



SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP
<http://www.umassd.edu/educationalleadership/>

**STANDARDS FOR ANNUAL EVALUATION, CONTRACT RENEWAL,
TENURE AND PROMOTION**

THE DEPARTMENT OF EDUCATIONAL LEADERSHIP [hereafter DEL] is structured around a multi-disciplinary faculty with documented interdisciplinary skills, knowledge, and interests in education leadership and policy. Created in the Fall of 2011, DEL hosts the Doctoral (EdD and Ph.D.) Program in Educational Leadership and Policy Studies, a program that is “consistent with UMass Dartmouth’s core mission and will improve our capacity to meet our mission.” This aim states that the University of Massachusetts Dartmouth is to distinguish itself as “a vibrant, public university actively engaged in personalized teaching and innovative research, and acting as an intellectual catalyst for regional and global economic, social, and cultural development.”

DEL was established to implement distinctive components of the UMass Dartmouth Vision Statement and the UMass System’s strategic priorities. As the Educational Leadership and Policy Studies proposal overtly assumes the University of Massachusetts Dartmouth’s Strategic Plan - Engaged, Embedded, and Evolving - challenges the campus to become powerful

stewards of our place, by allowing local needs to be the stimulus for renewed creativity and energy in our teaching, research, and public service activities. The plan also calls on the campus to use its intellectual resources for collaborative problem-solving. It encourages working in synergy with the region and the Commonwealth of Massachusetts to create significant educational, economic, social and cultural impacts. It challenges everyone to be both intellectually engaged and actively embedded in the regional community in new ways that create opportunities for local initiatives with the potential to ultimately produce global

1 change. It asks the UMass Dartmouth community to become agents of change and to continue
2 “breaking new ground” in present and future decision-making.
3
4

5 The University of Massachusetts has identified five strategic priorities that make it a
6 distinctive public university serving citizens, government, and business throughout the
7 state and within its identifiable regions. DEL central objectives are defined in Strategic
8 Priority No. 3:
9

10 The University shall offer and promote distinctive forms of public service. The University of
11 Massachusetts shall provide the state with policy research, programs, and leadership to
12 address public needs...The University shall continue to promote the economic development of
13 the state and its regions (*UMD Catalogue*, 2003-2004, 8, Strategic Priority No. 3).
14

15 The doctoral program emphasizes the development of education leadership and policy
16 analysis and research skills with a particular focus on leadership policy issues that
17 concern state, regional, and municipal officials in Massachusetts and New England.

18 DEL is committed individually and collectively to realizing and promoting these
19 objectives through its teaching, research, university service, and public service. The
20 curriculum and its delivery is intended to provide students with the ability to reason and
21 critically analyze from both a normative and problem-solving perspective, to develop
22 technical methodological skills, and to develop substantive policy expertise in different
23 policy areas. DEL Faculty is committed to both theoretical and applied scholarship, as
24 well as active involvement in the academic profession, and the performance of public
25 service that benefits diverse communities in the region, state, nation, and the world.

26 DEL Faculty is committed to assisting each other in promoting these endeavors and to
27 providing the mutual support necessary for each member of the Program to succeed in
28 fulfilling its mission and to meet its standards of professional achievement.
29

DEFINITION OF THE CATEGORIES OF EVALUATION

1. TEACHING EFFECTIVENESS AND ADVISING.

The EVALUATION OF TEACHING EFFECTIVENESS AND STUDENT ADVISING is based on student evaluations of an instructor's performance and the judgment of the Faculty Evaluation Committee. Only academic advising of declared Education Leadership and Policy Studies students and the advisement of students enrolled in the faculty member's classes shall be considered in this category.

2. SCHOLARSHIP AND PROFESSIONAL ACTIVITIES.

SCHOLARSHIP includes research and publication; applied education policy research for government, educational, business, and non-profit organizations; manuscript review for scholarly journals and presses; consulting in one's area(s) of professional expertise; and grant proposals or funded grants that support theoretical or applied policy scholarship. Scholarship may also include the authorship of software if it is specific to one's area(s) of expertise, copyrighted, and commercialized by a *bona fide* software or learning materials publisher. PROFESSIONAL ACTIVITIES include the holding of office in scholarly or professional organizations; delivering papers at scholarly or professional conferences, seminars, or colloquia; serving on the editorial board of a scholarly journal or press; and professional development efforts that improve one's abilities as a scholar.

In the overall evaluation of a faculty member's performance in this category, peer-reviewed publications, as well as research and other professional activities leading to peer reviewed publications, will be given greater weight than other forms of SCHOLARSHIP AND PROFESSIONAL ACTIVITY.

As an interdisciplinary department, DEL recognizes and encourages peer-reviewed publications and other academic initiatives outside or beyond the disciplinary field of an individual's Ph.D. and such activity will also be required as an individual progresses through his or her career.

