

Department of Teaching & Learning
Promotion and Tenure Statement
10-31-07

Contextual Statement

The Department of Teaching and Learning offers graduate degree programs in Southwest Virginia and the Northern Capital region that are designed to prepare teachers, instructional leaders, and the college professoriate in the fields of Career and Technical Education, Elementary Education, English Education, Literacy, Mathematics Education, Science Education, Second Language, History and Social Science (Social Studies) Education, Special Education, STEM Education, and Technology Education. Degrees offered include masters (M.S. and M.A.) educational specialist (Ed.S), and doctorates (Ed.D. and Ph.D.) in Curriculum and Instruction (EDCI) and Career and Technical Education (EDCT). The Department of Teaching and Learning values learning, discovery and engagement in a) inquiry, b) culturally relevant pedagogy, c) strong professional communities, and d) activism and civic engagement. An additional emphasis of our program is literacy in science, technology, engineering, and mathematics (STEM) (School of Education's Conceptual Framework).

Nature and Purpose

This statement serves several purposes. At a macro-level this statement is intended to define a general framework to encourage faculty to do original and innovative work and "provide leadership in the definition of and resolution of important issues" in their fields (Lincoln, 2001) through integration of research, instruction, and outreach. This statement is designed to help new faculty develop their career trajectory and prepare them for success when they are evaluated for promotion to associate professor. Second, this information provides an equally helpful roadmap for faculty as they prepare for promotion to professor through continued scholarly productivity. Finally, it is intended to inform candidates, departmental promotion and tenure review committees, and college promotion and tenure committees of the Department of Teaching and Learning's expectations. All candidates should be fully aware of university process and criteria for two and four year review and promotion to associate or full professor as published on the Provost's Website (<http://www.provost.vt.edu>) and in the VT Faculty Handbook.

While we recognize that professional competence can take several forms, we agree that faculty must show both productivity and quality in core areas. All faculty should have an observable program of peer reviewed research (integrated and showing progressive development with regard to sophisticated use of research methods, generating theory, and plans for dissemination). Virginia Tech is a public land-grant, Carnegie Foundation Research institution where faculty do their work in teaching and learning, research and discovery and outreach and engagement with the goal of preparing students, conducting research that impacts society, and serving the nation and global community.

Expectations for Success

The Department of Teaching & Learning's expectations for promotion and tenure follow official Virginia Tech promotion and tenure guidelines as well as the School of Education's Conceptual Framework and the Virginia Tech's Strategic Plan by emphasizing the quality and national influence of scholarship over quantity of publication.

While both the quality and quantity of a candidate's achievements should be examined, quality should be the primary consideration. Quality is defined largely in terms of a) the work's importance in the progress or redefinition of a field or discipline, b) the establishment of relationships among disciplines, c) the improvement of practitioner performance, or d) the creativity of the thought and methods behind it. There should be evidence of original achievements in conceptual frameworks, conclusions, and methods that build upon previous scholarship in a focused trajectory.

Quantity is often easier to measure than quality, since comparisons can be made more readily. The principle that faculty must demonstrate quality in their work is implicit in all facets of their endeavors. Consequently, faculty must provide evidence of quality performance in addition to the breadth and intensity of participation in activities of the profession.

Research and Discovery

A faculty member's scholarly work should be organized around one or more clearly defined research lines which allow exploration in progressive depth of empirical or theoretical uncertainty as well as problems of practice. The candidate should show growth, development, and greater sophistication in the research process, presented as evidence that can be published in the scholarly community in refereed journals in the field. Faculty members should aim towards the goal of becoming leaders in the definition and resolution of important issues facing educational theory and practice.

Quality indicators for publications include selectivity of the peer reviewed publications in major journals, conference proceedings, invited papers, monographs, book chapters, and books. In addition, there should be evidence of participation and presentations in local, regional, state and national conferences. Lastly, faculty should be engaged in efforts to secure internal and external funding for research. Scholarly engagement requires the development of a cadence in productivity, one publication in press, one in review, and one in progress. The potential output of scholarship should be an average of **2 refereed publications per year**.

Scholarship is not a form of individual competition. Collaboration and co-authorship are defined by the department as indicators of scholarship. Faculty members should explain their role in scholarship and writing on a multi-authored article whether first, second, or third authorship. While we value multiple authored published articles, in that they indicate one's ability to collaborate with others, it is important that faculty serve as the sole author or senior author on a sufficient number of articles to indicate the ability to play a leadership role. Faculty members must explain their unique role/contribution in scholarship on multi-authored articles.

All candidates are expected to publish in refereed professional journals. The department recognizes major journals for general audiences, discipline specific journals, and specialized topic journals. Candidates should explain in supporting materials the role of the journals in the field or profession (e.g. primary audience, acceptance rate, scale of readership, function).

