

**Tenure and Promotion Criteria Working Draft**  
**Department of Special Education, Rehabilitation, and Counseling (SERC)**  
**Approved: TBD**  
**College of Education ♦ Auburn University, Alabama**

## **I. Introduction**

The current University guidelines are described in the Faculty Handbook - <http://www.auburn.edu/academic/provost/facultyHandbook/policies.html#criteria>

The Department of Special Education, Rehabilitation, and Counseling is comprised of many diverse disciplines. While it is difficult to specify guidelines that apply directly to each discipline, this document provides general expectations for faculty seeking tenure and promotion to the ranks of Associate Professor and Professor.

Candidates in the Department of Special Education, Rehabilitation, and Counseling are evaluated for tenure or promotion on the basis of evidence of their performance in the primary faculty functions: teaching, scholarship, outreach, and service. Candidates must have demonstrated acceptable levels of performance in these functions relative to the professional level for which they seek to promotion and/or tenure, as specified in this document. Candidates will be evaluated in these areas in relation to their allocation of time.

## **II. Promotion to the Rank of Associate Professor**

**General Requirements:** Promotion to the rank of Associate Professor means that the candidate has demonstrated meritorious performance in his or her subject area and has engaged in an appropriate combination of teaching, research/creative work, and/or service/outreach, based on her or his allocation of time. The candidate should also have participated in professional service at the university, state, regional, and/or national level and served on department, college or school and/or University committees. Normally, a candidate must serve at least four complete years on full-time appointment at the assistant professor level before he or she may be nominated for promotion to Associate Professor. The application for promotion to Associate Professor is made in conjunction with the application for tenure and is normally considered during the fifth year of full-time service but not later than the sixth year.

**A. Research/Scholarship-Related Criteria.** The Department of Special Education, Rehabilitation, and Counseling has an expectation that faculty establish a sustained record of research and scholarship that contributes to the advancement of the department and programs. **Success in attracting external support for research, instruction, and outreach, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research based grants and contracts, represents a significant indication of progress toward establishing a national**

research reputation. Evidence of attainment of intellectual property rights including patents, copyright or inventorship is also considered evidence of such external support. Strong research and scholarship accomplishments can be demonstrated through many mediums but there is an emphasis on the completion of significant research projects leading to publication in refereed journals. Publications may include journal articles, books, book chapters, monographs, electronic media, and research reports. These demonstrations should provide evidence that the candidate is engaged in a *continuing, consistent, and high quality* program of research and publication. There should be evidence of professional collaboration as well as the ability to lead research that results in publication. Further given the importance department faculty espouse on the preparation of professionals when training doctoral students, it is anticipated that faculty-student research publications and professional presentations will be evident for faculty assigned to advise these students.

Although faculty may demonstrate scholarship in multiple ways, the emphasis in this department is on publications in refereed national journals, with extramural grant work being valued. Based on the review and benchmarking of SERC Assistant to Associate Professor promotion and tenure packages, successful candidates had a minimum of one to two publications per year in national or international refereed journals; with an average of at least six publications in national or international journals over a five-year period; an average of one presentation per year with at least two at the national level over a six-year period. Candidates also demonstrated participation in other scholarship-related activities. See the Indicators of Scholarship-Related Activity for scholarship-related criteria examples (Appendix A-the list is not exhaustive).

**B. Teaching-Related Criteria.** The Department of Special Education, Rehabilitation, and Counseling highly values teaching and learning. A primary consideration in awarding tenure and/or promotion is teaching performance and teaching and student development activities.

Based on the review and benchmarking of SERC Assistant to Associate Professor promotion and tenure packages, successful candidates demonstrated quality teaching performance through syllabi that were updated frequently, integrated technology, and the content was based on literature/empirical evidence; student evaluations reflected good/average, very good or excellent teaching performance; peer evaluations reflected high quality teaching; and, there was evidence of significant contributions in 3-5 areas of professional teaching-related activity. See the Indicators of Teaching-Related Activity for teaching-related criteria examples (Appendix B-the list is not exhaustive).