The University of Massachusetts Dartmouth is a regional public university with a land-grant heritage. It has a special obligation to conduct research that is relevant to the region, state, and nation and to perform public service that benefits the citizens who support the institution. Following other departments within THE SCHOOL OF

1 EDUCATION, DEL recognizes and encourages applied research and consulting that results
2 in written policy reports for government, education, business, and non-profit organizations
3 and such activity will also be required as an individual progresses through his or her
4 career.

6 **3. UNIVERSITY SERVICE.**

8 UNIVERSITY SERVICE includes service to DEL, the School of Education, the University
9 of Massachusetts Dartmouth, the University of Massachusetts System, and participation in
10 structured programs such as freshman advising, transfer student advising, advising
11 centers, and advising policy-oriented student organizations and clubs.

13 **4. PUBLIC SERVICE.**

15 PUBLIC SERVICE includes participation in community affairs and consulting (both paid
16 and unpaid) associated with one's area(s) of professional expertise. DEL defines PUBLIC
17 SERVICE as the application of academic expertise and professional skills in a way that
18 provides documented service to a non-academic entity or non-academic community,
19 including government agencies, K-12 educational institutions, businesses and
20 corporations, and non-profit organizations. Consulting shall count as PUBLIC SERVICE if it
21 is done *pro bono* or below the individual's market wage. The context of the service may be
22 local, regional, state, national, or international.

23 The activities that may count as PUBLIC SERVICE include, but are not limited, to:

- 25 • newspaper quotes in one's area(s) of expertise or references to one's scholarship,
- 26 • television and radio appearances related to one's area(s) of expertise or
- 27 scholarship,
- 28 • public presentations to non-academic audiences, groups, or organizations,
- 29 including research findings from applied policy research conducted for such
- 30 groups or organizations,
- 31 • expert testimony to courts, legislative hearings, government agencies, or special
- 32 commissions,
- 33 • consulting activities in one's area(s) of expertise that result in a published or non-
- 34 published research report,

- newspaper editorials, magazine, or trade publications (although some of these items may be counted as scholarship, rather than public service),
- membership on appointed government boards, commissions, and advisory committees,
- membership on non-academic professional boards, commissions, and advisory committees.

5. OTHER DEFINITIONS.

a. An individual may establish EXPERTISE or PROFESSIONAL COMPETENCE in an area by having taken graduate courses in that area, teaching an undergraduate or graduate course in the area, authoring a dissertation in the area, authoring a peer-reviewed book or article in the area, or presenting several conference papers in the area.

b. The term INTERDISCIPLINARY refers to research, publications, conference presentations, and other academic activities that are wholly or partially outside the disciplinary field of an individual's Ph.D., although research, publications, conference presentations, and other academic initiatives in the "education leadership and policy" area shall be considered *de facto* interdisciplinary. A publication, conference presentation, or other academic initiative shall also be considered interdisciplinary if it involves collaboration with scholars in other disciplines or fields outside the individual's Ph.D.

c. The term INTERNATIONAL refers to teaching, research, publications, conference presentations, and other academic activities that are based wholly or partly outside the United States. Although teaching, research, publications, conference presentations, and other academic initiatives conducted in foreign countries shall be considered *de facto* international, a publication, conference presentation, or other academic initiative may also be considered international if it involves collaboration with scholars or students whose primary residence is outside the United States; Conferences such as AERA – American Educational Research Association – have an international character.

d. The term NON-ACADEMIC refers to persons or audiences consisting primarily of professional practitioners or laymen, rather than college or university professors and students.

CRITERIA AND STANDARDS FOR ANNUAL EVALUATION

Each individual shall be evaluated in at least three categories, including categories one (1) and two (2) below:

1. TEACHING EFFECTIVENESS AND ADVISING.

Teaching effectiveness in DEL shall be evaluated on the basis of many criteria, but great weight (50%) shall be given to student evaluations. The Program's student evaluations will measure teaching performance on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating.

However, the assessment of teaching effectiveness is likely to be most reliable when it is based on multiple sources of evidence or methods of collecting information. The FEC and Program Director will also take into account the following considerations, where applicable:

- The quality and rigor of course tools, such as examinations, syllabi, written assignments (e.g., papers, white papers), oral components, and other assignments,
- Clarity of classroom materials and presentation,
- The use of teaching strategies appropriate to the students and course content,
- The specification of course goals,
- The fostering of an appreciation for different points of view,
- The demonstration of knowledge, competence, and currency in course presentations,
- Engages in professional development and/or research to enhance his/her teaching effectiveness,
- The incorporation of student research, field work, field trips, practicum, mock events, electronic and digital media, games and simulations, and invited guest speakers into the curriculum,
- The complexity of the subject matter and its level of difficulty for students,
- The importance of the course to DEL,
- The research and preparation for the classroom,
- The development of new course(s),
- Class size,
- Whether the course is required or elective,
- Service to non-minors,
- Course linkage with the instructor's research/publication

- Instructor's availability to students,
- Student advising, both formal and informal, for all students (minor).

