

*Standards of Evidences for Curriculum and Instruction*

*Special Title Faculty* Reapproved 10-4-2024



Special Title Series Statement of Evidence

College: College of Education

Unit: Curriculum and Instruction

Approved by Provost: Tannock, 3/10/2025

Approved by College Dean: 10/4/2024

Approved by Unit Director (Indicating Approval by Faculty): 10/4/2024

The standards identified here represent types of evidence that will be considered in a promotion and tenure review in the Department of Curriculum and Instruction. Expectations for productivity in the areas of teaching, service, and area of specialty should be consistent with identified percentage allocations for activities in a faculty member’s Distribution Of Effort (DOE) document. The percentage of distribution in the DOE for Assistant Professors should reflect a primary focus on teaching.

Special title series: Faculty in the Special title series are expected to have service mainly focused in instruction and service categories, and this assignment does not necessarily include research or creative work. Special title series is a tenure track appointment. Expectations for excellence should align with areas of assignment on the DOE.

## **Teaching and Advising:**

### **A. Promotion from Assistant to Associate**

1. Faculty in C& I are encouraged to document teaching effectiveness using multiple data sources including student, peer, and self evaluations. For data collected, faculty will demonstrate how sources of evidence are leading to formative improvement in their teaching over time. While student evaluations of faculty teaching are required, they should be contextualized in relation to category of student (undergraduate or graduate), and other factors that might impact ratings (such as an online course or a first time course offering, etc.). The rigor in teaching should be evidenced by syllabi containing clear expectations for students and appropriate readings and assignments that reflect the scholarship, research, and accepted practice in the field. The table below provides samples of types of data that may be collected in each of the three areas for teaching. In addition to the required university course evaluation, faculty are encouraged to provide evidence of teaching effectiveness using additional data sources suggested below.

<b>Peer</b>	<b>Student</b>	<b>Self</b>
Peer observations of teaching over time with consistent focus	University course evaluations	Participation in professional development experiences
Peer review of syllabi	Interviews and/or letters with randomly selected students conducted by a third party	Acquisition of grants related to instruction
Peer review of teaching assignments/materials	Solicited or unsolicited feedback from students	Implementation of teaching innovations
Invitations to speak and conduct workshops	Co-authoring with students	Publications related to or supportive of teaching
Evaluations of conference presentations generated by the conference organizers	Evidence of student learning. Student able to demonstrate process leading to prototype instructional materials development. (e.g., end of course comprehensive project, unit plan, artifacts, feedback from mentor teachers, peer feedback, etc.)	Reflection on teaching experiences and student feedback with documentation of response.
Teaching awards, nominations, and recognitions	Teaching awards, nominations, and recognitions	How is my research reflected in my instruction?

2. Faculty should provide evidence of service on doctoral committees and master's level committees where applicable, and advising students.

## **B. Promotion from Associate to Full**

1. All of the above, plus the following:
2. Recognition at the regional and/or national level for outstanding teaching (awards, commendations, and/or invited consultations and presentations)
3. Demonstrated mentorship of faculty and/or students in teaching

## **Service**

### **A. Promotion from Assistant to Associate**

1. Evidence of excellence in service may include serving as a program chair for the department programs, managing and/or supervision of pre-service teacher candidates, monitoring of accountability standards for program participants in teacher preparation programs or establishing collaborative partnerships or projects.
2. Active participation in local, state or national professional organizations (i.e., committee assignment, program review committee, organizing workshops or conferences.)
3. Community engagement (i.e., service to schools and/or community organizations via workshops, presentations, professional development, etc. ) should be consistent with the faculty member's teaching, research and service assignments and departmental objectives.

### **B. Promotion from Associate to Full**

1-4 as listed above plus

1. Take on a more prominent role on the national level as demonstrated by leadership service to a professional organization(s), manuscript reviewing for refereed journals, serving as editor or as editorial board member for journals, etc.
2. Assume leadership positions within the department, college, and/or university.

## **Research and Scholarship**

### **A. Promotion from Assistant to Associate**

1. Evidence of participation in research projects related to teaching and service (e.g. collaborative research with other faculty, action research, supervision of undergraduate student research projects, publication in non-peer reviewed publications, publications in peer reviewed journals.)

### **B. Promotion from Associate to Full**

1. #1 above, plus regional or national recognition for scholarship (e.g. increased publications in impactful scholarly outlets, involvement in scholarly grant activity, national presentations, regional or national invitations)