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*James D Kardash* 06/14/10  
UHPA \_\_\_\_\_ Date

*[Signature]* c/2010  
Mānoa Chancellor's Office \_\_\_\_\_ Date

**Department of Educational Technology**

**College of Education  
University of Hawai'i at Manoa**

**Procedures and Criteria  
for Tenure, Promotion & Contract Renewal**

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*History:*  
*Revised with majority approval by tenured departmental faculty on May 5, 2009.*  
*Revised based on administration comments, October 20, 2009.*

## **Department Procedures for Tenure, Promotion, and Contract Renewal**

The procedures for tenure, promotion, and contract renewal for departmental personnel in bargaining unit 07 will be conducted in accordance with University policies and the Board of Regents (BOR)-University of Hawaii Professional Assembly (UHPA) Agreement.

Per the Agreement, the Department Personnel Committee (DPC) written procedures provide for (a) secret ballot voting at all final votes; (b) strict exclusion from voting of any individual who is not a tenured bargaining unit 07 member over the tenure or contract renewal of another Faculty Member; (c) allowing only Faculty Members at equivalent rank or higher than the one applied for to vote on applications for promotions; and (d) procedures for the orderly review of dossiers at the Department level.

### **I. Department Personnel Committee**

**Membership:** The DPC shall consist of all tenured departmental faculty who belong to bargaining unit 07 and hold at least a .50 FTE appointment, with the exception of the Department Chair (DC). A candidate for personnel action by the DPC shall not serve on the committee during the academic year in which she or he will be reviewed. In promotion cases, DPC voting members must hold a rank equal to or higher than the applied for rank of the candidate under review. Service on the DPC is a faculty obligation. Qualified individuals who elect not to serve should submit their reasons in writing to the Department Chair for review and approval.

**Minimum Number of Members:** When the number of qualified DPC members is less than five (5), the Department Chair shall forward a list of possible members from tenured faculty in the College of Education, with a request for the Dean to make appointments to reach a membership of five. Such appointments are for the duration of an academic year.

**Election of Chair:** Any Educational Technology DPC member may be elected chair by DPC majority vote to serve for one academic year. In a year in which there is a candidate for promotion to full professor, the chair must be at the equivalent senior rank.

### **II. Procedures of the DPC**

**Confidentiality of DPC Proceedings:** All official DPC meetings shall be attended only by current DPC members. The meetings of the DPC shall be closed, with all information sources and discussions kept in confidence to the degree allowed by the UH *Criteria and Guidelines* and the BOR-UHPA Agreement.

**Fair and Impartial Assessment:** The DPC will undertake a fair assessment of the candidate's strengths and weaknesses in relation to the criteria established by the University and the College. The DPC will not discriminate against any faculty member on the basis of race, color, religion, national origin, gender, or sexual orientation. Each DPC member should attempt to make sure that all personnel actions are executed in an impartial and objective

manner. Faculty members participating in the DPC have the responsibility for avoiding conflicts of roles by recusing themselves from the process when such conflicts exist.

### **Sources of Information for the Evaluation Process**

#### ***Candidate Submissions:***

- **Candidates for tenure and/or promotion** are responsible for submitting a complete, current and accurate application by deadline in accordance with UH *Criteria and Guidelines* and Departmental *Criteria* (see below). In addition, each candidate should compile a file box of supplemental information that provides additional documentation of accomplishments, such as publication samples, copies of award documents, peer-reviews of his or her scholarly work, course syllabi, instructional materials developed, or reports written. This file must include full and complete teaching evaluations from each course taught. The file box shall be submitted to the Department Chair and held until the review process is completed, at which time it will be returned to the applicant. Copies of publications and papers are not to be included in the dossier. The focus of the dossier review is on the summaries in the narrative and required appendices.
- **Candidates for contract renewal or post-tenure review** will submit the UH application form, a current CV, and a short narrative not to exceed five (5) pages documenting accomplishments in teaching/professional activity, research/scholarly activity, and service. For Instructional (I) faculty, include a summary of teaching evaluations for each course taught; a bibliography of scholarly works including percentages of effort for collaborative production; and a list of service activities divided by Department, College, University, community/state, and national/international activities. Specialists should include documentation on job responsibilities, service, and one to two work samples for those areas of primary professional and scholarly activity appropriate to his/her position.