To be ranked SATISFACTORY, a faculty member must receive an overall student evaluation rating of 2.0 or higher and also demonstrate teaching effectiveness on the basis of other considerations taken into account by the FEC and Director (see above).

To be ranked VERY GOOD, a faculty member must receive an overall student evaluation rating of 3.0 or higher and also demonstrate teaching effectiveness on the basis of other considerations taken into account by the FEC and Director (see above)

To be ranked EXCELLENT, a faculty member must receive an overall student evaluation rating of 4.0 or higher and also demonstrate a high level of teaching effectiveness on the basis of other considerations taken into account by the FEC and Director (see above).

2. SCHOLARSHIP AND PROFESSIONAL ACTIVITIES.

To be ranked SATISFACTORY, a faculty member must demonstrate research intended to result in the publication of bona fide books or peer-reviewed articles or research that results in a written product with an education leadership and policy studies impact.

To be ranked VERY GOOD, a faculty member must produce at least one finished written project (e.g., book, article, policy report) and document multiple professional activities of finite duration (e.g., conference presentations, invited talks) or limited professional activities of high quality (i.e., with external recognition by academic peers, the media, or the public, expert roles in governmental media or non profit projects, academic/expert lectures).

To be ranked EXCELLENT, a faculty member must produce more than two finished written projects (e.g., book, article, policy report) and document multiple professional activities of finite duration (e.g., conference presentations, invited talks) or limited professional activities of high quality (i.e., with external recognition by academic peers, the media, or the public, expert roles in governmental media or non profit projects, academic/expert lectures).

Publication within a reasonable interval after research and writing has commenced will be considered a key standard for evaluation. Peer-review and the prestige of the publishing outlet will be an important factor in judging quality and will be weighted more heavily than other types of research. Self published and vanity press or classroom (e.g., Kinkos) reproduction will have no value on the Program's qualitative scale.

3. UNIVERSITY SERVICE.

To be ranked SATISFACTORY, a faculty member must actively participate in at least one DEL committee or other significant activity. In addition, participation in one university activity beyond the Program must be documented by the individual.

To be ranked VERY GOOD, a faculty member must make a relevant contribution to the DEL or the University by documenting participation in multiple activities of limited duration or participation in a second DEL activity of extended duration, high intensity, or outstanding quality.

To be ranked EXCELLENT, a faculty member must make a noteworthy contribution to the DEL or the University by documenting participation in multiple activities of limited duration or participation in a second DEL activity of extended duration, high intensity, or outstanding quality.

In general, involvement at the university level will be rated more highly than activities at the college level, if they are judged to be approximately equal in quality and quantity. However, affiliation with religious groups, social clubs, or university committees that do not maintain an active workload, or with committees that the faculty member never attends, are excluded from consideration under this category of evaluation. The individual shall be responsible for documenting that such committees met periodically, that the individual attended those meetings, and that the individual assumed a substantial workload or made a significant contribution to the university due to the committee's activity.

In addition, all activities undertaken as a member or officer of the University of Massachusetts Faculty Federation are excluded from consideration under this category of evaluation. The University of Massachusetts Faculty Federation is a private organization that is legally separate from the University of Massachusetts and therefore any activities undertaken as part of the Federation are private concerns and not university service.

4. PUBLIC SERVICE.

To be ranked SATISFACTORY a faculty member must be involved in one sustained activity or multiple activities of limited duration.

To be ranked VERY GOOD, a faculty member must document sustained involvement in an activity or service with a demonstrable positive impact on an identifiable public or

1 organization or multiple activities of shorter duration with similar impact. The quality and
2 intensity of the service provided must be at a high level.

3
4 To be ranked EXCELLENT a faculty member must document sustained involvement in
5 an activity or service with a demonstrable noteworthy impact on an identifiable public or
6 organization or multiple activities of shorter duration with similar impact. The quality and
7 intensity of the service provided must be at a high level.

8 DEL recognizes that public service activities can overlap with scholarship and
9 professional activities, but the standard of producing a defined service to a defined non-
10 academic public will be the cornerstone of this category, in contrast to scholarly activities
11 that may have no immediate or demonstrable public impact.

12 Excluded from this category are involvements and activities where the faculty member
13 is merely a citizen participant or is acting in a role that does not derive from his/her
14 expertise or professional skills (e.g., leading a church group, serving on a fundraising
15 committee at a local library, or serving on a town committee, union committee, or political
16 action committee). Consultants or expert advice to religious or social groups will not
17 count as public service, but is considered a private activity.

18

19 **EDUCATION LEADERSHIP AND POLICY STUDIES DEPARTMENT**

20 **STANDARDS OF EVALUATION FOR TENURE & PROMOTION**

21
22 Each individual shall be evaluated in at least three categories, including category one
23 (1) TEACHING EFFECTIVENESS AND ADVISING and category two (2) SCHOLARSHIP AND
24 PROFESSIONAL ACTIVITIES.

