

**Tenure and Promotion Guidelines for Scholarship and Creative Activity:  
Division of Education**

**College of Arts & Sciences  
Stetson University**

**Introduction:** The Division of Education currently includes undergraduate and graduate programs in Teacher Education, graduate programs in Counselor Education *and undergraduate program in Sport Management (Note: Sport Management is transitioning to the School of Business Administration as Sport Business)*. This document articulates the Division of Education faculty members' interpretation of the University standards for scholarship in the context of both the University and division mission statements. The Division recognizes that faculty, as teacher-scholars, must remain actively engaged in the discipline via continuing scholarly activities throughout their careers. The Division also recognizes that at institutions like Stetson, where faculty have significant teaching, service, and/or advising loads, it is appropriate for the faculty evaluation system to recognize and reward a variety of forms of scholarship in the tenure and promotion process.

**Division of Education Mission Statements:**

Stetson University's Department of Teacher Education's vision is to prepare ethical educators who promote change through leadership. The aim of the faculty is to develop creative and reflective practitioners capable of assuming leadership roles in culturally diverse educational settings. Teacher education candidates are prepared to initiate and sustain collaborative reform to meet the needs of the rapidly changing educational world.

The mission of the Department of Counselor Education is to educate all students including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds, preparing them to accept their professional responsibilities with distinction. Students learn to behave ethically, become aware of their professional responsibilities, and their own personal strengths and resiliency so that they apply their training and self-knowledge with a culturally diverse clientele.

*Stetson University's Department of Sport Management prepares students for careers in the sport industry in areas such as sport marketing and management, sport administration, public relations, and sports information. Students in sport management (SM) are provided opportunities to work with sport professionals in the university, local or state sport community.*

## DEFINITIONS/CATEGORIES

Scholarship must involve a high level of disciplinary expertise, be public<sup>1</sup>, subject to critical review, and in a form that allows use/exchange by other members of the scholarly community. The Division recognizes all models of scholarship (discovery, engagement/application, teaching and learning or SoTL, integration *sensu* Boyer) to the extent that they support the mission and meet the university standards for scholarship (rigor, engagement, evolution/maturity, consistency, development of expertise and recognition). In agreement with the accrediting bodies (NCATE, CACREP, *COSMA*), we recognize the definition of scholarship as, “systematic inquiry into areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.” <http://www.ncate.org/standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx>

The easiest to document is the publication of an article in a peer reviewed journal in the discipline. An external review has occurred in advance, the reviewers are clearly peers, and the article has been accepted for publication. In other instances, the evidence may be more challenging to document. For example, the peer review might occur on site or post dissemination. Some examples might include grant funding approval, program approval (state and national), implementation of recommended policy, copies of books sold, etc. It is the candidate’s responsibility to clarify the nature of the peer review received and the resulting evaluation. Such work is not necessarily less valuable than a peer-reviewed journal article—it may be more so—but the nature of the peer review and response should be made clear enough that colleagues can understand and evaluate it. Even in the case of a peer-reviewed article, it is helpful to describe broader evidence of peer response—numbers of citations, requests for reprints, etc.

### **Tangible Scholarly Outcomes Recognized by the Division Include:**

- Publications/writings
  - Peer-reviewed journal articles
  - Scholarly books, textbooks (authored or edited)
  - Vetted essays in high quality general interest periodicals
- Presentations
  - Conference papers
  - Conference posters
  - Conference proceedings
  - Participation on conference panels
- Professional Development Workshops

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<sup>1</sup> To the extent possible—it is acknowledged that there are special cases where client confidentiality, proprietary information, or security clearances, etc. may prevent full dissemination of results.

- Reports/Manuals
  - Discipline specific instructional manuals
  - Substantive reports from community-based research or consulting projects
  - State program approval or national accreditation reports
- Grants
  - Funded grants
  - Substantive grant proposals (unfunded but with positive reviews)
- Electronic media (educational resources, software)
- Other

## **EVALUATION**

We encourage research and scholarship that provide opportunities for collaboration, with other faculty, students, agencies, and practitioners in the field. Grant-related efforts are valued and recognized as a form of scholarly activity. At the same time, faculty are encouraged to pursue their disciplinary interests by engaging in traditional forms of research and scholarship.

We encourage and endorse active participation of faculty in their professional organizations and in conferences of learned societies. We believe that such participation is key to fostering research dialogue, to being informed about new developments in each of the disciplines, and to maintaining up-to-date curricula.

Departmental, university, and community service are very important components of faculty work and may entail a scholarly component when externally reviewed. In the case of applied scholarship, the candidate should clarify the nature of the peers and impact of the work. Such work is highly encouraged and must be serious, demanding, accountable, and flow out of the expertise in the candidate's specialty (Boyer, 1997). It is the candidate's responsibility to articulate the scholarship component of service. Examples may include state program approval, national accreditation; assistance to and collaboration with the public schools/agencies/county, state, national Departments of Education or licensure; hospitals, and other practitioners. These linkages with external discipline contacts are expected of faculty and are considered for purposes of evaluation.