***Supplemental Information:*** The DPC may collect and consider whatever materials and evidence it deems necessary and appropriate for adequate review only as allowed by University policies and UHPA contract. Unsolicited advice, unsigned letters, anonymous surveys, and "secondhand" information are not legitimate inputs into the DPC assessment process and will not be accepted or considered.

***External Review Letters:*** For promotion and/or tenure, the DPC shall seek external evaluations of each applicant's professional accomplishments from a minimum of five (5) reviewers. To be considered, such letters must be received no later than three (3) days before the DPC's final vote.

- For I faculty, an evaluator should have expertise appropriate to the applicant's areas of specialization, be at comparable institutions to UHM where possible, and, hold at least the rank to which the applicant is applying or a higher one. The purpose of the request is to obtain an opinion about the scholarly contributions which the applicant

has made and not to determine whether or not the applicant would receive tenure/promotion at another institution.

- For S faculty, the evaluator should be equivalent and respected professionals at major institutions comparable to UHM.

### **External Review Letter Process**

***Candidate Responsibility:*** The applicant is required to provide, in writing no later than September 1 of the semester when the dossier will be submitted:

- For I faculty, a ranked list of a minimum of five (5) names and addresses of respected scholars at the rank to which one is applying or higher in related fields who are not at UH Manoa and can provide an objective and fair assessment of the candidate's scholarship to serve as external referees for the candidate. A candidate's dissertation advisor should not be included on such a list. Specialists will provide the names of five (5) respected professionals who can provide an objective assessment of the candidate's work as described in the job description. Applicants should not contact possible external evaluators. It is the obligation of the Department to secure external evaluations and provide a balance between names put forth by the candidate and those identified by the department. Additional names may be solicited to achieve an ideal minimum of three external reviews.
- For instructional (I) faculty, copies of three to five authoritative publications demonstrating the applicants scholarly work, a current curriculum vita (CV), and a short narrative of no more than three (3) pages focused on research and scholarship. This will constitute the external review packet. Digitized copies of these documents are preferred but not required. Specialists should submit work samples appropriate to their primary job activities, along with CV and short narrative.

***DPC Chair Responsibility:*** The DPC Chairperson is responsible for generating the list of external reviewers no later than two weeks after the dossier deadline, and soliciting their participation. Review requests should be balanced between the candidate-supplied list and the list generated by the DPC and Department Chair. The external reviewers should not have a close working or personal relationship with the applicant. The following steps should be followed:

- The DPC Chair contacts the external reviewers by phone, fax or email to ascertain whether they are willing and able to meet the deadlines before sending the external review packet.
- Each reviewer will receive a standardized letter requesting assistance in the task of evaluating the candidate along with the complete external review packet. These materials may be sent by email, but an original cover letter signed by the DPC and Department Chairs should follow by letter mail.
- The following paragraphs should be included in the letter to external evaluators:

Your review of [Candidate] is for the sole purpose of helping the faculty and administration of the University of Hawai‘i at Manoa to evaluate this faculty member for promotion and/or tenure (use appropriate phrase). Your identity as a confidential referee will not be shared with this applicant and we will do our best to maintain the confidentiality of your evaluation. The faculty and administration of the University of Hawai‘i greatly appreciate your willingness and efforts in evaluating and commenting on the work of this faculty member.

- The confidentiality of such evaluations is of great concern. The DPC Chair should refer to the UH *Criteria and Guidelines* document for details on handling the resulting review letters. Do not show the letter to the applicant at any time.

### **Procedure for Evaluation**

In order to protect and enhance the integrity of the Faculty participation in this process, the DPC shall proceed with the utmost discretion and in a confidential manner.

