
Policy and Procedures for Reappointment, Promotion, and Tenure School of Education

Revised March 2017

Revised December 2021

Language clarification made September 2022

The mission of the School of Education is to:

- Promote the distinctive identity of the school by building on the contributions of the faculty
- Emphasize our shared commitment to *evidence-based policy and practice* and *democracy, diversity, and social justice*
- Produce research that makes a difference by bringing rigorous research methods and analytic tools to bear in addressing the most pressing questions affecting educational policy and practice
- Prepare teachers who display a passionate commitment to ensuring every student learns, who embrace and demonstrate ethical behaviors and democratic dispositions, and who excel in their knowledge of subject matter, how people learn, the socio-cultural world of learners, standards-based curriculum design, learner-centered pedagogies and assessments, and the democratic context of schools
- Prepare graduate candidates who are well-trained in research methodology, expert in their area of specialization, and broadly knowledgeable about psychological, sociological, philosophical, and historical research affecting education
- Encourage candidates from historically underrepresented groups into teaching and research professions through recruitment and support
- Enhance the effectiveness of our partnership and outreach activities by fostering closer connections among teaching, research, and outreach commitments.

Education is considered a field that is composed of several disciplines (such as psychology, sociology, history, or philosophy, as well as several content areas (such as physics or literacy studies) and ways of approaching the study of education (such as experimental design, ethnography, or historiography). As a multidisciplinary field, the specific expectations for tenure and promotion vary considerably across the disciplinary traditions. All the same, as a School, we hold faculty to a common set of principles in evaluating excellence and meritorious accomplishment in scholarly work, teaching, and service. As a School whose mission includes community-engaged work, we highly value work about, with and in local communities, including schools and districts, as well as work across the university and professional organizations. Overall, the School of Education values different forms of scholarship associated with research, teaching, and service: the creation of new knowledge, the integration of insights across disciplines, the application of knowledge to solve problems of educational practice and policy, and investigations of different pedagogical approaches to foster equitable and successful environments for teaching and learning.

University of Colorado Boulder Administrative Policy Statement: Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion

The Administrative Policy Statement (APS #1022) outlines the basic policies and procedures for comprehensive reappointment review, tenure, and promotion for tenured and tenure-track faculty. The purpose of the School's evaluation for reappointment, tenure, and promotion is to apply these general standards to the areas of education represented in the School of Education.

a. Comprehensive Reappointment Review

According to the APS (2020), comprehensive review for reappointment occurs once during the tenure probationary period, typically in the candidate's 4th year; it will include a "critical appraisal designed to identify a candidate's strengths and weaknesses in sufficient time to allow promising candidates to improve their records before the evaluation for tenure" (p. 2). Assistant professors typically will be evaluated based on their record of teaching, research, and service, during their time at the School of Education.

b. Tenure and Promotion to Associate Professor

The granting of tenure is a long-term commitment that requires evidence of excellence in past performance as well as the likelihood that the candidate's performance will continue to be of high quality. The review for tenure, which typically is concurrent with promotion to associate professor, occurs in the candidate's 7th year, and requires that a faculty member be able to demonstrate "excellence" in either research/creative work or teaching, and "meritorious" achievement in the other category, plus meritorious service. For promotion to the rank of Associate Professor with tenure, successful candidates will demonstrate the following: (1) a record of successful teaching in the classroom, out of classroom settings, if appropriate, and advising and mentoring students; (2) a significant body of research/creative work that is held in high regard by peers in the same field; and (3) service to the school, university, community, and the profession, nationally or internationally.

c. Promotion to Full Professor

According to the APS (2020), promotion to Full Professor requires that a tenured faculty member have the following: (1) "a record that, taken as a whole, is judged to be excellent;" (2) "a record of significant contribution to both graduate and undergraduate education, unless individual or department circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other;" and (3) a record, since tenure and promotion to associate professor, indicating "substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, service, and other applicable areas" . In particular, successful candidates will demonstrate the following: (1) a record of excellent teaching in the classroom, out-of-classroom settings, if appropriate, and commendable student advising and mentoring; (2) a nationally or internationally recognized body of research/creative work that is held in high regard by peers in the same field and seen as contributing to knowledge in their discipline or field, as well as intellectual leadership in their

discipline or field; and (3) leadership and service that advances the mission of the candidate's school, university, and profession, and that applies knowledge for the benefit of the local community and the larger society. Candidates may show a range of combinations of research/creative work, teaching, and service that contribute to a record of excellence as a whole; individual categories are not ranked in this determination.

