

Curriculum & Instruction RTP Guidelines

Promotion from Assistant to Associate Professor

Please rate the faculty member's activity on a scale of 1-5 based on whether they meet our expectations for promotion.

- 5- Exceeds expectations in this area with multiple evidence of exemplary or innovative practice.
- 4- Meets the expectations in this area with some evidence of exemplary or innovative practice.
- 3- Meets expectations in this area with no minor or major concerns.
- 2- Meets expectations in this area with some minor but no major concerns.
- 1- Does NOT meet expectations in this area and has major and/or several minor concerns.

Effective Teaching		
Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p>		
<p>Does the faculty member show evidence of current and deep knowledge of their content (p. 77)?</p> <ul style="list-style-type: none"> ● Describes the application of curriculum elements of teaching during the review period in the reflective narrative <ul style="list-style-type: none"> ○ Connects activities to the mission, vision, and values of the university ○ Reflects on professional growth and/or areas for improvement ● Presents at least 2 pieces of evidence of effective application of content knowledge <ul style="list-style-type: none"> ○ Demonstrates current and deep knowledge of content ○ Demonstrates effective assessment of learning outcomes <p><i>Common examples of content knowledge include student evaluations; classroom observation records; curriculum revisions; creation of assessments or activities; samples of feedback to students, and samples of student work.</i></p>		
<p>Does the faculty member utilize pedagogical methods appropriate to the learners and teaching context (p. 77)?</p> <ul style="list-style-type: none"> ● Describes the application of pedagogical elements of teaching during the review period in the reflective narrative <ul style="list-style-type: none"> ○ Connects activities to the mission, vision, and values of the university ○ Reflects on professional growth and/or areas for improvement ● Presents at least 2 pieces of evidence of effective use of pedagogy <ul style="list-style-type: none"> ○ Uses best practices or innovative applications of designing, sequencing, or presenting experiences that induce student learning ○ Positively impacts student engagement or facilitation of learning <p><i>Common examples of effective pedagogical methods include classroom observation records, video recordings of teaching, lesson plans, handouts, problem sets, student course evaluations, student testimonials, instructor's reflective statements on how they incorporate technology into teaching</i></p>		
Average Score for Effective Teaching		

Scholarly or Creative Achievement

Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p>		<p><i>Please note examples of evidence observed and any questions or concerns you may have.</i></p>
<p>Does the faculty member show evidence of distinguished ongoing activity in the scholarship of teaching (pp. 79-81)?</p> <ul style="list-style-type: none"> ● Explains efforts to systematically design, implement, assess, and share best practices to improve teaching practices during the review period in the reflective narrative AND ● Presents at least 1 representative sample of scholarly activity in teaching <ul style="list-style-type: none"> ○ The activity requires a high level of expertise. ○ The activity breaks new ground or is innovative. ○ The activity can be replicated and elaborated. ○ The work and its results can be documented. ○ The work and its results can be peer-reviewed. ○ The activity has significance or impact. <p><i>Common examples of the scholarship of teaching and learning are the development of new or substantially revised courses, or curricula; creating or implementing innovative teaching strategies; projects funded by external or internal grants to support instructional activities; production of teaching materials and resources, and sharing the results of action research.</i></p>		
<p>Does the faculty member show evidence of distinguished ongoing activity in any other domains of the Boyer Model (pp. 79-81)?</p> <ul style="list-style-type: none"> ● Explains activities that further the educational goals of students, faculty, the university, or the community during the review period in the reflective narrative AND ● Presents at least 1 representative sample of scholarly activity in application, integration, and/or discovery <ul style="list-style-type: none"> ○ The activity requires a high level of expertise. ○ The activity breaks new ground or is innovative. ○ The activity can be replicated and elaborated. ○ The work and its results can be documented. ○ The work and its results can be peer-reviewed. ○ The activity has significance or impact. <p><i>Common examples of the scholarship of application are submitting and/or publishing a manuscript applying disciplinary knowledge to a practical problem, conducting a study to solve a problem, serving as an external consultant, service to a curriculum committee, and fulfilling a leadership role on a board</i></p> <p><i>Common examples of the scholarship of integration are literature reviews, textbooks, critical reviews, meta-analysis, colloquial work, and giving a disciplinary perspective in a talk to a cross-discipline or lay audience.</i></p> <p><i>Common examples of the scholarship of discovery are submitting and/or publishing or presenting new findings or theory in peer-reviewed journals or conferences (i.e., empirical research), procurement of research funding, or creating theoretical and practical infrastructure for future studies (i.e., non-empirical research).</i></p>		
<p>Average Score for Scholarship</p>		

