidence over time in the various areas of service: to the profession, to practitioners and community, and to the institution.

Required Evidence

- Service on department, program area, and college committees
- Shows evidence of active participation in department, program area, and college activities
- Memberships and participation in professional organizations
- Ongoing/sustained service to public schools and/or community service in one's academic area

Additional Evidence

- Participates in curricular and program development
- Leadership and organization of off-campus programs (unless contracted) including international programs

- Participates in recruitment and/or scholarship activities for students
- Coordinates program area(s)
- Service on university committees
- Participation in university meetings
- Leadership on department, college, and university committees
- Service on special task forces
- Advising of student educational groups
- Involvement with student activities, organizations, and programs
- Activities in professional organizations
- Activities for education agencies/policy boards
- Accreditation activities (e.g., NCATE, SACS, DPI, other professional organizations)
- Sustained engagement with practitioners
- Inservice and workshop activities for schools or districts
- Professional consultation
- Leadership and/or volunteer work for schools or districts
- Activities in the community related to one's academic area (e.g., consultation for educational organizations; consultation for civic, community, and/or government organizations providing professional services to individuals and/or groups; presentations designed to enhance the public's understanding of one's field)
- Mentoring/collaborating with colleagues related to professional work
- Conducting a peer review
- Acknowledgement or honor for service activities

Full Professor

The full professor in the Department of Curriculum & Instruction is a teacher scholar. The teacher scholar engages in teaching, scholarship, and service activities that are grounded in research and knowledge in the field of teacher education as well as in related fields. The teacher scholar demonstrates a consistent record of performance. For appointment or promotion to this rank, a candidate must have met the qualifications of the previous rank (See associate professor requirements in the Faculty Handbook) and the requirements for years of service as designated in the faculty handbook. The criteria below serve as a spring board for faculty members to provide documentation of accomplishment and to develop narratives that highlight their areas of expertise and distinction, thus building a case for promotion to full professor, grounded in their own experiences and goals.

The full professor:

Has an established and current record of excellence in teaching as demonstrated by evidences such as the following:

- a commitment to standards of the profession as reflected in syllabi, course assessments, and teaching practices
- providing leadership in teaching in the department, college, university, and the profession
- the use of professional reflection and data to improve one's own teaching, for example peer reviews, student evaluations and action research
- modeling best practices taught in the curriculum, improving practice, keeping current in the field to inform practice, innovating, reflecting, analyzing, learning from mistakes, and setting goals for excellence--always with the student and learning at the center
- demonstrating a knowledge base gained from professional experiences in the field and immersion in the literature and research base through ongoing scholarship
- developing relevant curriculum for courses taught and working with and providing leadership to colleagues to improve the curriculum of programs in their areas of expertise

Has a significant cumulative and current record of research or creative activity resulting in publication or comparable productivity as demonstrated by evidences such as the following:

- demonstrating expertise in disciplines that impact teacher education and the learning of P-12 students in the schools, or positively impact related fields
- engaging in ongoing research into the fields which serve as the backbone to support the mission of the department
- integrating research in ways that support both individual professional goals and the goals of the department
- dissemination of research in a range of peer-reviewed publications
- dissemination of peer-reviewed research through presentations at professional conferences and in other venues
- fostering research, for example dissertation committees, research journal review boards
- engaging in grant writing or grant related activities

Has an established record of significant cumulative and current service to the profession including excellent ability and willingness to participate in department, college and university affairs as demonstrated by evidences such as the following:

- actively collaborating with others to contribute to the profession, to practitioners and to the institution relevant to their regional, state and national affiliations
- performing service in the form of partnerships with area schools, business, industry, or other service sectors
- developing relationships with professionals in the field
- inquiring into practice and the ongoing co-reform of schooling and teacher education
- mentoring pre-service candidates as well as novice and veteran teachers
- serving as an effective student advisor and continued interaction with students as mentor and guide