25 An individual is expected to document a level of professional achievement and
26 professional development in at least three categories of evaluation appropriate to warrant
27 their steady advancement through the professorial ranks. Hence, a rating of
28 RECOMMENDED or HIGHLY RECOMMENDED on annual evaluations alone is *not* sufficient
29 for an award of tenure or promotion, since tenure and promotion are based on the
30 cumulative accomplishments of the individual, which must be sufficient in their totality to
31 warrant an award of tenure or promotion to the next rank. Meeting the *minimum*
32 quantitative standards for tenure and promotion is not automatically sufficient for an
33 award of tenure or promotion to the next rank, since the Faculty Evaluation Committee will
34 also take into account the *quality* and *impact* of the individual's teaching, scholarship, and
35 service.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Any faculty member in the rank of Assistant Professor shall be promoted to the rank of Associate Professor upon achieving tenure at the University of Massachusetts Dartmouth. In addition to receiving a rating of RECOMMENDED or HIGHLY RECOMMENDED on previous annual evaluations and contract renewals, an individual applying for tenure and promotion to associate professor shall ordinarily also meet DEL minimum quantitative standards for tenure and promotion to Associate Professor as follows:

1. TEACHING EFFECTIVENESS AND ADVISING.

For tenure and promotion to Associate Professor, an individual will be ranked EXCELLENT in Teaching Effectiveness and Advising by meeting the following minimum standard:

- maintaining a total overall minimum rating on student evaluations of 4.0 as measured on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating.
- teaching at least one graduate course or section for the Masters of Arts and Teaching or Masters in Public Policy,
- contributing to DEL curriculum development with a new course offering, the introduction of innovative curriculum, or the introduction of new teaching methods and/or technologies, including distance learning.

For tenure and promotion to Associate Professor, an individual will be ranked VERY GOOD in Teaching Effectiveness and Advising by meeting the following minimum standard:

- maintaining a total overall minimum rating on student evaluations of 3.0 as measured on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating.

- teaching at least one graduate course or section for the Masters of Arts and Teaching or Masters in Public Policy.

For tenure and promotion to Associate Professor, an individual will be ranked SATISFACTORY in teaching effectiveness and advising if he or she meets the following minimum standard:

- maintaining a total overall minimum rating on student evaluations of 2.0 as measured on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating.

2. SCHOLARSHIP AND PROFESSIONAL ACTIVITIES.

For tenure and promotion to Associate Professor, an individual will be ranked EXCELLENT in Scholarship and Professional Activities if he or she meets the following minimum standard:

- publishing 5 peer-reviewed journal articles or 1 book with a university press or a leading commercial press recognized for its scholarly publications, (but an edited book alone will not be sufficient to meet this standard); (at least 3 of this publications need to be single authored),
- presenting 5 papers at academic conferences, or the equivalent,
- publishing 3 book reviews,
- delivering 2 invited talk to an academic or professional audience, or authoring 1 applied educational leadership and policy report ,
- conceptualizing and submitting collectively a grant (internally and/or externally funded) to support the structural goals of the educational leadership and policy studies doctoral program.

For tenure and promotion to Associate Professor, an individual will be ranked VERY GOOD in Scholarship and Professional Activities if he or she meets the following minimum standard:

- publishing 3 peer-reviewed journal articles or 1 book with a university press or a leading commercial press recognized for its scholarly publications, (but an edited book alone will not be sufficient to meet this standard); (at least 3 of this publications need to be single authored),
- presenting 4 papers at academic conferences, or the equivalent,
- publishing 2 book reviews,
- delivering 1 invited talk to an academic or professional audience, or authoring 1 applied educational leadership and policy report ,
- conceptualizing and submitting collectively a grant (internally and/or externally funded) to support the structural goals of the educational leadership and policy studies doctoral program.

For tenure and promotion to Associate Professor, an individual will be ranked SATISFACTORY in Scholarship and Professional Activities if he or she meets the following minimum standard:

- publishing 3 peer-reviewed journal articles,
- presenting 3 papers at academic conferences, or the equivalent.

The Faculty Evaluation Committee will take into account the quantity and quality of the individual's scholarship and, may waive the minimum quantitative standards in recognition of the exceptional quality or impact of the individual's scholarship in a particular area.

3. UNIVERSITY SERVICE.

For tenure and promotion to Associate Professor, an individual will be ranked EXCELLENT in University Service if he or she:

- makes a noteworthy contribution to sustaining, developing, or advancing DEL, the School of Education, the University of Massachusetts Dartmouth, or the University of Massachusetts System. This contribution may be a

1 single activity with a significant impact on the Department or it may be in
2 the cumulative impact of numerous activities.