Contribution to Institution and Profession

Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p>		<p><i>Please note examples of evidence observed and any questions or concerns you may have.</i></p>
<p>(Required) Does the faculty member demonstrate ongoing use of their expertise and knowledge of their discipline to contribute to the betterment of the university, profession, and/or community (pp. 81-82)?</p> <ul style="list-style-type: none"> ● Documents exhaustive list of yearly accomplishments and activities on the CV for the review period ● Describes at least 3 applications of their content expertise and knowledge to the betterment and service of the university, profession, and/or community during the review period in the reflective narrative ● At a minimum, the faculty member must provide evidence of service by <ul style="list-style-type: none"> ○ Actively serving on committees at the university, department, program, and/or association level ○ Mentoring, advising, or sharing expertise with faculty, students, or professional groups ○ Participating in recruitment, retention, and/or public relations activities 		
<p>(Optional) Does the faculty member serve in any non-teaching semi-administrative or administrative duties?</p> <ul style="list-style-type: none"> ● Evidence of service at this promotion level includes contributions at the leadership level such as serving as a department chair, program chair, course coordinator, director, endowed chair, assistant/associate dean, or other as appointed ● Other as approved by the department or related to suggestions found in Appendix C 		
<p>Average Score for Contributions</p> <p>*Note: Only calculate average if the optional score is greater than required score, otherwise, list required score only.</p>		

For Promotion Committee Member Use

Does the evidence presented by the faculty member suggest that the individual will continue to be increasingly successful in this position and represent the college and university well?

Record the scores you assigned for each evaluation area above. Calculate the average of the three scores to determine an overall score for the faculty member to inform your final decision to grant or deny the **promotion**. When directed by the **promotion** committee chair, share your recommendation to grant or deny **promotion** and your scores for each evaluation area.

Score for Effective Teaching	
Score for Scholarship	
Score for Contributions	
Average Overall Score Scale Performance Rating 4.00 – 5.00 Exceeds expectations 3.00 – 3.99 Meets expectations 0.00 – 2.99 Does NOT meet expectations	

For Promotion Committee Chair Use Only

Collect the individual scores for each evaluation area from all committee members. Calculate average scores for each evaluation area to determine a performance rating of “exceeds criteria,” “meets criteria,” or “does not meet criteria” for each reviewed area. Report the performance ratings in the summary report and the committee’s formal recommendation regarding **promotion** (p.22).

Scale Performance Rating
 4.00 – 5.00 Exceeds expectations
 3.00 – 3.99 Meets expectations
 0.00 – 2.99 Does NOT meet expectations

Evaluation Area	Average Score	Performance Rating
Effective Teaching		Select One ▾
Scholarship		Select One ▾
Contributions		Select One ▾

Curriculum & Instruction RTP Guidelines

Tenure

Please rate the faculty member’s activity on a scale of 1-5 on whether they meet our expectations for tenure based on data provided in the professional portfolio; by the department head, alumni, current students, and non-tenured colleagues; and from personal observation of the candidate’s performance in relevant areas.

- 5- Exceeds expectations in this area with multiple evidence of exemplary or innovative practice.
- 4- Meets the expectations in this area with some evidence of exemplary or innovative practice.
- 3- Meets expectations in this area with no minor or major concerns.
- 2- Meets expectations in this area with some minor but no major concerns.
- 1- Does NOT meet expectations in this area and has major and/or several minor concerns.