**C. Outreach/Service Scholarship-Related Criteria.** The faculty of the Department of Special Education, Rehabilitation, and Counseling recognizes a strong obligation to provide the University, the community, and the profession service through the expertise of its faculty. It is

expected that faculty seeking promotion and/or tenure in the Department, therefore, demonstrate a record of sustained, effective service and/or outreach.

As an academic unit within the University and College of Education, it is essential that Department faculty participate in a broad range of governance activities. It is also essential that Department faculty lend their expertise to service activities that support their profession and their professional development. The Department of SERC combines the functions of a professional school and traditional academic department; therefore, it is essential that faculty engage in a broad range of community service activities to help connect the Department to other service agencies to provide University students with superior clinical experiences and training.

### **C 1. Outreach-Related Criteria**

Based on the review and benchmarking of SERC Assistant to Associate Professor promotion and tenure packages, successful candidates demonstrated 2-3 outreach activities, and 1-2 instances of consultation or supportive assistance provided to agencies or organizations outside of the University. See the Indicators of Outreach/Service-Related Activity for outreach and service scholarship-related criteria examples (Appendix C-the list is not exhaustive).

### **C 2. Service-Related Criteria.**

Based on the review and benchmarking of SERC Assistant to Associate Professor promotion and tenure packages, successful candidates demonstrated 3-5 service activities to the Department, College or University and 3-5 service activities to public or private schools, community organizations, and/or professional organizations. See the Indicators of Outreach/Service-Related Activity for service-related criteria examples (Appendix C-the list is not exhaustive).

## **III. Promotion to the Rank of Professor**

**General Requirements:** Promotion to the rank of Professor reflects that the candidate has achieved a national reputation in his or her discipline. While promotion to Professor is largely based on the candidate's accomplishments since promotion to Associate Professor, criteria for this promotion must be flexible to accommodate the legitimate variations in faculty assignment and activity.

Normally, a candidate must serve at least four complete years on full-time appointment at the Associate Professor level before he or she may be nominated for promotion to Professor. Only in exceptional and well-documented cases, in which a faculty member has substantially exceeded requirements for promotion to Professor in a shorter time, should he or she be recommended for early promotion by the department head, with majority support of the faculty members who hold rank superior to that of the candidate. A candidate must have a clearly-established national

reputation and be recognized by associates as a capable teacher, scholar, or outreach specialist. Peers within and outside the University will attest to the candidate's high professional standing.

**A. Research-Related Criteria.** For promotion to Professor, the candidate must demonstrate a superior record of scholarship evidenced by the attainment of national or international stature in the field. Success in attracting external support for research, instruction, and outreach, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research based grants or contracts, represents a continuing presence of a national research reputation. Evidence of attainment of intellectual property rights including patents, copyright or inventorship is also evidence of such external support. The candidate's record of scholarship should include extensive and high quality work distributed across all areas of scholarship evidence. Peers both inside and outside the department will judge the quality of this work. This work should demonstrate a clear pattern of the ability to lead research activities and contribute significantly to these research activities.

The program faculty plays an important role in the evaluation of quality; however, a critical element to determining national and international stature lies in the judgments made by external peer reviewers of the candidate's work. These evaluations will play a significant role in determining the quality and significance of contributions.

Based on the review and benchmarking of SERC Associate to Full Professor promotion and tenure packages, successful candidates engaged in scholarship activities that include authoring or co-authoring an academic book (published by a nationally recognized publishing company); averaging at least one publication per year in a nationally or internationally refereed journals since promotion to Associate Professor; serving on leadership roles in proposals for external funding and/or the receipt of an external funding award, and/or leadership and service on editorial boards; and, being involved in at least 10 professional research-related activities. See the Indicators of Scholarship-Related Activity for scholarship-related criteria examples (Appendix A-the list is not exhaustive).

**B. Teaching-Related Criteria.** For promotion to Professor, the faculty member is expected to show evidence of a strong teaching record in three ways. First, the candidate's teaching should have been evaluated as superior through the formal departmental peer review process. Second, student evaluations of teaching should provide evidence of superior instruction. Third, the candidate's teaching profile should include documentation of leadership in teaching through curriculum and program development, program and curriculum evaluation and reviews, and external recognition for teaching.

