

TENURE AND PROMOTION CRITERIA AND GUIDELINES FOR THE FACULTY OF EDUCATION

Introduction:

The Faculty of Education's mission is diverse, our scholarly reach is interdisciplinary, and our service, teaching and professional contributions address a wide ranging constituency: early childhood and compulsory education, professional education, community education, higher education, and also communities of scholars contributing to the theoretical study of education broadly conceived. We address the worlds of compulsory education, the professional certification of newly arrived teachers and the continuing education of professionals, serve the diverse student body in our graduate program, and participate in larger university governance.

Some faculty may choose to see their contributions to research, teaching and service as interactive and even seamless, while others may consider these areas as separate, at times gaining interaction only through particular projects and research initiatives. Some faculty may distinguish themselves through the interpretation and critique of existing practices, theories and social policy. Others may create new projects, research and technological designs meant for improvement, innovation, or the study of education. Still others may create artistic expressions, contributing to curriculum theory and research. Given the diversity of the discipline of educational studies – its interdisciplinary reach, its theoretical eclecticism, its methodological compendium, and its technologies and multifarious practices – our tenure and promotion criteria recognize and value a wide variety of contributions to our field. We also recognize and value academic freedom in both the work of each candidate to define her or his pursuits, scholarly commitments and contributions, and in the interpretive work that criteria such as the ones this document invokes.

These guidelines then, are designed to give candidates, external reviewers and the Adjudicating and Senate Review Committee a sense of Faculty expectations. They are to be responsive to the unique features of each personal case and to assist in the interpretive work of recommendations that are made by the Tenure and Promotions Adjudicating Committee.

Part One overviews the expectations for tenure and promotion to Associate Professor.

Part Two overviews the expectations for promotion from Associate Professor to Full Professor.

Part One: Tenure and Promotion to Associate Professor

Professional Contribution and Standing

Professional contribution and standing encompasses the candidate's scholarly/creative research. Most valued will be refereed articles, single-authored books, textbooks, and book chapters deemed as contributions to the field of education as broadly conceived. Jointly authored papers and edited volumes will be considered from the vantage of the qualities of candidate's contribution to the work. Refereed conference papers that promise to lead to further publications or are in press, will be taken into account and, along with published work will be considered as evidence for the building of an on-going research agenda. Refereed book chapters are valued more highly than solicited chapters. The Adjudicating Committee recognizes the significance of refereed research grants and evidence of involvement in long-term studies. Professional contribution and standing also includes leadership in professional organizations, editing of journals, adjudication of grants, funded research and, membership on editorial boards.

The Adjudicating Committee is responsible for interpreting the file. Assessing a candidate's professional contribution and standing requires interpreting the letters from the external referees. Referees would typically hold tenured university appointments, be external to the University, and identify as arms' length or identify her or his relation to the candidate. Co-authors will be solicited to discuss the candidate's contribution to relevant work. The arms' length external reviewers and the adjudicating committee discussion make a case for the professional, scholarly contributions in terms that detail the importance and depth of the contribution, its present influence, and, if relevant, potential impact to the candidate's field.

An assessment of excellence in professional contribution and standing requires the production of significant work-- at least eight published refereed works -- as evidenced by publication in high quality presses or equivalent. In addition, research recognition awards, or professional recognition of the work makes a case for the candidate's influence upon the field. Such professional contribution and standing may be further reflected in citations, and the assessment of external reviewers. Excellence in professional contribution and standing will have substantial contributions and evidence of ongoing scholarly development and documented in laudatory and well-justified and detailed praise in reports from external reviewers.

High competence will have steady, well-respected scholarly production and contribution with the expectation of equivalent of four refereed scholarly works and a few conference papers. High competence is documented in strong and positive assessments reports from external reviewers and discussion on the potential of the research agenda.

Competence will show signs of progress: while output may be small, there is promise of contribution. Competence is documented in supportive reports from external reviewers that confirm a promise of future contribution.