Effective Teaching		
Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p>		<p><i>Please note examples of evidence observed and any questions or concerns you may have.</i></p>
<p>Does the faculty member show evidence of current and deep knowledge of their content (p. 77)?</p> <ul style="list-style-type: none"> ● Describes the application of curriculum elements of teaching during the review period in the reflective narrative <ul style="list-style-type: none"> ○ Connects activities to the mission, vision, and values of the university ○ Reflects on professional growth and/or areas for improvement ● Presents at least 2 pieces of evidence of effective application of content knowledge <ul style="list-style-type: none"> ○ Demonstrates current and deep knowledge of content ○ Demonstrates effective assessment of learning outcomes <p><i>Common examples of content knowledge include student evaluations; classroom observation records; curriculum revisions; creation of assessments or activities; samples of feedback to students, and samples of student work.</i></p>		
<p>Does the faculty member utilize pedagogical methods appropriate to the learners and teaching context (p. 77)?</p> <ul style="list-style-type: none"> ● Describes the application of pedagogical elements of teaching during the review period in the reflective narrative <ul style="list-style-type: none"> ○ Connects activities to the mission, vision, and values of the university ○ Reflects on professional growth and/or areas for improvement ● Presents at least 2 pieces of evidence of effective use of pedagogy <ul style="list-style-type: none"> ○ Uses best practices or innovative applications of designing, sequencing, or presenting experiences that induce student learning ○ Positively impacts student engagement or facilitation of learning <p><i>Common examples of effective pedagogical methods include classroom observation records, video recordings of teaching, lesson plans, handouts, problem sets, student course evaluations, student testimonials, instructor’s reflective statements on how they incorporate technology into teaching</i></p>		
Average Score for Effective Teaching		

Scholarly or Creative Achievement

Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p>		<p><i>Please note examples of evidence observed and any questions or concerns you may have.</i></p>
<p>Does the faculty member show evidence of distinguished ongoing activity in the scholarship of teaching (pp. 79-81)?</p> <ul style="list-style-type: none"> ● Explains efforts to systematically design, implement, assess, and share best practices to improve teaching practices during the review period in the reflective narrative AND ● Presents at least 1 representative sample of scholarly activity in teaching <ul style="list-style-type: none"> ○ The activity requires a high level of expertise. ○ The activity breaks new ground or is innovative. ○ The activity can be replicated and elaborated. ○ The work and its results can be documented. ○ The work and its results can be peer-reviewed. ○ The activity has significance or impact. <p><i>Common examples of the scholarship of teaching and learning are the development of new or substantially revised courses, or curricula; creating or implementing innovative teaching strategies; projects funded by external or internal grants to support instructional activities; production of teaching materials and resources, and sharing the results of action research.</i></p>		
<p>Does the faculty member show evidence of distinguished ongoing activity in any other domains of the Boyer Model (pp. 79-81)?</p> <ul style="list-style-type: none"> ● Explains activities that further the educational goals of students, faculty, the university, or the community during the review period in the reflective narrative AND ● Presents at least 1 representative sample of scholarly activity in application, integration, and/or discovery <ul style="list-style-type: none"> ○ The activity requires a high level of expertise. ○ The activity breaks new ground or is innovative. ○ The activity can be replicated and elaborated. ○ The work and its results can be documented. ○ The work and its results can be peer-reviewed. ○ The activity has significance or impact. <p><i>Common examples of the scholarship of application are submitting and/or publishing a manuscript applying disciplinary knowledge to a practical problem, conducting a study to solve a problem, serving as an external consultant, service to a curriculum committee, and fulfilling a leadership role on a board</i></p> <p><i>Common examples of the scholarship of integration are literature reviews, textbooks, critical reviews, meta-analysis, colloquial work, and giving a disciplinary perspective in a talk to a cross-discipline or lay audience.</i></p> <p><i>Common examples of the scholarship of discovery are submitting, publishing or presenting new findings or theory in peer-reviewed journals or conferences (i.e., empirical research), procurement of research funding, or creating theoretical and practical infrastructure for future studies (i.e., non-empirical research).</i></p>		
<p>Average Score for Scholarship</p>		