Based on the review and benchmarking of SERC Associate to Full Professor promotion and tenure packages, successful candidates demonstrated quality teaching performance through syllabi that were updated frequently, and the content was based on literature/empirical evidence;

student evaluations reflected good/average, very good or excellent teaching performance; peer evaluations reflected high quality teaching; and, there was evidence of significant contributions in 6-10 areas of professional teaching-related activity. See the Indicators of Teaching-Related Activity for teaching-related criteria examples (Appendix B-the list is not exhaustive).

### **C. Outreach/Service-Related Criteria.**

For promotion to Professor, the faculty member is expected to have established a substantive record of serving as committee chair and other leadership roles. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments and leadership within the university, college, and department standing and ad hoc committee structure.

For promotion to Professor, the faculty member is expected to have established a substantive record of leadership roles in the provision of professional service to the educational community. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments within a community service record that reveals a sustained and effective record of professional, community and clinical service leadership.

Outreach activities should demonstrate a high level of sustained engagement. These activities should also include demonstration of impact and outreach scholarship. This should include demonstration of the contributions of these activities statewide, regionally, nationally, and/or internationally and a link to the mission of the department, college and/or university.

#### **C 1. Outreach**

Based on the review and benchmarking of SERC Associate to Full Professor promotion and tenure packages, successful candidates with outreach allocations demonstrated 2-4 outreach activities with accompanying products and 2-4 instances of consultation and/or assistance provided to agencies or organizations outside of the University. See the Indicators of Outreach/Service-Related Activity for outreach scholarship-related criteria examples (Appendix C-the list is not exhaustive).

#### **C 2. Service**

Based on the review and benchmarking of SERC Associate to Full Professor promotion and tenure packages, successful candidates demonstrated 6-10 service activities to the College or University and 6-10 service activities to public or private schools, community organizations, and/or professional organizations. See the Indicators of Service-Related Activity for service-related criteria examples (Appendix C-the list is not exhaustive).

## Tenure Criteria and Considerations

The criteria for granting of tenure shall be the same as those for promotion to Associate Professor along with the additional requirement that the applicant demonstrate collegiality as described in the Auburn University Faculty Handbook (*Source: Faculty Handbook, 3.9 Faculty Personnel Policies and Procedures*):

Auburn University nurtures and defends the concept of academic tenure which assures each faculty member freedom, without jeopardy at the department, college or school, or University level, to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions and guarantees faculty members the right to support, without jeopardy, any colleague whose academic freedom is threatened. Tenure establishes an environment in which truth can be sought and expressed in one's teaching, research/creative work, outreach work, and service. In addition to demonstrating quality in the areas of 1) teaching, 2) research/creative work, 3) outreach and 4) service as described above under Promotion Criteria and, where applicable, in approved departmental guidelines, the candidate for tenure must also demonstrate potential to contribute as a productive and collegial member of the academic unit in all relevant areas. Are the candidate's professional abilities and relationships with colleagues compatible with the departmental mission and with its long-term goals? Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate with some measure of reason and knowledge in discussions germane to departmental policies and programs? Does the candidate maintain high standards of professional integrity? Concerns respecting a candidate's collegiality should be shared with the candidate as soon as they arise; they should certainly be addressed in the yearly review and the third year review. Documented evidence that a candidate's interaction with students or colleagues has significantly interfered with teaching, research/creative work, outreach or service of the candidate or others may be a basis for denial of tenure.

## Appendix A

### Indicators of Scholarship-Related Activity

#### Scholarly Activity should be:

1. Continuing: Scholarly activity includes continuity, which is represented through a clearly defined program of research. Overall, the focus of research should be identifiable and convey an integrated and coherent line of inquiry.
2. Consistent: Demonstrating a record of research that is consistent over time and reflective of the context of the professional and teaching responsibilities of the candidate.
3. High Quality: Judgments about research quality are dependent upon level of activity and the venues used to disseminate scholarly work. For journals, this includes refereed outlets of importance to the candidate's professional field that are national or international in scope and target an appropriate audience. Additional indices may include: journal rankings, impact factors, citation indices, acceptance rates, and external reviewers evaluation. Other methods of demonstrating scholarly quality such as books, presentations, monographs will also require that a candidate can demonstrate the quality of the venue and appropriateness of the audience.