3

4 For tenure and promotion to Associate Professor, an individual will be ranked VERY
5 GOOD in University Service if he or she:

6

- 7 • makes a very good contribution to sustaining, developing, or advancing
8 DEL, the School of Education, the University of Massachusetts Dartmouth,
9 or the University of Massachusetts System. This contribution may be a
10 single activity with a significant impact on the Department or it may be in
11 the cumulative impact of numerous activities.

12

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14 For tenure and promotion to Associate Professor, an individual will be ranked
15 SATISFACTORY in University Service if he or she:

16

- 17 • participates in sustaining, developing, or advancing DEL, the School of
18 Education, the University of Massachusetts Dartmouth, or the University of
19 Massachusetts System. This contribution may be a single activity with an
20 identifiable impact on DEL or it may be in the cumulative impact of
21 numerous activities.

22

23 **4. PUBLIC SERVICE**

24

25 For tenure and promotion to Associate Professor, an individual will be ranked
26 EXCELLENT in Public Service if he or she meets the following minimum standard:

27

- 28 • makes 5 invited talks or presentations to non-academic audiences,
29
30 • shows evidence of at least 3 consultantships with government, business,
31 educational, or non-profit organizations that apply academic and scholarly
32 expertise to education leadership and policy problems or issues,
33
34 • provides evidence of other forms of public service.

35

1 For tenure and promotion to Associate Professor, an individual will be ranked VERY
2 GOOD in Public Service if he or she meets the following minimum standard:

- 3
- 4 • makes 3 invited talks or presentations to non-academic audiences,
- 5
- 6 • shows evidence of at least 2 consultantships with government, business,
- 7 educational, or non-profit organizations that apply academic and scholarly
- 8 expertise to education leadership and policy problems or issues,
- 9
- 10 • provides evidence of other forms of public service.
- 11
- 12

13 For tenure and promotion to Associate Professor, an individual will be ranked
14 SATISFACTORY in Public Service if he or she meets the following minimum standard:

- 15
- 16 • makes 1 invited talks or presentation to a non-academic audience,
- 17
- 18 • shows evidence of at least 1 consultantship with government, business,
- 19 educational, and non-profit organizations that apply academic and
- 20 scholarly expertise to education leadership and policy problems and issues.
- 21
- 22

23 **PROMOTION TO FULL PROFESSOR**

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25 In addition to receiving a rating of RECOMMENDED or HIGHLY RECOMMENDED on
26 previous annual evaluations, an individual applying for promotion to Full Professor shall
27 ordinarily also meet DEL's minimum quantitative standards for tenure and promotion to
28 Full Professor as follows:

29

30 **1. TEACHING EFFECTIVENESS AND ADVISING.**

31

32 For promotion to Full Professor, an individual will be ranked EXCELLENT in Teaching
33 Effectiveness and Advising by meeting the following minimum standard:

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- maintaining a minimum overall total rating of 4.0 as measured on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating.
- teaching at least two graduate courses for the Doctoral Program in Education Leadership and Policy Studies on a regular basis.
- successfully supervising at least 6 (six) doctoral students
- contributing to DEL's curriculum development with a new course offering, the introduction of innovative curriculum, a substantial revision/update of an existing course, or the introduction of new teaching methods and/or technologies, including distance learning
- participating in student recruitment or student orientation activities.

For promotion to Full Professor, an individual will be ranked VERY GOOD in Teaching Effectiveness and Advising by meeting the following minimum standard:

- maintaining a minimum overall total rating of 3.0 as measured on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating.
- teaching at least two graduate courses for the Masters of Arts and Teaching and Masters of Public Policy on a regular basis.
- successfully supervising at least 3 doctoral students
- contributing to DEL's curriculum development with a new course offering, the introduction of innovative curriculum, a substantial revision/update of an existing course, or the introduction of new teaching methods and/or technologies, including distance learning
- participating in student recruitment or student orientation activities.

For promotion to Full Professor, an individual will be ranked SATISFACTORY in Teaching Effectiveness and Advising by meeting the following minimum standard:

- maintaining a minimum overall total rating of 2.0 as measured on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating.
- teaching at least one graduate course for the Doctoral Program in Education Leadership and Policy Studies on a regular basis,

2. SCHOLARSHIP AND PROFESSIONAL ACTIVITIES.

For promotion to Full Professor, an individual will be ranked EXCELLENT in scholarship and professional activity by meeting the following minimum standard:

- publishing at least 12 peer-reviewed articles (total), or the equivalent, although an individual is normally expected to have published 1 book for promotion to Full Professor (and an edited book alone will not be sufficient to meet this standard),
- publishing at least two interdisciplinary journal article or book,
- presenting 12 conference papers (total), or the equivalent, with at least 2 of the papers delivered at interdisciplinary conferences or other special conferences that bring the individual into contact with scholars from multiple disciplines,
- publishing 8 book reviews (total),
- making 6 invited talks to academic and/or professional audiences,