- **Review of Documents:** Each DPC member will thoroughly read and evaluate the candidate’s dossier and other submitted material based on the annually produced UH *Criteria and Guidelines for Faculty Tenure/Promotion Application* and the *Department Criteria for Promotion and Tenure*. DPC members may submit written comments to the DPC Chair for later use in the preparation of the statement on behalf of the DPC. If such comments are to be included, the names of the DPC member/evaluators must be removed.
- **Negative Information:** During the initial deliberation stage, candidates shall have an opportunity to respond to any serious negative concerns, including areas of insufficient documentation, raised about the dossier prior to a final vote. The DPC chair will summarize such concerns to the candidate at a personal meeting and the candidate will have the opportunity to present appropriate evidence prior to a final vote of the committee. Each candidate is to be evaluated only on the professionally-relevant categories mentioned in the criteria. When more than one faculty member is being assessed by the DPC, the candidates shall not be compared to one another.
- **Voting:** When all DPC members have completed the review of the dossier and of other evidence, they shall meet as a committee of the whole to take a vote on the merits of the requested action (promotion and/or tenure). While preliminary votes may be by show of hands, the final vote must be by secret ballot. Only those DPC members at equivalent rank or higher than the one applied for by the candidate may vote. It is the DPC Chair’s responsibility to make sure the DPC members know whether the vote about to be taken is preliminary or final.
- **DPC Final Statement:** The DPC Chair will submit copies of the candidates dossier with the appropriate page(s) of the DPC statement included no later than the deadline in the UH *Criteria and Guidelines*, to the Department Chair for his or her action. The

Department Chair will then review the dossier and the DPC statement, and provide her/his written evaluation.

### **III. Candidate Rights and Responsibilities**

The candidate rights and responsibilities in the review process are described in the UH *Criteria and Guidelines*. In addition, the following practices apply to all candidates within the Department:

- Candidates should be given copies of the Departmental Procedures, Criteria, and relevant UH documents by the Department Chair within their first month of service in the Department (this may be via links to web sites where the documents are archived). It is the candidate's responsibility to be familiar with the requirements, and to consult with the Department Chair throughout the period leading to evaluation on her/his progress in meeting goals. Attendance at University information meetings on contract renewal, promotion and tenure evaluation is encouraged.
- **Dossier Supplementary Materials:** Candidates may submit additional supplementary material (e.g., letters of support or other supporting evidence) until the DPC formal review of the dossier. Candidates should consult with the Department Chair prior to submission deadline to ensure the dossier package is complete.
- **Publication Updates:** A candidate applying for tenure and/or promotion may add notifications regarding the publication status of scholarly work and any other publications to the dossier from the time of submission of the original document until the dossier leaves the College of Education for consideration by the TPRC. In contract renewal cases, the ultimate deadline falls on the date at which the Dean has to make her/his recommendation.
- **Information on DPC Membership:** The candidate has a right to know who will serve on the DPC evaluating his/her application, and will be informed by the Department Chair prior to the start of the DPC review.
- **DPC Member Exclusion:** The candidate has a right as allowed by the BOR-UHPA Agreement to exclude participation on the DPC where the candidate believes that a conflict exists that would prevent that faculty member's fair evaluation of an application made by the candidate. The candidate must submit the request in writing to the DPC Chair, Department Chair, or Dean depending on the nature of confidentiality of the issue involved. The DPC Chair will be notified, and if a conflict is indicated, the member may recuse him/herself. If a member is excluded, no replacement is required; the resulting review committee for the Candidate's application may be the four remaining members.
- **Response during Deliberations:** During the initial deliberation stage, candidates shall have an opportunity to respond to any negative information which the Committee might receive and use in the evaluation outside of the requested external

review letters. Such information shall be conveyed to the candidate by the DPC Chair for response.