Contribution to Institution and Profession

Criteria <i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i>	1-5	Evidence/Questions/Concerns <i>Please note examples of evidence observed and any questions or concerns you may have.</i>
<p>(Required) Does the faculty member demonstrate ongoing use of their expertise and knowledge of their discipline to contribute to the betterment of the university, profession, and/or community (pp. 81-82)?</p> <ul style="list-style-type: none"> ● Documents exhaustive list of yearly accomplishments and activities on the CV for the review period ● Describes at least 3 applications of their content expertise and knowledge to the betterment and service of the university, profession, and/or community during the review period in the reflective narrative ● At a minimum, the faculty member must provide evidence of service by <ul style="list-style-type: none"> ○ Actively serving on committees at the university, department, program, and/or association level ○ Mentoring, advising, or sharing expertise with faculty, students, or professional groups ○ Participating in recruitment, retention, and/or public relations activities 		
<p>(Optional) Does the faculty member serve in any non-teaching semi-administrative or administrative duties?</p> <ul style="list-style-type: none"> ● Evidence of service at this promotion level includes contributions at the leadership level such as serving as a department chair, program chair, course coordinator, director, endowed chair, assistant/associate dean, or other as appointed ● Other as approved by the department or related to suggestions found in Appendix C 		
<p>Average Score for Contributions*</p>		<p>*Note: Only calculate the average if the optional score is greater than the required score; otherwise, list the required score only.</p>

For Tenure Committee Member Use

Does the evidence presented by the faculty member suggest that the individual will continue to be increasingly successful in this position and represent the college and university well?

Record the final scores you assigned for each evaluation area above. Calculate the average of the three scores to determine an overall score for the faculty member to inform your final decision to recommend to grant or deny **tenure**. When directed by the **tenure** committee chair, anonymously submit your recommendation to grant or deny **tenure** along with your scores for each evaluation area.

Scale	Performance Rating
4.00 – 5.00	Exceeds expectations
2.50 – 3.99	Meets expectations
0.00 – 2.49	Does NOT meet expectations

Score for Effective Teaching	
Score for Scholarship	
Score for Contributions	
Average Overall Score	

For Tenure Committee Chair Use Only (Confidential)

Collect the individual scores for each evaluation area from all committee members. Calculate average scores for each evaluation area to determine a performance rating of “exceeds criteria,” “meets criteria,” or “does not meet criteria.” Report the performance ratings in each reviewed area in the summary report, along with the committee’s formal recommendation regarding **tenure** based on the anonymous vote (p. 26).

Scale	Performance Rating
4.00 – 5.00	Exceeds expectations
2.50 – 3.99	Meets expectations
0.00 – 2.49	Does NOT meet expectations

Evaluation Area	Average Score	Performance Rating
Effective Teaching		Select One ▾
Scholarship		Select One ▾
Contributions		Select One ▾

Count the secret ballots in the presence of the tenured faculty members present, announcing number for, number against, and number abstaining. Determine the committee’s formal recommendation regarding **tenure** based on a simple majority. Maintain the results of the secret ballot (number for, number against, number abstained) in the faculty member’s tenure file, which shall remain confidential (p. 26).

Number For	
Number Against	
Number Abstaining	

Curriculum & Instruction RTP Guidelines

Promotion from Associate to Full Professor

Please rate the faculty member's activity on a scale of 1-5 based on whether they meet our expectations for promotion.