Research and Scholarship

Research and the production of scholarly work are highly valued in the School and the University. It is important for all candidates for comprehensive review, tenure, and promotion to put forward a body of work that aligns with the mission of the School, reflects strong scholarship, is significant, and demonstrates an impact on society. There is a wide range of topics and methodologies found in educational research. Reflecting its interdisciplinary nature, the venues of published research vary widely and include books, research articles published in a range of peer-reviewed and practitioner journals, edited volumes, and conference proceedings, with different sub-fields or disciplines valuing varying forms of research over others. The School values publicly engaged scholarly work that involves work with and for diverse publics and communities. This work, like much of educational scholarship, has both intellectual and public value, and is shared in traditional refereed publication venues as well as in popular venues that are more accessible to members of the public.

An important aspect of scholarly work is its recognition by academic peers. There are several ways to measure the impact of scholarly work including: distinction of the journal or conference, citations of published work, stature of the book publisher, recognition by peers, or invitations to present at conferences or in other public venues. The field of education is an interdisciplinary field. Not all top tier journals are part of the social science index so impact factors are not necessarily an accurate measure of the impact of a refereed publication. In education, the top tier journals in the field are those with small acceptance rates. An additional measure of impact could take the form of policy impact, practical impact in educational institutions, or significance for the communities with and for which it was produced. The School values collaborative work along with work that is produced by a single author. In the instances of multiple authors, faculty should delineate their individual contribution in their Research Statement or CV. Having some first-authored publications is an important indicator of a scholarly contribution. Co-authorship with students will be judged positively, as an indicator of research mentorship and collaborative practice. National and international awards, as well as competitive fellowships, are recognitions of the quality of the faculty member's scholarship.

In order to be judged meritorious, candidates must establish a record of scholarly accomplishment in line with the criteria of the sub-field or discipline. Faculty must show an active, coherent, and independent research program beyond the dissertation; evidence of intellectual originality and significance; strong quality as reflected in the venues of publication and impact on the field of scholarship or the community. (Meritorious in research is insufficient for tenure unless accompanied by excellence in teaching, which is specified below).

Excellence in research is indicated by these same accomplishments, as well as a well-defined research agenda that is recognized at the national or international level. It is expected that faculty will be considered leading experts in their discipline or sub field. Excellence in research is also based on the wider impact of the research agenda and its significance to theory, policy, and/or practice. In some, but not all, disciplines, evidence of external research funding, awards, and invitations for talks or publication reflects important scholarly recognition and national reputation in the field. In addition, faculty will be considered excellent in this category if their work is judged by external academic reviewers to make a coherent contribution and be equivalent to the top researchers in their sub-field at their stage of career. Scholars who, in addition to publishing in academic venues, conduct research that makes a positive impact for society, community or school partners, are encouraged to document those contributions in their research statement. Evidence of impact could include, but are not limited to, letters from community partners, news media articles, or public-oriented reports that reach key audiences.

Teaching

As a School of Education, we place a high value on teaching. Our faculty typically teach relatively small classes that involve a range of activities including lectures, seminar discussions, small group activities, and project-based work. In order to demonstrate meritorious accomplishment in this area, we expect our faculty to use pedagogical practices that deeply engage and challenge our graduate and undergraduate students. Many, though not all, of our faculty teach both undergraduate and graduate students. A few also teach on-line courses and courses located off-site in schools and communities.