- **Review of Final Reports:** The Committee's final report will be submitted to the Chair, who will show both the Chair's and the DPC's assessment to the candidate before transmitting all of this to the Dean for the Dean's subsequent assessment and decision.
- **Rebuttal of Report Items:** The candidate has the right to discuss the final recommendations with the DPC and Department Chair, and submit a written rebuttal. Only issues in the DPC or DC recommendations may be included in the rebuttal. The DPC Chair and/or the DC may act on a rebuttal in a fair and appropriate manner. The rebuttal and response, if any, become part of the dossier. In order for this procedure to be meaningful, it must be accomplished in good faith within the timeline by all parties so as not to interfere with the Department Chair's responsibility to forward the completed review to the Dean of the College.
- **Application Withdrawal:** The candidate may decide at any time while the document is in consideration within the College of Education to withdraw the application from consideration.

#### **IV. Changes to the Procedures and Departmental Criteria**

The procedures and criteria may be amended in any way and at any time by a majority vote of the tenured faculty of the Department of Educational Technology, and submitted to Dean to begin the appropriate UH approval process. The Department is responsible for making timely revisions in the event of changes in University policies or in the BOR-UHPA Agreement. If approval occurs after the end of the duty period in May of the year in which the application for personnel action is submitted, the candidate will have a right to apply under the earlier procedures in effect.

## **Department Criteria for Tenure and Promotion**

The departmental statement of Tenure and Promotion Criteria described below is bound by the parameters established by the University of Hawaii in the *Criteria and Guidelines for Tenure/Promotion Application University of Hawai'i at Manoa* including Attachment A from the Board of Regents on *Minimum Qualifications*. The departmental criteria are designed to build upon those documents. They are intended to help clarify the University criteria in light of the expectations in the field of educational technology and in the Department.

Assessment of the degree to which the candidate has met the various criteria must be based upon documentation presented by the candidate. The more objective such documentation and evidence are, the more impartial and equitable the assessment will be.

### **V. Instructional (I) Faculty**

#### **A. Criteria for Tenure**

The Department of Educational Technology (ETEC) is committed to the proposition that one of its major responsibilities is to recruit and retain the best-qualified faculty, consonant with the departmental goals and priorities. In discharging this responsibility, departmental decisions on recommending tenure for its faculty assume the utmost importance.

For its faculty seeking tenure, the Department will follow the criteria specified in the Administrative Procedures. Its recommendation for tenure is to be based not only upon the consideration of the candidate's teaching, research and service accomplishments by themselves, but in concert with the needs and goals of ETEC, the College of Education, and the University.

A candidate must be rated as satisfactory in each of the three categories below and as outstanding in two out of three commensurate with faculty rank to be recommended for tenure by the Department.

#### **Teaching**

In the teaching component of the candidate's activities, the Department of Educational Technology expects:

- Excellent teaching at a high level of competence.
- Professional development that includes a) refinement and improvement of teaching materials; b) innovative and current methodologies; and c) high expectations and clear criteria for students.
- Appropriate integration of technology in instruction, with evidence of the uses of emerging technologies for teaching and learning.
- Evidence of teaching quality demonstrated through multiple forms of assessment. Such assessments could include one or more of the following: peer review, mid-semester



reviews, NCATE assessments, self-reflection, formative evaluation, action research, collaborative study of student work, or formal research on design. Evidence must include a summary of regular end-of-course student evaluations for each course taught.

- Effectiveness as an advisor, demonstrated by carrying an equitable load of graduate student mentoring and projects, and through engagement with students beyond the classroom.
- Active participation with colleagues in program development, course improvement, and accreditation activities.

### **NOTES:**

- Faculty in the Department of Educational Technology have particularly heavy teaching loads, typically three courses per semester, which should be considered when evaluating a tenure and/or promotion dossier.
- Because of the rapid developments of educational technology, programs and courses require revision more frequently than in many other disciplines. Recognition should be given to the demands such development requires, as well as the primacy of such instructional design as a central tenet and expected practice of the discipline.