- 5- Exceeds expectations in this area with multiple evidence of exemplary or innovative practice.
- 4- Meets the expectations in this area with some evidence of exemplary or innovative practice.
- 3- Meets expectations in this area with no minor or major concerns.
- 2- Meets expectations in this area with some minor but no major concerns.
- 1- Does NOT meet expectations in this area and has major and/or several minor concerns.

Effective Teaching		
Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p> <p>Does the faculty member show evidence of current and deep knowledge of their content (p. 77)?</p> <ul style="list-style-type: none"> ● Describes the application of curriculum elements of teaching during the review period in the reflective narrative <ul style="list-style-type: none"> ○ Connects activities to the mission, vision, and values of the university ○ Reflects on professional growth and/or areas for improvement ● Presents at least 3 pieces of evidence of exceptional application of content knowledge <ul style="list-style-type: none"> ○ Demonstrates current and deep knowledge of content ○ Demonstrates effective assessment of learning outcomes <p><i>Common examples of the exceptional application of content knowledge include classroom observation records indicating excellence; program enhancements such as curriculum innovations, revisions, creation of assessments or activities; mentoring or leading workshops; invitations to speak at conferences; accomplishment in advisement/supervision of student research or master's theses; awards or recognitions from local or national groups.</i></p>		<p><i>Please note examples of evidence observed and any questions or concerns you may have.</i></p>
<p>Does the faculty member utilize pedagogical methods appropriate to the learners and teaching context (p. 77)?</p> <ul style="list-style-type: none"> ● Describes the application of pedagogical elements of teaching during the review period in the reflective narrative <ul style="list-style-type: none"> ○ Connects activities to the mission, vision, and values of the university ○ Reflects on professional growth and/or areas for improvement ● Presents at least 3 pieces of evidence of exceptional use of pedagogy <ul style="list-style-type: none"> ○ Uses best practices or innovative applications of designing, sequencing, or presenting experiences that induce student learning ○ Positively impacts student engagement or facilitation of learning <p><i>Common examples of effective pedagogical methods include consistently high student evaluations; classroom observation records, video recordings of teaching, lesson plans, and student testimonials indicating excellence; awards or recognitions from local or national groups; innovative integration of technology into teaching.</i></p>		
<p>Average Score for Effective Teaching</p>		

Scholarly or Creative Achievement

Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p> <p>Does the faculty member show evidence of distinguished scholarly activity as defined by the Boyer Model (pp. 79-81)?</p> <ul style="list-style-type: none"> ● Explains scholarly activity during the review period in the reflective narrative ● Presents at least 3 representative samples of scholarly activity, with a minimum of 2 activities in the area of teaching and learning. <ul style="list-style-type: none"> ○ The activity requires a high level of expertise. ○ The activity breaks new ground or is innovative. ○ The activity can be replicated and elaborated. ○ The work and its results can be documented. ○ The work and its results can be peer-reviewed. ○ The activity has significance or impact. <p><i>Common examples of the scholarship of teaching and learning are the development of new or substantially revised courses, or curricula; creating or implementing innovative teaching strategies; projects funded by external or internal grants to support instructional activities; production of teaching materials and resources, and sharing the results of action research.</i></p> <p><i>Common examples of the scholarship of application are submitting and/or publishing a manuscript applying disciplinary knowledge to a practical problem, conducting a study to solve a problem, serving as an external consultant, service to a curriculum committee, and fulfilling a leadership role on a board</i></p> <p><i>Common examples of the scholarship of integration are literature reviews, textbooks, critical reviews, meta-analysis, colloquial work, and giving a disciplinary perspective in a talk to a cross-discipline or lay audience.</i></p> <p><i>Common examples of the scholarship of discovery are submitting, publishing or presenting new findings or theory in peer-reviewed journals or conferences (i.e., empirical research), procurement of research funding, or creating theoretical and practical infrastructure for future studies (i.e., non-empirical research).</i></p>		<p><i>Please note examples of evidence observed and any questions or concerns you may have.</i></p>
Score for Scholarship		

