

**DIVISION OF EDUCATION
STANDARDS FOR SCHOLARSHIP AND CREATIVE ACTIVITY**

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

RIGOR

To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.

In the Division of Education, rigor is demonstrated by producing some tangible scholarly outcomes with, generally speaking, a) at least two peer-reviewed publications (for example, these could include journal articles, book chapters or articles in an edited collection, if of sufficient scholarly depth), *or*, in some cases, b) one scholarly book. However, any item(s) listed under 'Tangible Scholarly Outcomes' (see page 2 of document) may be used to demonstrate **rigor**.

ENGAGEMENT

The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.

In the Division of Education, engagement is demonstrated by peer-reviewed journal articles, scholarly books (authored or edited), vetted essays in high quality general interest periodicals, conference presentations, professional development workshops, discipline specific instructional manuals, substantive reports from community-based research or consulting projects, state program approval or national accreditation reports, grants, and electronic media (educational resources, software). In addition, reviewing grant proposals and/or manuscripts submitted to peer reviewed journals, radio/film/newspaper/TV appearances, Stetson summer grants, curriculum development, mentoring student-teacher candidates, counselor-in-training candidates, senior projects, and/or independent study projects may be used to demonstrate **engagement**. Significant involvement of the community in scholarly work and membership in professional organizations may also be used to demonstrate this standard has been met.

EVOLUTION

Scholarly and creative activities must reflect the incorporation of current practices within the discipline and demonstrate that the candidate is developing his or her own line of scholarship since arriving at Stetson.

In the Division of Education, evolution is demonstrated by a growing body of work on a focused topic, or by work that has begun to broaden into new investigative realms and/or modes of scholarship.

CONSISTENCY

The candidate must demonstrate commitment to the discipline by providing evidence of continued participation in scholarly or creative activities. Though quality of scholarship and creative activity is more significant than quantity, candidates for tenure and promotion must demonstrate an involvement in ongoing scholarly and/or creative work and the ability to complete and communicate high quality work. Generally speaking, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year.

In the Division of Education, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year.

PROMOTION TO PROFESSOR

RIGOR

To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.

In the Division of Education, rigor at this level is demonstrated by a scholarly book published by a recognized publisher within the discipline after promotion to associate professor or at least four additional peer-reviewed articles or other scholarly works of comparable quality, scale, and impact.

ENGAGEMENT

The candidate must demonstrate active participation with and contribution to his/her discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.

In the Division of Education, engagement is demonstrated by a continuous record of in-rank publications and other scholarly activities and products that contribute to the discipline and have a significant impact classroom instruction/curriculum development.

MATURITY

The candidate must demonstrate intellectual growth in scholarly and creative activities since tenure/promotion to Associate Professor and over time.

In the Division of Education, maturity can be demonstrated with the evidence for **evolution** under standards for tenure and promotion to Associate Professor and by some additional evidence (invited papers or seminars, awards, and/or leadership in professional or community organizations). **Maturity** can also be demonstrated by invitations to serve on panels and by engaging in broader forms of scholarship.

DEVELOPMENT OF EXPERTISE

Scholarly and creative activities must have sufficient focus that demonstrates that the candidate has distinguished herself/himself by becoming an expert in some aspect(s) of her/his field and by making meaningful contributions to the field.

In the Division of Education, development of expertise can be demonstrated continued productivity involving a focused or evolving body of work and can result in solicitations for serving as a reviewer for journals or grant applications, by serving on an editorial board, by solicitations for TV/newspaper/telephone interviews, consultations, invited seminars, invitations to present and/or moderate conference sessions, etc.

RECOGNITION

The candidate must demonstrate that her/his contributions to the discipline have been acknowledged as significant by peers/peer review and/or prestigious organizations.

In the Division of Education, campus, local, and regional awards are significant achievements for Division faculty and can demonstrate that a candidate has been recognized for making a meaningful contribution appropriate to the university mission. **Recognition** may also result in invitations to speak, referee, moderate conference sessions, lead professional organizations, or in the conferring of national or international awards.

CONSISTENCY

While it is recognized that there are often legitimate reasons for periods of inactivity with regard to scholarly or creative activities, the ability to meet other standards (e.g., maturity and development of expertise) requires consistent scholarly or creative output. Thus, significant gaps in productivity should be addressed in the narrative, and the candidate must demonstrate that she/he has a lifetime record of scholarly or creative achievement that is highly likely to continue. Thus, sufficient time must elapse following periods of inactivity to demonstrate a solid resumption of activity that is highly likely to continue beyond promotion.

In the Division of Education, consistency is demonstrated by some form of scholarly contribution and/or creative expression on a regular basis.