## **Research**

The Department of Educational Technology expects a reasonable, well-planned research agenda, manifested by an average production of one to two scholarly works per year. Due to the rapidly evolving field of Educational Technology, the Department not only encourages publications in the traditional peer-reviewed journals, but also in venues that disseminate scholarly works in a timely fashion as well as exploration of new scholarly venues. As noted in the UHM guidelines, “Publications and other creative activities of a type that permit review by independent referees are of first importance in establishing scholarly achievement” (Sec. v.A.3). The Department defines scholarly works as including, but not limited to:

- Articles in refereed and professional journals (print and electronic) - In addition to reporting formal research results, theoretical, descriptive and reflective articles are also of value in providing information to others about innovative methods and their relative success. Peer-reviewed journal articles are required.
- Books, book chapters and monographs (print and electronic) - Books, book chapters, and monographs are important contributions to the field. Evaluation should take into account the reputation of the publisher, distribution, and critical response.
- Conference proceedings (print and electronic) – Refereed national and international conference proceedings enable broad access and timely distribution of scholarly work, which are of particular importance in the field of Educational Technology.
- Competitive grants - Grants in Educational Technology enable innovative practice and research. Evaluation measures include size and scope of the grant as well as the national

and international impact of the grant and review process which should be documented by the candidate.

- Instructional products and materials - Field-tested and broad-based instructional materials recognized by professional colleagues make a significant contribution to Educational Technology because of the importance of instructional design within this field. These materials include, though are not limited to, text-based materials, multimedia, Web sites, video, CDs, and emerging technologies. Evidence of impact, evaluation results, dissemination efforts, and critiques by independent scholarly peers should be provided by the candidate.
- Dissemination of scholarly discourse – Leadership encouraging and supporting access to current and emerging trends in educational technology at the national and international level is critical in this rapidly evolving field. Some examples of such efforts are planning relevant annual conference sessions or setting up and leading online discussion forums on major, current topics. With the emergence of new digital forms of scholarly publication, consideration should be given to experimentation with emerging venues of dissemination. Because the latter may not be fully understood within mainstream scholarship, it is the responsibility of the candidate to document the inclusion of such new areas as appropriate within the field, including scope, impact and evaluation by independent scholarly peers.

**NOTES:**

- Scholarly works with multiple authors are a norm in the field of Educational Technology. Collaboration is a Departmental value because it recognizes the time, effort, and value inherent in this type of scholarly interaction and the importance of building networks in a scholarly community. While percent of effort must be included per UHM guidelines, collaborative works are expected and recognition should be given in T&P considerations to the effort involved in team efforts and to the broader scope made possible by such partnerships. Solely-authored publications are neither required nor expected for tenure and promotion in this field.
- Works “in press” are considered as publications. The potential of the candidate to continue such endeavors in the future is important, thus, the candidate’s scholarly activity in progress should be considered. For full consideration, the candidate must provide evidence of publisher’s or conference committee acceptance .
- Educational Technology spans a wide-range of journals and does not have a single, accepted rank-order of priority of publications. Nor does education have an equivalent to citation indexes in other disciplines. Consideration of impact should be included in a candidate’s narrative materials to the extent possible under these known limitations.

In the event that a candidate has served as a tenured or tenure-track faculty member at a previous institution, credit will be given for scholarship activities in those years at current rank and evaluated using the same criteria listed above not to exceed five years. As noted in the University Criteria and Guidelines, “In assessing the evidence for tenure, reviewers will assign the greatest weight to accomplishments and performance during the period since your initial hire at the University of Hawai‘i and your pattern and rate of professional growth.”