Contributions in Teaching

The Faculty of Education takes a variety of considerations into account in assessing qualities and processes of teaching. It is the normal expectation that Faculty will teach in undergraduate and graduate programs. Candidates are expected to create effective course syllabi, clarity of assignments, and demonstrate thoughtfulness to student learning, advance programmatic and university goals, and may experiment with alternative delivery systems. In assessing the qualities of the teaching file, the Adjudicating Committee reviews course evaluations, peer assessments of classroom teaching and the syllabi of the faculty. The File Preparation Committee solicits invited student written reviews and counts as teaching the supervision to completion of masters and doctoral students, along with serving on masters and doctoral committees. Contributions to teaching may include external commentary on the following:

- innovations in pedagogy
- development of new curricular areas in graduate and undergraduate programs
- design and supervision of school or professional practica
- creation of in-service opportunities – leadership in professional workshops
- creation of technological orientations to pedagogy
- creation of workshops, conferences, special events on pedagogy
- program development and innovation

Excellence in teaching is documented by outstanding course evaluations, peer assessments, and student letters on completed coursework and/or completed graduate supervision. The file must demonstrate innovation and influence that contributes to program strengths and student learning, demonstrating excellence in several of the areas outlined above. Excellence is documented in laudatory and well-justified peer reviews of teaching and course design, in student letters and evaluation, in assessments of course syllabi, and if relevant, external or university wide recognition for contribution in teaching in the form of awards.

High Competence in teaching is documented in good, steady course evaluations, positive comments in student letters and in peer reviews that address teaching and syllabi design. Documentation in one of the above areas may be included as part of the assessment of high competence in the teaching file.

Competence in teaching is documented in steady improvement in course evaluations, evidence of satisfactory peer and student letters that address teaching, and documented progress in one or more of the areas listed above.

Contributions in Service to the University

The Faculty of Education expects all of its members to serve on committees in our Faculty at the undergraduate and graduate levels as well as university wide service. Documented service to schools and the wider community are also valued as part of the service file. A candidate's rating in service will be determined by the detailed documented significance of contributions undertaken, the time and effort required to perform them and the effectiveness of the candidate's performance. Prior to the submission of the tenure and promotion file, it is expected that the candidate will have participated in a range of committee memberships.

Excellence requires sustained, effective, active, and innovative leadership in a variety of high-level service positions. Excellence is documented in detailed and laudatory collegial reports that describe the work and qualities of the candidate's contribution and accomplishments in service to the university and, if relevant, to wider community engagement initiatives.

High competence requires that the candidate has demonstrated energy, commitment, and effectiveness in service contribution. It is expected that the candidate's file contain collegial reports that detail the qualities of participation and specify the significance of the candidate's specific contributions across four or more service areas (e.g., Faculty, University wide, and ad hoc committees) and, if relevant, service to the community and contribution to community engagement.

Competence requires that a candidate has served reliably on a relatively limited number of committees. It is expected that the file contain collegial reports that detail the qualities of reliability and efforts in the candidate's service to the faculty, university and or community.

Part Two: Promotion to Full Professor

The Adjudicating Committee is responsible for interpreting the file. Committee assessment of applications to the promotion of Full Professor take into account the categories of professional contribution and standing, teaching, and service. At least one of these areas must attain the criteria of eminence and document the ways in which York University receives strength from the individual's significant contributions and reputation.

The majority of external reviewers will hold the rank of full professor or equivalent. It is expected that the file demonstrate, well beyond the attainment of the requirements for promotion to Associate Professor, a substantive vita and accompanying material that documents maturity, depth, and influential contribution. Peer recognition for one's significant, on-going contributions is detailed and judged by highly regarded and arms' length experts in the field. Documented assessment may include commentary on: a body of research, professional awards, books, reviews of one's scholarly contribution, reference citations, and publications in high quality presses, refereed journals, and an active securing of grants that produce new ideas, policies, or research structures. Eminence may also be found in such documented activities as editorships, international invitations and conference presentations, and in documented

sustained influence made with service to the University, leadership in teaching, and in excellent on- going activity in the creation and/or dissemination of knowledge in well-regarded venues, governmental policy documents, and documentation of community innovation work.

Eminence is assessed by the candidate's significant and documented influential contributions in at least one of the three areas of consideration.

According to Senate Tenure and Promotion guidelines: "A professor is an eminent member of the University whose achievements at York and/or his/her profession have marked him or her as one of the scholars from whom the University receives its energy and strength."

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