

Criteria for Promotion and Tenure
Department of Educational Leadership and Policy Studies

Criteria used to determine recommendations for promotion and for award of tenure for faculty members are designed to be consistent with statutory requirements, the Operating Manual of the Board of Regents, and Florida State University policies as reflected in the SUS-UFF agreement.

The criteria on which recommendations are to be based are: (a) teaching effectiveness; (b) evidence of productive scholarship in the field of educational leadership and (c) service to the University, the community (local, state, national and international), and the profession or discipline.

Specific Criteria

1. Teaching effectiveness

Evidence of teaching effectiveness will include the following:

(a) Statement of assigned teaching responsibilities

Assigned teaching responsibilities

Statements of assigned teaching responsibilities are given consideration primarily as a framework describing the faculty member's work within the department within which the various indicators of teaching effectiveness are to be assessed. They will include listings of course assignments and individual study offerings, student advisees, thesis and dissertation advisees with indicators of "major advisor" assignments.

(b) Student evaluations of performance

Student evaluations.

Judgments or estimates by student will constitute one source of evidence of teaching effectiveness of the faculty member.

(c) Evidence of effort and creativity in developing instruction within the sphere of the faculty member's teaching responsibilities.

(d) Appraisals of teaching effects by student, former students, faculty colleagues, or others, as contained in letters or other documents, solicited or unsolicited, may be used in the candidate's Statement of Evidence, should the candidate so chose.

Appraisals of effects of teaching.

Evidence which describes critical incidents of the effects of the faculty member's teaching on other individuals will be considered in assessing

teaching effectiveness. Such evidence may come from unsolicited letters memoranda, or other documents describing incidents in which capabilities learned as a result of the faculty member's teaching have been put to use in productive ways. Signed documents may originate with students, former students, faculty colleagues, or others. If signed documents are used, they shall be made available upon request. Such incidents may be considered to have considerable predictive validity, but their freedom from personal bias and ulterior motives need to be carefully judged. Criteria for assessing these evidences of teaching effectiveness will include:

(1) Specificity of the incidents reported (as contrasted with general impressions).

(2) Breadth of effect, as indicated by variety of critical incidents and the probable spread of their influence.

2. Productive Scholarship

Productiveness in scholarly work is considered to embrace the total spectrum of research, development and evaluation as described under Article 10 in the SUS-UFF Agreement. A program devoted to the development of knowledge and to the education of professional men and women who will engage in the various activities encompassed by educational R & D must pursue goals in all areas of this field.

Evidence of productive scholarship may come from a variety of sources, including the following:

(a) Published books

(i) Scholarly books; limited monograph of 75 to 100 pages; text-books; edited and/or translated books; bibliographical books; books of reading or casebooks; any of the above co-authored or with multi-authors, in descending order.

(ii) Published, university, scholarly, commercial, international and national reputation; vanity or subsidy presses, differentiating those subsidy presses whose publications are refereed; and in house organs.

(iii) Details of publications: Is the book out or does the individual have a contract? Contract signifies that the work has been accepted for publication and will be published, to differentiate from the contract often used by commercial houses indicating desire to consider publication rather than guarantee of publication; book reviews, or if not available, referee's report; influence of work as indicated by frequency of citation in published works of other investigators and writers, reprinting, translation

in foreign language, or similar criteria; research effort required; and number of copies printed.

- (b) Articles in journals: Prestige of journal and circulation; originality and scope of article, length and breadth as exhibited by variety of sub-fields in which research or development is manifest; research effort required; journal refereed; co-authored works; and multi-author works. (The status of the journals should be indicated, i.e., refereed or non-refereed or non-refereed. Number of pages of article should be indicated.)
- (c) Articles in published works: book chapters; anthologies; proceedings of conferences or symposia; technical reports; original articles of semi-popular nature, having as their purpose the dissemination of technical or scientific information; book reviews, newspaper articles/reviews listed separately; encyclopedia articles; and abstracts. (Number of pages of the articles should be indicated)
- (d) Related scholarship: papers read at national or international professional meetings; papers read at regional professional meetings; discussant or chairman roles at conference or symposia; invited lectures; editorship, service on Board of Editors, and editorials position on boards of regional, national and international journals; professional awards for scholarship; grants from the FSU Research Council; role as referee of manuscripts, journals and grant proposals, consultant to a federal agency, university, or national foundation or foreign university, or government agency; visiting appointment reflecting scholarship or post-doctoral research program; funded research-Government, University, International, Regional, etc.; consultation resulting in scholarly publication.

Criteria to be used to assess productive scholarship, applicable to any or all of these categories of output, are as follows:

1. The extent to which the faculty members has contributed to the publication report, or other document, and the nature of this contribution, as originator, designer, co-workers, writer, etc.
2. The breadth and amount of scholarly effort, as exhibited by the variety of sub-fields in which research and development has been conducted, as well as by number of products.
3. The Originality and quality of scholarly products, as indicated by such criteria as publications in journals employing referees, or working with publishers who submit manuscripts for editorial review, etc.
4. The influence of the member's scholarly work, as indicated by such criteria as frequency of reference by other investigators and writers, reprinting, foreign translation, etc.
5. The importance of the scholarly work, as judged by its potential effects in producing a substantial increase in the advancement of knowledge. (In terms of this criterion for example, a publication reporting a valid generalization based

upon evidence is rated more highly than a programmatic paper or a semipopular article. As another example, a published article recording theory or empirical result is rated more highly than an oral report at professional meeting).

3. Service

- a. Service to the University is considered to be rendered by membership on committees convened to perform administration support, advisory and decision-making functions necessary to the operation of the University or any of its component division, schools, department or departmental units. Service to the University will also include advising and counseling students and supervising student interns.

Criteria for assessment of this factor are as follows:

- (1) amount of effort and time involved
- (2) the breadth of such service, in terms of variety and organizational levels with the University
- (3) leadership exercised, as indicated by chairmanships, assigned committee responsibilities, etc.

- b. Service to the community encompasses a broad verity of activities, generally educational in nature, within the University, the local community, the state, the nation, or other countries of the world. The following are examples of such activities:

- (1) Within the University-lectures or seminars involving other departments or having a campus-wide orientation. Consultations on scholarly and instructional matters with others departments, which are in addition to assigned teaching responsibilities.
- (2) Within the local community-talks or speeches to local service groups, parent-teachers organizations, school/college and university faculty meeting; consultation with local schools.
- (3) Within the state-cooperative work with schools, the State Department of Education; lectures and talks to school/college and university faculties, teacher organizations, state-wide service organizations.
- (4) Within the nation-lectures and speeches to national organizations, including professional meetings consultation with groups or organizations sponsoring educational R&D efforts of national scope; service as a member of reviewing panels or boards for federal agencies engaged in educational and R & D activities.
- (5) International activities-educational and educational research activities in the form of lectures, consultations, or contracted work with agencies of

other countries. Talks and speeches at international congresses of a professional nature.

- c. Service to the profession is evidenced by such activities as the following: (1) functions performed (beyond simple membership) in professional organizations; (2) holding office in such organizations, including chairmanships and memberships on boards and committees; (3) service as editor, consulting or reviewing editor for professional journals having state, national, or international distribution.

Criteria for assessment of service in all categories are as follows:

- (1) Extent and variety of activities
- (2) Estimate effectiveness, in accordance with evidence available
- (3) Degree of importance of the activity, in terms of its probable influence.