## **Service**

The final component of professional activities expected of any faculty member seeking tenure lies in the service to his or her profession, institution, and community. Clearly, there are those activities that provide good citizenship and those that tie directly to expertise and knowledge in one's field. Although both may be considered, service directly related to scholarship that requires serious and demanding work is more highly prized, with greater credit for service that is uncompensated. However, full participation in Departmental activities required to maintain a highly ranked program is expected. Service may include, though is not limited to, the following activities:

- Active participation in professional organizations on local, regional, national or international level demonstrated by holding office, making presentations, serving on panels, or acting as a reviewer for publications, presentations, grants, etc. Membership alone is insufficient to demonstrate participation.
- A reasonable amount of service to the University or College, such as committee and task force chair, or membership, or service in special assignments is expected. Attendance in regular meetings, congresses, and other functions that represent involvement in University and College affairs is valued.
- Leadership and service to the Department of Educational Technology through equitable contributions to various committees. Participation in regular meetings is expected.
- Community service through advisory or consultative positions to educational institutions and other agencies. Other examples include presentations or workshops for such groups.

### ***NOTE:***

- Members of the Department at times take on official assignments requiring extraordinary service commitments. This should be taken into consideration when reviewing other parts of their dossier.

## **Tenure Evaluation of Individuals with Previous Tenure at a Comparable Institution**

At times, the department may be asked to recommend for immediate tenure an individual newly hired by the University who previously held tenure in educational technology or a closely related field at a comparable institution. While consideration is to be made for teaching and leadership at previous institutions, there is an expectation that a candidate must demonstrate appropriate academic credentials that would be applied to any new faculty hire in Educational Technology at the rank at which they are applying, and a record of research and scholarship indicating ability to contribute to a rapidly changing field.

As noted in the UH *Criteria and Guidelines*, for those who have had appointments in which a component was administration, due consideration will be given to the reduced time for professional activities, but “administrative duties and skills are not a substitute for these professional activities”.

### **B. Criteria for Promotion**

In its desire to continue fulfilling its programmatic goals, the Department of Educational Technology believes that in order to retain its faculty members, a fair and equitable system of rewards must be made available to recognize achievements, competencies, and future potential. In addition to the University provisions for promotion as defined in the *Guidelines and Criteria* document, the Department of Educational Technology has established the following criteria and considerations:

- In reviewing the candidate’s work for promotion, the categories used in the descriptions under the “Tenure” section above provide a foundation for review in the areas of teaching, research, and service. However, candidates for promotion are expected to have increasing versatility in these areas reflecting the University criteria for rank sought and years of experience.
- Faculty are expected to have evidence of excellence in teaching.
- Candidates should have a body of work demonstrating scholarly productivity and achievement commensurate with the rank sought, with peer-reviewed publication in major journals and presses in the field, as well as increasing evidence of national and international recognition and leadership taking a greater precedence in promotion at higher ranks per University promotion guidelines.
- There should be evidence of an active commitment to service demonstrating leadership.

#### **NOTES:**

- Typically, there should be incremental growth of professional activities at national and international levels appropriate to the rank sought by the candidate.
- Heavy teaching and service responsibilities should be considered in evaluating other areas of the dossier.

- In the event that a candidate has tenured or tenure track service at a previous institution, consideration shall be given to prior teaching, scholarship, and service since the last promotion at current rank for a period not to exceed five years.

## **VI. Specialist (S) Faculty**

In addition to regular Instructional Faculty positions ("I" category), the Department of Educational Technology may have one or more positions designated as Specialist Faculty ("S" category). Individuals in such positions are faculty, and though covered by specific position definitions, must be assured that their evaluations are always carried out through as fair and equitable a process as evaluations of the "I" faculty.

The Department expects that Specialist Faculty should meet rigorous expectations for performance, but that the balance may place greater emphasis on only one or two of the traditional faculty responsibilities of professional activity, scholarly activity and service. Specialists should pay particular attention to examples of evidence in Appendix B of the *Criteria and Guidelines* document, as well as the criteria for tenure and promotion for Specialist faculty.

Specialist candidates should document the requirements of their particular position responsibilities through inclusion of such materials as position description, hiring letter or other official evidence of assigned job expectations. While Specialists should have evidence for performance in each area (professional activity, scholarly activity and service), the balance of achievements among the three categories will be evaluated based on the weighted relationship in the Specialist's position requirements. Specialists with high expectations for professional activity and/or service must show quality performance in these areas, but will not be penalized for lower output in the scholarship category.