## **SCOPE AND IMPACT**

Although evaluation of scope and impact is a function of the type of scholarly activity or outcome being evaluated, some factors to consider are the size and sophistication of the intended audience, the number of affected individuals, length of publication/presentation, extent of experimental effort and/or data analysis, publication quality, and comments by departmental colleagues and external reviewers. For example, in pedagogical work, impact and scope may be determined by evaluating whether students from a single course are affected or whether the work affects several courses/an entire curriculum or whether educational materials have been widely adopted. In evaluating grant support, the size of the award, number of faculty and/or students supported, and number of internal and external collaborators should be considered. Also, grants

that pay overhead are considered to have a positive effect on the university at-large, and when overhead is returned to the department, on all departmental faculty and students. Non-overhead paying grants can have significant impact at the departmental level on faculty and students, depending upon the size of the award and number of faculty/students supported. For publications, impact can be evaluated by journal circulation (local, national, international), citation analysis, and/or comments from colleagues and/or external reviewers. However, since journal impact factors are influenced by many factors, some of which are not related to journal quality per se, they should not be relied upon too heavily. Scope of journal articles and other published materials can also be determined by publication length, quality of the journal/publisher, degree of experimental/programming effort/data analysis, or synthesis (*e.g.*, textbooks) involved, sophistication of the employed techniques, the number of field seasons involved, colleague letters, and/or comments from external reviewers. The scope and impact of other forms of tangible scholarly outcomes can be evaluated in a similar manner, using the criteria listed under 'Evaluation'.

In general, scope and impact are evaluated on the basis of the quality of the peer-reviewed venue with high-quality book publishers and journals published by professional associations given first rank. Other indicators of impact might include media coverage or awards from outside the field.

For publications, impact can be evaluated by:

- Journal circulation (local, national, international),
- Citation analysis, and/or comments from colleagues and/or external reviewers (However, since journal impact factors are influenced by many factors, some of which are not related to journal quality per se, they should not be relied upon too heavily)
- Number of publications
- Quality of the journal/publisher
- Degree of research effort/data analysis, or synthesis (*e.g.*, textbooks)
- Colleague letters, and/or comments from external reviewers.
- Substantive reports—scope of scholarly work involved, impact on and sophistication of intended audience, dissemination of results
- Electronic media, software—number of visits and/or users, comments from external reviewers, reviews
- Awards or recognitions from professional associations or their divisions
- Awards or recognitions from organizations outside the discipline

Important in evaluating grant support are:

- The size of the award
- Competitiveness of the grant
- Number of faculty and/or students supported
- Number and prestige of internal and external collaborators
- Limited available funds might prevent worthy grant proposals from being funded in the current competition. Thus, unfunded grants might also be given favorable evaluations for purposes of documenting scholarly activity if they receive positive feedback from reviewers.

## AUTHORSHIP

Collaborative work among and between faculty in the Division and across disciplines is a highly valued common practice. Co-written works tend to be as respected as single-author works. Joint authorship is not unusual and is considered as valuable as single authorship. Collaborative work with students and practitioners in the field also fits with the mission of the Division and is highly encouraged. For works with co-authors, the promotion portfolio should include a description of the specific contribution of the individual being evaluated. In multi-authored publications involving faculty, significant contribution is usually indicated by being first author, or by a relatively small number of collaborators (3 or fewer) regardless of the order in which the author is listed.

## MINIMUM STANDARDS FOR TENURE AND PROMOTION TO ASSOCIATE

Candidates for tenure and promotion to Associate Professor must meet the standards of **rigor**, **engagement**, **evolution**, and **consistency** set forth in the University Tenure and Promotion guidelines.

The standards for tenure and promotion to Associate can be met as follows:

**Rigor:** Assistant professors seeking tenure and promotion to associate professor must have a strong record of scholarly engagement in their field to meet the standard of **rigor**. Any item(s) listed under ‘Tangible Scholarly Outcomes’ may be used to demonstrate **rigor**. However, they should be active teacher-scholars who engage in the discipline 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. During the pre-tenure period, the candidate should have clear evidence of productivity and demonstrate that his/her scholarship has progressed to a stage where it serves as a basis for publication, and perhaps grant support, or other form of recognition appropriate to the model of scholarship.

**Engagement:** In addition to the items listed under ‘Tangible Scholarly Outcomes’, conference attendance, 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:** The candidate’s record of scholarly activity is central to demonstrating evolution (interpreted here as change through time). Thus, items used to demonstrate **rigor** and **engagement** may also be used to meet this standard, as can Faculty Activity Reports (FARs). Evolution may be 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:** All items listed above can be used to demonstrate **consistency**.

## **MINIMUM STANDARDS FOR PROMOTION TO PROFESSOR**

Candidates for promotion to Professor must meet, in a manner appropriate to the model(s) of scholarship, the standards of **rigor, engagement, maturity, expertise, recognition, and consistency** set forth in the University Tenure and Promotion guidelines. Generally speaking, a scholarly book published by a respected 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) since promotion to associate professor would be sufficient. Associate professors seeking promotion to professor must also have a continuous record of in-rank publications and other scholarly activities and products that contribute to the discipline to meet the standards of **engagement** and **consistency**. As a teacher/scholar, the candidate must demonstrate the influence of his or her scholarship on classroom instruction or on the involvement of students in research and creative activities.

The standards for promotion to Professor can be met as follows:

**Rigor, engagement, and consistency** may be demonstrated as described above under Minimum Standards for Tenure and Promotion to Associate Professor.

**Maturity:** This 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). The continued intellectual growth in scholarly activity should clearly occur during the time *since promotion to Associate*. **Maturity** can also be demonstrated by invitations to serve on panels and by engaging scholarship of greater depth and breadth.

**Development of Expertise:** See evidence under **rigor** and **maturity** above. Generally speaking, development of expertise can be demonstrated by 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 requirement for **recognition** should especially be placed in the context of the university mission and faculty teaching load. 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.

Approved by the Faculty of the Division of Education 8/15/2011