Contribution to Institution and Profession

Criteria	1-5	Evidence/Questions/Concerns
<p><i>The bullets below describe essential expectations the faculty member should demonstrate for this promotion.</i></p> <p>Does the faculty member demonstrate a continued sustained pattern of service to the university, profession, and community, including evidence of serving as a leader (pp. 81-82)?</p> <ul style="list-style-type: none"> ● Documents exhaustive list of yearly accomplishments and activities on the CV for the review period ● Describes at least 4 applications of their content expertise and knowledge to the betterment and service of the university, profession, and/or community during the review period in the reflective narrative ● At a minimum, the faculty member must provide evidence of service by <ul style="list-style-type: none"> ○ Actively serving on committees at the university, department, program, and/or association level ○ Mentoring, advising, or sharing expertise with faculty, students, or professional groups ○ Participating in recruitment, retention, and/or public relations activities ○ Demonstrate evidence of service leadership since appointment to associate professor. <p><i>Common examples of professional servant leadership are serving as a committee chair, task force chair, council chair, course coordinator, program chair, department chair, director, endowed chair, assistant/associate dean, leadership role in a professional organization, or other as appropriate.</i></p>		<p><i>Please note examples of evidence observed and any questions or concerns you may have.</i></p>
Score for Contributions		

For Promotion Committee Member Use

Does the evidence presented by the faculty member suggest that the individual has demonstrated comprehensive excellence in Effective Teaching, Scholarly Activities, and Contributions to the Institution and Profession?

Record the scores you assigned for each evaluation area above. Calculate the average of the three scores to determine an overall score for the faculty member to inform your final decision to grant or deny the **promotion**. When directed by the **promotion** committee chair, share your recommendation to grant or deny **promotion** and your scores for each evaluation area.

Score for Effective Teaching									
Score for Scholarship									
Score for Contributions									
Average Overall Score <table> <tr> <td>Scale</td> <td>Performance Rating</td> </tr> <tr> <td>4.00 – 5.00</td> <td>Exceeds expectations</td> </tr> <tr> <td>3.00 – 3.99</td> <td>Meets expectations</td> </tr> <tr> <td>0.00 – 2.99</td> <td>Does NOT meet expectations</td> </tr> </table>	Scale	Performance Rating	4.00 – 5.00	Exceeds expectations	3.00 – 3.99	Meets expectations	0.00 – 2.99	Does NOT meet expectations	
Scale	Performance Rating								
4.00 – 5.00	Exceeds expectations								
3.00 – 3.99	Meets expectations								
0.00 – 2.99	Does NOT meet expectations								

For Promotion Committee Chair Use Only

Collect the individual scores for each evaluation area from all committee members. Calculate average scores for each evaluation area to determine a performance rating of “exceeds criteria,” “meets criteria,” or “does not meet criteria” for each reviewed area. Report the performance ratings in the summary report and the committee’s formal recommendation regarding **promotion** (p.22).

Scale	Performance Rating
4.00 – 5.00	Exceeds expectations
3.00 – 3.99	Meets expectations
0.00 – 2.99	Does NOT meet expectations

Evaluation Area	Average Score	Performance Rating
Effective Teaching		Select One ▾
Scholarship		Select One ▾
Contributions		Select One ▾



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VP ACADEMIC AFFAIRS

**Review of Departmental
Promotion, Tenure and Post-Tenure Guidelines**

Name of Department: Curriculum & Instruction

College or Unit: College of Education

Semester / Year of Current Review: Fall 2022

Semester / Year of Next Review: Fall 2023

Department Faculty Vote Date: January 20, 2023

Department Approval Signatures

Sally Armstrong 1/20/2023
Department Senior Faculty Member Date

Jane S. Garrett 1/20/2023
Department Chair Date

Approval Signatures

Vanessa Anton 1/24/2023
College Dean Date

Debbi Landy 1-27-23
Provost / Vice President of Academic Affairs Date

ST 2/15/23
Northeastern State University, President Date