### **A. Criteria for Tenure**

It is expected that specialist faculty members in the Department of Educational Technology will become increasingly involved in the academic affairs of the Department, the University, the community, and the profession in general.

A candidate must be rated as satisfactory in each of the three categories below and as outstanding in the individual's primary job area of responsibility to be recommended for tenure by the Department.

### **Teaching or Professional Activity**

Specialist faculty who are not appointed to do formal teaching are expected to be familiar with the processes of teaching and research in order to provide required support effectively. In the Department of Educational Technology, specialists, especially those in the S-4 and S-5 ranks, may have some teaching responsibilities assigned to them. Specialists in all ranks are encouraged to participate in appropriate seminars and colloquia, and through professional activity explore the possibilities of teaching some academic courses in the field of specialization.

In the Department of Educational Technology, a specialist just as any other faculty member is expected to participate in the development, implementation, maintenance and evaluation of the diverse Departmental programs, be they instructional or of other kinds; it is this

involvement which helps the Department's healthy growth and promotes the professionalism of all its members as well as of its students.

For those specialists with a primary assignment of teaching, the evaluation guidelines listed for Instructional (I) faculty for Teaching above will apply. For those candidates who have job responsibilities with other emphases, **Professional Activities** should be substituted.

### **Professional Activities**

Professional activity includes those endeavors that reflect the needs of the Department, College and/or University and which can be fulfilled by a specialist. Job responsibilities related to professional activities should be documented by the candidate since professional activity may vary for individual specialists from semester to semester.

- Such endeavors include but are not limited to such activities as teaching courses; developing new courses or programs; providing leadership in Departmental projects and pursuits; advising students.
- Indicators of success will include such measures as student evaluation and/or review, student success, adoption of new courses by the College; progress on Departmental projects and pursuits; completion of Departmental and/or College projects and pursuits.

### **Scholarly Activity**

The field of educational technology draws heavily from research in its own as well as related fields, and all faculty members regardless of their designations are expected to keep themselves fully informed of the major tenets of the field and of important research trends. Although most specialist faculty are not required to conduct research as required of instructional faculty, specialists are strongly encouraged to engage in scholarly activity which will benefit other Educational Technology faculty, the College, the University at large, and the specialist's profession. **Scholarly Activity** includes those activities that demonstrate the achievement and dissemination of knowledge, which advances the field of specialization.

- In general, scholarly activities may include brochures, pamphlets, guides, checklists, handbooks, compilations of relevant materials, training products/materials, development of new courses, conference and workshop presentations, published written work, research-in-progress, unpublished manuscripts, papers read at meetings of learned societies and professional groups, lectures to knowledgeable groups, and participation in scholarly seminars and colloquia.
- Specialist faculty are not expected to conduct formal research and publish in refereed and other journals like the instructional faculty. However, research and publication activities are not precluded from the list of possible scholarly activities.
- The following are some examples of scholarly activities, which will be considered as support for personnel action. The list is meant to give clarity to the category of scholarly activities and is by no means exhaustive in depth or breadth.
  - a. Presentations. Delivery of papers at local, state, regional or national conferences; presentations given at colloquia or panels at one's own or other institutions. Plan, organize, or chair a conference or conference session(s).