Articles in non-refereed journals or periodicals appropriate to candidate's field will also be recognized as scholarship, but should not make up the major part of the candidate's publication dossier.

A book on a scholarly topic based on inquiry or critical analysis of a body of literature, or a textbook that reflects scholarship that enhances teaching practice and student learning,

especially one intended for widespread, adoption is valued. Book chapters, especially those reporting original research, reflective conceptual pieces building upon research, or presenting major summaries (e.g. handbooks) are valued as important venues for the dissemination of new ideas in educational research. Evaluation of the contribution is based on adoptions, reviews, and evidence of reputation.

Conference participation is a critical aspect of scholarship that allows faculty to broaden their views of educational issues and emergent fields and national research agendas. Conference participation involves not only presenting papers but participating in professional sub-groups, networking, and attending professional development workshops. Faculty are expected to participate on a regular basis in the annual or research meetings of national scholarly organizations. Furthermore, participation in regional associations or conferences is valued, especially when presentations are made collaboratively with graduate students.

Candidates for tenure and promotion to Associate Professor are not expected to independently undertake efforts to obtain external funding, however, they are encouraged to collaborate with other faculty in these efforts. All faculty should seek internal funding from school and university for research.

Teaching and Learning

As educators, faculty members are expected to prepare students for professional practice; to challenge their assumptions and ways of thinking; and to introduce them to new ideas, controversies, and the forms of intellectual engagement that allow discourse across differing positions. Quality is evidenced by candidate's students' course evaluations, peer evaluation, course preparation, advising, and student outcomes.

The university SPOI (Student Perceptions of Instruction) evaluation instrument is required for courses each semester as appropriate. Candidates must report student course evaluations compared to school and college ratings. Faculty members are encouraged to conduct and report periodic evaluations throughout the term or to design and use instruments tailored to improve instruction. The results of the evaluation should be used to improve or revise instruction. Candidates should document their efforts at instructional improvement.

Peer review of teaching must be carried out by another faculty member in the School of Education (at any rank including clinical faculty member) and should produce a written document 1-2 pages long. These reviews should include classroom observations (to be conducted after the drop date), and may also address the following teaching practices a) methods, b) assessments, c) currency and pertinence of syllabi and readings and, d) types and quality of feedback provided to students.

The development of new courses or major revisions of existing courses or programs should be especially noted as evidence of the candidate's contribution to departmental teaching efforts. The integration of attention to issues of diversity in teaching also reflects key values of the department and is expected in instructional practices.

Classroom practice is only one aspect of teaching. In addition, candidates should document the impact of their teaching including activities related to advising students, supervising theses/dissertations, coordinating placements/field studies, conducting seminars, and mentoring students' development as practitioners or scholars. Documentation of effectiveness may

include student evaluations of advising, anecdotal notes, student awards, or job placement of graduates.

Candidates should document evidence of the effects of their teaching which may extend beyond the classroom, such as learners participating in conferences, conducting research, and co-authoring articles. Organizing and conducting credit and non-credit workshops or inservices for practicing professionals and their impact should also be noted and valued as evidence of teaching.

New faculty should be encouraged and supported in working with graduate students, but should not be expected to serve as sole advisors for doctoral students without consultation with the Departmental Unit Chair.

Outreach and Engagement

The nature of "service" differs widely across the different fields within an education department. "Service" relevant to promotion and tenure refers to substantive work that contributes to the operation and improvement of schools, educational programs, professional groups, or other educational agencies.

Faculty members are often called upon to provide expertise and knowledge to solve problems and resolve issues in education. This service may be provided in school and community settings and should be related to scholarship and teaching. Service relevant to promotion and tenure refers to substantive work that contributes to the operation and improvement of schools, educational programs, professional groups, or other government agencies. Faculty members are encouraged to use these opportunities to engage in research and scholarly endeavors that build a national reputation in their profession.

Educational practice includes work with practicing and preservice teachers as well as community-based learning and school-based learning. For faculty with primary responsibilities for licensure programs, key areas of service may involve service to the program. "Praxis" in this sense is usually not something faculty members engage in as isolated individuals, but through participation in collective efforts linking programs to schools, workplaces, neighborhood organizations, and community groups.

Service on certain university committees may be directly related to practice and thus deserve recognition. Participation of untenured faculty should be premised on the assumption that the committees deal with fundamental policy issues. It is expected that untenured faculty are advised not to volunteer for less meaningful university committees or assignments. Tenured faculty at the rank of professor are expected to provide leadership at the college and university level, while those at the rank of associate are encouraged to serve the college. In such cases, impact resides in the contribution as a member, as evidenced by memos, mention in minutes, etc.

In conclusion, the Department of Teaching and Learning emphasizes the integration of teaching and learning, research and discovery, and outreach and engagement, encouraging all faculty members to establish a trajectory that weaves together all aspects of their professional careers.