For promotion to Full Professor, an individual will be ranked VERY GOOD in scholarship and professional activity by meeting the following minimum standard:

- publishing at least 10 peer-reviewed articles (total), or the equivalent, although an individual is normally expected to have published 1 book for promotion to Full Professor (and an edited book alone will not be sufficient to meet this standard),
- publishing at least one interdisciplinary journal article or book,
- presenting 10 conference papers (total), or the equivalent, with at least 2 of the papers delivered at interdisciplinary conferences or other special conferences that bring the individual into contact with scholars from multiple disciplines,
- publishing 5 book reviews (total),
- making 4 invited talks to academic and/or professional audiences,

For promotion to Full Professor, an individual will be ranked SATISFACTORY in scholarship and professional activity by meeting the following minimum standard:

- publishing at least 6 peer-reviewed articles (total), or the equivalent, although an individual is normally expected to have published 1 book for promotion to Full Professor (and an edited book alone will not be sufficient to meet this standard),
- publishing at least one interdisciplinary journal article or book,
- presenting 6 conference papers (total), or the equivalent, with at least 1 of the papers delivered at interdisciplinary conferences or other special conferences that bring the individual into contact with scholars from multiple disciplines,
- publishing 3 book reviews (total).

1 **3. UNIVERSITY SERVICE.**

2
3 For promotion to Full Professor, an individual will be ranked EXCELLENT in University
4 Service if he or she:

- 5
6 • makes a significant and lasting contribution to sustaining, developing, or
7 advancing DEL. This contribution may be a single activity with a significant
8 impact on DEL, the School of Education, the University of Massachusetts
9 Dartmouth, or the University of Massachusetts System, or it may be in the
10 cumulative impact of numerous activities.

11
12 For promotion to Full Professor, an individual will be ranked VERY GOOD in University
13 Service if he or she:

- 14
15 • makes a very good contribution to sustaining, developing, or advancing
16 DEL. This contribution may be a single activity with a significant impact on
17 DEL, the School of Education, the University of Massachusetts Dartmouth,
18 or the University of Massachusetts System, or it may be in the cumulative
19 impact of numerous activities.

20
21
22 For promotion to Full Professor, an individual will be ranked SATISFACTORY in
23 University Service if he or she:

- 24
25 • participates in sustaining, developing, or advancing DEL, the School of
26 Education, the University of Massachusetts Dartmouth, or the University of
27 Massachusetts System. This participation may be a single activity with a
28 significant impact on DEL or it may be in the cumulative impact of
29 numerous activities.

30
31 **4. PUBLIC SERVICE**

32
33 For promotion to Full Professor, an individual will be ranked EXCELLENT in Public
34 Service by meeting the following minimum standard:

- makes 8 (total) invited talks or presentations to non-academic audiences,
- shows evidence of at least 8 (total) consultantships with government, business, educational, and non-profit organizations that apply academic and scholarly expertise to policy problems and issues,
- shows significant evidence of other forms of public service.

For promotion to Full Professor, an individual will be ranked VERY GOOD in Public Service by meeting the following minimum standard:

- makes 5 (total) invited talks or presentations to non-academic audiences,
- shows evidence of at least 5 (total) consultantships with government, business, educational, and non-profit organizations that apply academic and scholarly expertise to policy problems and issues,
- shows significant evidence of other forms of public service

For promotion to Full Professor, an individual will be ranked SATISFACTORY by meeting the following minimum standard:

- makes 3 invited talks or presentations to non-academic audiences,
- shows evidence of at least 3 consultantships with government, business, educational, and non-profit organizations that apply academic and scholarly expertise to policy problems and issues,
- shows evidence of some other form of public service.

PROMOTION TO CHANCELLOR PROFESSOR

In addition to receiving a rating of RECOMMENDED or HIGHLY RECOMMENDED on the previous annual evaluations, an individual applying for promotion to Chancellor Professor

1 shall ordinarily also meet DEL's minimum quantitative standards for promotion to
2 Chancellor Professor as follows:

3
4 **1. TEACHING EFFECTIVENESS AND ADVISING.**

5
6 For promotion to Chancellor Professor, an individual will be ranked EXCELLENT in
7 Teaching Effectiveness and Advising by meeting the following minimum standard:

- 8
9 • maintaining a minimum overall total rating on student evaluations of 4.0 as
10 measured on a scale of 1 to 5 with 1 being the highest possible rating and
11 5 being the lowest possible rating).
- 12
13 • teaching at least two graduate courses for the Masters of Arts and Teaching
14 and Masters of Public Policy on a regular basis
- 15
16 • successfully supervising at least 6 (six) doctoral students
- 17
18 • contributing to DEL's curriculum development with a new course offering,
19 the introduction of innovative curriculum, a substantial revision/update of
20 an existing course, or the introduction of new teaching methods and/or
21 technologies, including distance learning.