- b. Other Scholarly Endeavors. Serving as editor or member of editorial board of a professional journal, conference proceedings or other professional publications. Obtaining national recognition for professional accomplishments. Receiving awards/grants for professional research and development activities. Participation in scholarly seminars and colloquia. Development of new courses.
  - c. Publications/Other Material: Articles in journals and periodicals; books of original scholarship; chapters in books; textbooks; monographs; computer software programs; other instructional materials; user manuals; films; book reviews; brochures; pamphlets; guides; checklists; handbooks; compilation of relevant materials; training products/materials.
  - d. Research Investigation. Conducting formal inquiry into a topic (e.g., reviewing relevant literature, generating hypotheses, collecting, analyzing, and interpreting data). Development of new research methods, instruments, statistical procedures, tests and inventories, professional techniques. Conducting applied research, which results in materials such as curriculum guides, instructional modules for improvement.
  - e. Program Evaluation and Needs Assessments. Developing, conducting evaluations and writing formal evaluation reports using formal methods for major programs.
- ***Evaluation Guidelines***
    - a. Original work is weighted more heavily than evaluation of the work of others but collaborative efforts are encouraged.
    - b. The magnitude of the scholarly activity (e.g., length of time required to collect data, nature of analyses, significance to its specialization area) shall be taken into consideration.
    - c. The contribution of the scholarly activity to Departmental/and or College endeavors, as judged by the Educational Technology faculty, shall be taken into consideration.

## **Service**

Participation in University and educational community service is not only encouraged but specialists are expected to make contributions to the College, University and the community-at-large by such participation. A special mention of the service to the students in the Departmental courses and programs is appropriate here. The Department's paramount mission is to train and educate students in one or more areas of educational technology, and to prepare them for important roles in different levels of educational enterprise. Any activity supporting this mission must be a legitimate concern of all faculty.

- The following are examples of service endeavors that will be considered as support for personnel action. The list is meant to give clarity to the category of service endeavors and is by no means exhaustive in depth or breadth.



- a. Service to the Academic Community. This type includes service at the following levels: Department, College, campus, and University-wide. Service activities include, but are not limited to the following areas: committee work at the University, College, and/or Departmental level, including standing committees, ad hoc committees, and special task forces. Service in various administrative capacities which are not compensated through salary or release time, e.g., testify before committees, panels, while acting as a member of the faculty, and response to formal and informal requests for documentation of various information and data.
  - b. Program Development. Plan, develop, implement and help maintain programs and activities. Work effectively with other Departmental faculty to provide thorough, efficient, and courteous assistance to students and other clientele.
  - c. Professional Service. Professional service is herein defined as active participation in professional associations and/or task forces at the international, national, regional, state, or local levels. Such participation includes, but is not limited to the following: holding committee membership, making presentations, chairing sessions, serving on panels.
  - d. Community Service. Community service includes, but is not limited to the following: paid and unpaid advisory and consultative positions to schools, community agencies and/or community organizations. Service that incorporates the faculty member's academic areas of expertise shall be weighted higher than those that simply provide service.
- ***Evaluation Guidelines***
    - a. Non-compensated service endeavors will be weighted more heavily than compensated ones.
    - b. The magnitude of the service endeavor (e.g., length of time required for participation, significance to the specialization area) shall be taken into consideration.

## **B. Criteria for Promotion**

In its desire to continue fulfilling its programmatic goals, the Department of Educational Technology believes that in order to retain its faculty members, a fair and equitable system of rewards must be made available to recognize achievements, competencies, and future potential. In addition to the University provisions for promotion as defined in the *Guidelines and Criteria* document, the Department of Educational Technology has established the following criteria and considerations:

- In reviewing the candidate's work for promotion, the categories used in the descriptions under the "Tenure" section for Specialist (S) faculty above provide a foundation for review in the areas of professional activities, scholarly activities, and service. However, candidates for promotion are expected to have increasing versatility in these areas reflecting the University criteria for rank sought and years of experience.

- Specialist faculty are expected to have evidence of excellence in teaching when this is part of the assigned responsibilities.
- Candidates should have a body of work demonstrating productivity and achievement commensurate with the rank sought.
- There should be evidence of an active commitment to service demonstrating leadership.
  - a. Promotion to Associate Specialist. Evidence of involvement in service-related activities such as those described earlier is expected.
  - b. Promotion to Full Specialist. There must be substantial evidence of involvement in service-related activities at the local, national, and/or international levels.