Nationally ranked publications, as identified by Cabell's Publishing or within professional organizations or groups, are identified and kept on record in the department office for each of the following program areas:

**Special Education**  
**Rehabilitation**  
**Counseling Psychology**  
**Counselor Education and Supervision**

#### Indicators of Scholarship-Related Activity:

- Referred publications: The emphasis in this department is on national refereed publications
  - International
  - National
  - Regional
  - State
- Referred Presentations:
  - International/national
  - Regional
  - State
  - Invited presentations
- Grants: Extramural grant activities are highly valued
  - PI/Co-PI

- Consultant
- External
- Internal
- Submissions
- Books
  - Edited
  - Authored
  - Book Chapter
- Monographs
- Awards for Research
- Editorial Responsibilities
  - Editor
    - Primary
    - Associate
    - Special Issue/Guest Editor
  - Editorial Board
  - Guest or ad hoc Reviewer
- Supporting/ Other Considerations
  - Technical reports
  - Refereed proceeding
  - Non-refereed publications
  - Professional Newsletters or Papers
  - Non-referred presentations
- Research Activities with Students
  - Presentations
  - Publications
  - Student Outcomes



## Appendix B

### Indicators of Teaching-Related Activity

The Scholarship of Teaching and Learning is broadly defined. It includes the ability to demonstrate competency in teaching; demonstrate effective clinical teaching and supervision; demonstrate capacity for growth and improvement; contribute to the development, refinement, and maintenance of academic programs and standards; and demonstrate effective academic counseling, advising and service to students.

#### Indicators of Teaching-Related Activity:

- Course loads and nature of course content
  - On-campus
  - Distance
  - Clinical supervision
- Teaching effectiveness
  - Auburn Teaching Evaluations
  - Peer Evaluations
  - Other
- Course/curriculum development and revisions
- Material development for courses
- Teaching innovations
  - Development of on-line courses
  - Development of technology or resources
  - Establishing partnerships with local schools or agencies
  - Other
- Administration
  - Program coordination
- Program accreditation/review preparation
- Mentoring Students
  - Research Activities (e.g., presentations, research teams)
  - Involvement in student leadership/organizational activities
- Student advisement and Research Direction
  - Dissertation Chair/Committees
  - Thesis Chair/Committees
  - Undergraduate advisement
  - Distance education advisement
- Grants and awards that enhance teaching
- Teaching awards
- Student awards

- Advisement to student organizations
- Seminars for academic or professional associations
- Professional development activities
- Invited lectures

## Appendix C

### Indicators of Outreach/Service -Related Activity

#### **Outreach**

“As identified in the revised **May 10, 2011**, *AU Faculty Handbook* (sec. 3.8.c), “‘outreach’ refers to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit mission.” **The handbook also indicates that outreach is not expected of all faculty.**

Outreach includes the demonstration of:

1. Description of outreach activity
2. How activity was compatible with University, College and Department mission
3. Role of faculty member in outreach scholarship activity
4. Impact of activity; Evaluation; Recognition
5. Activities and products

#### **Indicators of Outreach-Related Activity:**

- Community and regional-based projects
- Grants: Intended to support outreach activities
  - Internal
  - External
  - Submissions
- Supervision of community and regional-based projects
- Training of professionals in specialized skills/knowledge
- Provision of continuing education credit
- Consultation (non-private)
- Participation on community or regional advisory boards/groups

#### **Indicators of Service-Related Activity**

Committee and Leadership Roles

- Department
- Graduate Program Officer
- Lead Faculty
- College
- University
- Professional
  - Boards
  - Professional Organizations (appointed/elected)

- Editorial Responsibilities
  - Editor
    - Primary
    - Associate
    - Special Issue/Guest Editor
  - Editorial Board
  - Guest or ad hoc Reviewer