22
23 For promotion to Chancellor Professor, an individual will be ranked VERY GOOD in
24 Teaching Effectiveness and Advising by meeting the following minimum standard:

- 25
26 • maintaining a minimum overall total rating on student evaluations of 3.0 as
27 measured on a scale of 1 to 5 with 1 being the highest possible rating and
28 5 being the lowest possible rating).
- 29
30 • teaching at least two graduate courses for the Doctoral Program in
31 Education Leadership and Policy Studies on a regular basis,
- 32
33 • successfully supervising at least 3 (three) doctoral students
- 34

- contributing to DEL's curriculum development with a new course offering, the introduction of innovative curriculum, a substantial revision/update of an existing course, or the introduction of new teaching methods and/or technologies, including distance learning.

For promotion to Chancellor Professor, an individual will be ranked SATISFACTORY in Teaching Effectiveness and Advising by meeting the following minimum standard:

- maintaining a minimum overall total rating on student evaluations of 2.0 as measured on a scale of 1 to 5 with 1 being the highest possible rating and 5 being the lowest possible rating).
- teaching at least one graduate course for the Doctoral Program in Education Leadership and Policy Studies on a regular basis,

2. SCHOLARSHIP AND PROFESSIONAL ACTIVITIES.

For promotion to Chancellor Professor, an individual will be ranked EXCELLENT in Scholarship and Professional Activities by meeting the following minimum standard:

- publishing 12 peer-reviewed articles (total), or the equivalent, although an individual is required to have published at least 1 book for promotion to Chancellor Professor (and an edited book alone will not be sufficient to meet this standard),
- publishing at least 4 interdisciplinary journal articles, or the equivalent,
- publishing 12 book reviews (total),
- making 10 invited talks to academic and professional audiences,

For promotion to Chancellor Professor, an individual will be ranked VERY GOOD in Scholarship and Professional Activities by meeting the following minimum standard:

- publishing 10 peer-reviewed articles (total), or the equivalent, although an individual is required to have published at least 1 book for promotion to Chancellor Professor (and an edited book alone will not be sufficient to meet this standard),
- publishing at least 2 (total) interdisciplinary journal articles, or the equivalent,
- publishing 10 book reviews (total),
- making 6 (total) invited talks to academic and professional audiences,

For promotion to Chancellor Professor, an individual will be ranked SATISFACTORY in Scholarship and Professional Activities by meeting the following minimum standard:

- publishing 7 peer-reviewed articles (total), or the equivalent, although an individual is required to have published at least 1 book for promotion to Chancellor Professor (and an edited book alone will not be sufficient to meet this standard),
- publishing at least 2 (total) interdisciplinary journal articles, or the equivalent,
- publishing 6 book reviews (total),
- making 4 (total) invited talks to academic and professional audiences,

3. UNIVERSITY SERVICE.

For promotion to Chancellor Professor, an individual will be ranked EXCELLENT in University Service by:

- making an outstanding contribution to sustaining, developing, or advancing DEL, the School of Education, the University of Massachusetts Dartmouth, or the University of Massachusetts System. This contribution may be a

1 single activity with a significant impact on DEL or it may be in the
2 cumulative impact of numerous activities.

3

4 For promotion to Chancellor Professor, an individual will be ranked VERY GOOD in
5 University Service by:

6

- 7 • making a very good contribution to sustaining, developing, or advancing
8 DEL, the School of Education, the University of Massachusetts Dartmouth,
9 or the University of Massachusetts System. This contribution may be a
10 single activity with a significant impact on DELPS or it may be in the
11 cumulative impact of numerous activities.

12

13 For promotion to Chancellor Professor, an individual will be ranked SATISFACTORY in
14 University Service by:

15

- 16 • making a lasting contribution to sustaining, developing, or advancing DEL,
17 the School of Education, the University of Massachusetts Dartmouth, or the
18 University of Massachusetts System. This contribution may be a single
19 activity with a significant impact on DEL or it may be in the cumulative
20 impact of numerous activities.

21

22 **4. PUBLIC SERVICE**

23

24 For promotion to Chancellor Professor, an individual will be ranked EXCELLENT in
25 Public Service by meeting the following minimum standard:

26

- 27 • making 8 (total) invited talks or presentations to non-academic audiences,
28
- 29 • showing substantial evidence of expert testimony or other presentations to
30 government, business, educational, and non-profit organizations,
31
- 32 • showing evidence of significant consultantships at the local, state, or
33 national level with government, business, educational, and non-profit
34 organizations that apply academic and scholarly expertise to policy
35 problems and issues.

- showing evidence of other forms of public service.

For promotion to Chancellor Professor, an individual will be ranked VERY GOOD in Public Service by meeting the following minimum standard:

- making 5 (total) invited talks or presentations to non-academic audiences,
- showing some evidence of expert testimony or other presentations to government, business, educational, and non-profit organizations,
- showing some evidence of consultantships at the local, state, or national level with government, business, educational, and non-profit organizations that apply academic and scholarly expertise to policy problems and issues,
- showing evidence of other forms of public service.