We evaluate faculty teaching through multiple measures and encourage them to document their teaching practices over time. In addition to the FCQs (Faculty Course Questionnaires), which are required by campus policy, faculty should invite several peer reviewers to provide narrative evaluation of their teaching. In addition, faculty are encouraged to provide other evidence, such as work with the Center for Teaching and Learning. As part of their dossiers, faculty write teaching statements to explain their approach to curriculum and pedagogy. The evaluation of teaching is based on these measures along with other forms of evidence, such as interviews and/or questionnaires from advisees and students in a range of courses. Additional evidence may include new course or program design or mentoring doctoral students to teach sections of a course. We look at improvement in teaching over time, with an understanding that some courses and groups of students may be more difficult than others to teach. We also look closely at the mentorship of doctoral students in their coursework, research, and dissertation process. To demonstrate meritorious teaching, faculty should demonstrate a range of pedagogical practices that are responsive to the subject area and the students, illustrate knowledge of the field as reflected in course syllabi, and participate actively in course construction and revision. In their teaching statement and through research and/or publishing collaborations, faculty should demonstrate that they have worked closely and successfully with graduate students as mentors. In addition, faculty should receive positive feedback from students and peer observations of teaching. If there are consistent negative evaluations, there should be an explanation for the reasons and also demonstration of work, if needed, toward improving teaching through teaching mentorship, drawing on resources from the Center for Teaching and Learning, and other proactive steps. To earn excellence in teaching, faculty must achieve and

exceed meritorious teaching, including demonstrating national contributions to the scholarly research on teaching through published research, curriculum materials, or innovative and replicable pedagogical practices that are nationally or internationally recognized. The candidate should be a valued member of and contributor to a national research community dedicated to the scholarship of teaching. In addition, faculty must demonstrate significant accomplishments in terms of measures of classroom performance, innovative pedagogical practices, local and national work on the development of courses and programs that illustrate responsiveness to subject matter, student interest, and current state of the field. Candidates also need to demonstrate leadership in teaching in the program area and across the school or university. Finally, mentorship is also critical for excellence in teaching and should include evidence of success with doctoral student mentoring through the dissertation process. .

Service

A “meritorious” designation in service is a requirement in order to gain tenure, in addition to achieving “excellent” in either research or teaching. A meritorious service record is demonstrated in three primary ways: (1) service to the School and University; (2) service to the profession; and (3) national or international service. Service to the School and University includes activities such as serving as Program Chair, serving on School or University committees and service to the profession includes activities such as serving on journal editorial boards, participating in professional associations, or organizing conferences. National or international service includes activities such as conducting professional development for educators at any level, translating research for practitioners or policy or civic organizations, or communicating research to a wider audience. Evidence related to service will consist of description of the service, its duration, and its significance or impact.

The School of Education values service and outreach in schools and communities. All faculty members are expected to engage in service and outreach activities that make a positive impact in educational institutions and communities. The School expects, however, that pre-tenure faculty will engage in fewer service activities than tenured faculty. For many faculty in the School of Education, service to the community is embedded in research projects carried out with school or community partners. We encourage tenure-track faculty to describe this kind of service, which is intertwined with scholarship, in their research and service statements in order to communicate this synergy.

Review Processes and Procedures

Judgments regarding the stated criteria and standards, including the quality and sufficiency of academic work, are based on peer review. The reappointment, tenure, or promotion of a tenure track faculty member is evaluated at multiple levels. The expertise of the primary unit is balanced by the broader perspectives of campus-wide committees committed to excellence for the whole institution.

Levels of Review

The first level of review is at the school level; it includes review by the primary unit evaluation committee, the primary unit, the dean’s review committee, and the dean. The second level of review is at the campus-wide level; it includes review by the vice chancellor for academic affairs’ advisory committee, the provost and vice chancellor for academic affairs, and the chancellor. The third level of review is at the presidential level; it refers to review by the president of the university for both a positive recommendation for tenure to the Board of Regents and for an appeal of a negative decision for reappointment or tenure by a candidate. Promotion decisions are completed at the second level. The final decision on the award of tenure (including outside hires with tenure) is made by the Board of Regents. See Table 1 for a summary of the levels of review.

