

(Excerpt from the School of Education Policy on Written Standards and Criteria for Pre-Tenure Faculty)

Criteria for Reappointment, Tenure, and Promotion Reviews in the School of Education

Reappointment, tenure and promotion (RTP) decisions are among the most important processes that shape and define the University. The criteria outlined below form the basis for RTP reviews within the School of Education (SOE). As RTP committees review candidates, they will consider all of the criteria as they use collegial judgment in arriving at evaluations of prior work and estimates of potential contributions.

These criteria were approved by the SOE faculty during the Spring 1993 semester.

Teaching criteria do not pertain to the Research Professor rank.

Teaching

The School of Education expects all faculty members to demonstrate excellence in teaching and exemplify the best pedagogical practices. Teaching is broadly defined to include program leadership, program/course development, direct instruction, advising, supervision, and support within professional development settings. Criteria to be considered in forming an overall evaluation of the quality of teaching include:

1. **Curriculum Design/Program Planning.** Courses or other learning experiences developed by the faculty member fit as a coherent part of a collaboratively planned program of study that fully prepares students for professional roles. The faculty member participates in the articulation and refinement of such a program of study.
2. **Course Design.** Courses are well-designed to accomplish worthy goals. Goals for student learning in each course or field experience are consistent with the current knowledge base and constitute important content within the profession for which students are being prepared. Planned learning experiences are congruent with course goals.
3. **Quality of Instruction.** Teaching performance within classes is demonstrated to be effective in meeting course goals. Students are provided opportunities to accomplish the objectives of the learning experience. The faculty member substantively evaluates student performance, provides regular and useful feedback, and provides opportunities for students to

reflect on their learning and apply it to practice.

4. **Student Satisfaction.** With regard to classes and other learning experiences, students believe that:
 - the content of their learning experience is relevant;
 - the pedagogical approach is appropriate and well-executed;
 - student evaluation is fair; and
 - the experience supports their professional and personal development.
5. **Quality of Student Relationships, Advising, and Mentoring.** Students, regardless of skill level, cultural background, or other characteristics, find the faculty member to be collegial, informative, reasonably available, supportive, challenging, and respectful of their experience. Where appropriate, faculty members serve as mentors or facilitators to students in their transition toward greater expertise. Thesis advisors are knowledgeable and skillful in coaching the student to successful completion of the research and writing.
6. **Reflective Practice.** Faculty members engage in activities that contribute to their personal growth and development in their teaching. They demonstrate:
 - a conscientious attitude toward their teaching, and invest appropriate effort;
 - a willingness to try new teaching innovations;
 - a willingness to continually review their own teaching performance and make adjustments when needed.
7. **Impact on Local Practice.** When appropriate to course goals, faculty members will have an impact on the practice of the profession. This may be accomplished through improved expertise and skill levels of students, as well as through class projects and supervision of field-based learning experiences.

Research and Creative Activities

Research and scholarly writing are an important part of the work of faculty in the School of Education. Through disciplined inquiry and scholarly discourse, faculty members contribute to the understanding and solution of important problems of educational practice and policy. The School encourages diversity in choices of problems to be addressed and methods of inquiry used. The School also encourages collaborative and cross-disciplinary research as faculty members address significant problems of practice.

The School of Education establishes the following general standards against which faculty records of research and creative activities may be judged:

1. **Disciplined Inquiry.** Faculty members will establish a substantive record of research and scholarship that demonstrates facility with relevant scholarly methods appropriate to the problem being investigated. Publications and creative products will establish that the member regularly engages in, and places a high value on, research, scholarship, and knowledge dissemination.
2. **Sustained and Focused Inquiry.** Faculty members will demonstrate a line of continuing inquiry related to one or more problem areas.
3. **Peer Review.** Faculty members will regularly submit their scholarly or creative products to peers for review as an accepted method of establishing its value and demonstrating commitment to scholarly discourse.
4. **Impact on Practice and Professional Thought.** Faculty members will establish a record of scholarly and creative work that contributes in important ways to problems of policy and practice. Evidence should be available of the faculty member's contribution to theory and practice. Faculty members will establish a record of research, scholarship, and practice that affects the quality of education and related services in the practice community.

Service

Faculty members are expected to assume responsibility for work, to fill work assignments in a timely and professional manner, and to function competently in collaborative work environments. Three criteria will be considered in forming an overall evaluation of faculty performance in this area. To meet expectations and/or achieve consideration as meritorious, a faculty member's service must include significant contributions related to the first criterion.

1. **Impact of University Contribution.** Faculty members in the SOE will engage in services to the program, division, and School and, when appropriate, to the University that contribute to the quality of the University culture, the effectiveness of self-governance, the quality of SOE programs, and the reputation of the SOE among other units in the University.
2. **Professional Recognition.** Faculty members in the SOE will provide services to enhance the profession and bring recognition and distinction to

UCD and the School of Education.

3. **Public Support.** Faculty members in the SOE will provide services to the community that improve educational programs and related services and build support for the SOE within the community and state.