Table 1. Review Process

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| First Level: | Unit Level <ul style="list-style-type: none">• Primary Unit Evaluation Committee Review• School of Education Faculty Review and Discussion as a Committee-of-the Whole• Dean’s Review Committee• Dean of the School of Education |
| Second Level: | Campus Level <ul style="list-style-type: none">• Vice Chancellor’s Advisory Committee• Provost of the University of Colorado Boulder• Chancellor of the University of Colorado Boulder |
| Third Level: | Presidential Level (tenure decisions and reappointment and tenure appeals) • President of the University of Colorado <ul style="list-style-type: none">• Board of Regents of the University of Colorado |

Primary Unit

The School of Education is the Primary Unit for purposes of deciding reappointment, tenure, and promotion. As part of the process, tenure track faculty receive feedback each year from the dean about progress to tenure. Untenured faculty can and should also seek feedback on their progress from their program chairs and faculty mentors. In addition, letters received as part of the reappointment process often include specific guidance related to achieving tenure that candidates are expected to heed.

The first level review process begins with the Dean's appointment of the Primary Unit Evaluation Committee (PUEC). The Evaluation Committee is appointed by the dean and consists of three faculty members, at least one of whom is professionally familiar with the candidate's area of specialization. The dean solicits 6-8 letters from external reviewers. The candidate is able to suggest 3-4 names. Using the criteria for reappointment, tenure, and promotion stated in the University of Colorado Boulder Faculty Handbook and elaborated in this document, the PUEC

reviews the materials prepared by the candidate, as well as data the PUEC solicits, such as student evaluations or external letters. Candidates are responsible for assembling most of their dossier, but can seek the help or advice from the PUEC as appropriate. The dossier contents are specified in the APS #1022 and include materials such as a current curriculum vitae and teaching evaluations. It is the candidate's responsibility to see that the file is complete and well-ordered, with sections available for the insertion of confidential materials by the PUEC. It is the PUEC's responsibility to obtain any additional information that it may require in order to make a complete presentation to the faculty of the School of Education.

Following the assembly of all materials and data, including at least six external letters, the PUEC will have a final meeting in which it discusses and votes on the case. The PUEC will write its letter to the Dean of the School of Education that includes the vote for or against reappointment, tenure, or promotion, and a summary of the candidate's strengths and weaknesses. After the vote by the PUEC, the Dean will make the entire file available on a confidential basis to the voting faculty two weeks prior to the School's discussion of the case.

The Dean announces to the faculty in advance the schedule for discussion of personnel cases. The PUEC's letter and decision will be submitted to the rostered faculty of the School acting as Committee-of-the-Whole. Faculty will be asked to sign a statement that they agree to keep the discussion confidential. The Chair of the PUEC will present the case to the faculty at a designated faculty meeting. The School, with full access to the files of the candidate, will deliberate and vote on each candidate submitted by the PUEC. Eligible voters will be those faculty members holding one rank higher than each candidate submitted by the Evaluation Committee. This meeting will be run by the Chair or a representative of the Evaluation Committee. After open discussion and deliberations, voting will be by signed, written ballot (and each ballot will include justification for the vote). A member of the PUEC will take notes during the discussion and submit those notes to the Dean to be included in the Dean's letter. The votes of the Primary Unit, with accompanying written justifications, as well as the votes and written justifications from the PUEC, will be recorded and forwarded to the Dean of the School, who provides the candidate with a summary of justifications. The specifics of the discussion and the authors of the comments will be kept confidential. At each stage of the process, the faculty member under consideration can submit a response. (Note: This is also true after the DLRC, Dean, and VCAC letters.)

The Dean will appoint a Dean's Review Committee to consider the faculty decision on reappointment, tenure and promotion submitted to the Dean by the PUEC and the faculty of the School of Education. The Dean's Review Committee will consist of at least three faculty members from outside the School of Education and within the University of Colorado Boulder, each holding the rank of Associate Professor or Professor. The Dean will serve as an ex-officio member and Chair of the Review Committee. The votes of the Committee will be forwarded, with accompanying recommendations of the Dean, to the Vice Chancellor for Academic Affairs of the University of Colorado Boulder for VCAC review.

Adopted by the Faculty of the School of Education, December 17, 2021