For promotion to Chancellor Professor, an individual will be ranked SATISFACTORY in Public Service by meeting the following minimum standard:

- making 2 (total) invited talks or presentations to non-academic audiences,
- showing some evidence of expert testimony or other presentations to government, business, educational, and non-profit organizations,
- showing some evidence of consultantships at the local, state, or national level with government, business, educational, and non-profit organizations that apply academic and scholarly expertise to policy problems and issues,

ADDITIONAL CONSIDERATIONS FOR TENURE & PROMOTION

In evaluating an individual's teaching, scholarship, and public service, the Faculty Evaluation Committee and the Department Chair will also take into account the *quality* and

1 *impact* of the individual's activities, especially when considering promotion to FULL
2 PROFESSOR or CHANCELLOR PROFESSOR. There is also an expectation that an individual's
3 teaching, scholarship, or public service will demonstrate increasing levels of impact or
4 international engagement, *especially when considering promotion to Full Professor or*
5 *Chancellor Professor.*

6
7 The documentation of quality may include, but is not limited to:

- 8
9 a) whether a journal is peer-reviewed,
10 b) a journal's rate of acceptance and rejection for submitted articles,
11 c) disciplinary ratings of a journal's quality,
12 d) the journal's status as an official publication of a scholarly or
13 professional association,
14 e) the number and quality of reviews and citations of an applicant's
15 publications,
16 f) whether a publication or conference is sponsored by a regional, national,
17 or international scholarly or professional association,
18 g) letters of support from recognized scholars, who are familiar with the
19 individual's scholarship,
20 h) scholarly or professional honors, prizes, or fellowships awarded on the
21 basis on an individual's teaching, scholarship, or public service,
22 i) the quality of media citations or appearances as defined by the size of
23 audience, circulation, or quality of the media outlet.

24
25 The documentation of impact may include, but is not limited to:

- 26
27 a) citations in the *Social Sciences Citation Index, Arts & Humanities Citation*
28 *Index*, or comparable indices,
29 b) the number and quality of reviews and citations of an applicant's
30 publications,
31 c) the number of requests for copies of article reprints and conference
32 papers,
33 d) book sales data, including course adoptions,
34 e) number of listings on the world wide web,
35 f) evidence documenting that an individual's work is being incorporated
36 into course syllabi at other institutions of higher education,

- g) letters of support from recognized scholars, who are familiar with the individual's scholarship,
- h) letters of support from government officials, business executives, or other community leaders, who are familiar with the impact of the individual's applied policy scholarship, consulting activities, and public service,
- i) number of invited talks to professional and academic organizations,
- j) foreign translations of publications,
- k) number of media citations and appearances related to one's scholarship,

The documentation of international engagement or impact may include, but is not limited to:

- a) teaching at a foreign institution of higher education,
- b) foreign translations of publications,
- c) foreign or international media appearances or citations,
- d) invited talks in foreign countries,
- e) presentation of papers at conferences, seminars, or colloquia in foreign countries or at international conferences,
- f) publications with peer-reviewed journals, university presses, or commercial presses that are based in a foreign country or that have significant international circulation or distribution,
- g) serving on the editorial boards of peer-reviewed journals, university presses, or commercial presses that are based in a foreign country or that have significant international circulation or distribution,
- h) consultantships with international organizations.

The Faculty Evaluation Committee will take into account the quality of the publication outlet and the impact of the individual's scholarship and, may *in exceptional circumstances*, waive the minimum quantitative standards in recognition of the exceptional quality and impact of the individual's scholarship.

RULES OF COUNTING

1 The following rules of counting shall be applied in evaluating whether an individual
2 meets the minimum quantitative standards for tenure, promotion, or contract renewal:

3
4 1. ARTICLE. An article must be published in a peer-reviewed scholarly journal. The
5 individual under review must submit evidence documenting that the article manuscript
6 was peer-reviewed. Articles will have quantitative value as follows:

- 7
8 • *Single Author* = 1 article
- 9
10 • *Co-author* = 2/3 article if the individual is the lead author and 1/3 if the individual
11 is second author, unless evidence is submitted to document that both co-authors
12 made an equal contribution to its research and authorship, in which case the
13 coauthored article will equal ½ article.
- 14
15 • *Tri-author or more* = 1/3 article unless evidence submitted to document that an
16 individual is the lead author with a substantially greater contribution than the other
17 authors in which case a tri-authored article will = ½ article.

18
19 **Note:** The same rules of counting that apply to articles shall apply to books, edited
20 books, book chapters, and conference papers (see below).

21
22 2. BOOK. A *bona fide* book must be peer-reviewed and published by a university press
23 or by a commercial press recognized for its scholarly publications. The individual under
24 review must submit evidence documenting that the book manuscript was peer-reviewed. A
25 book equals 4 to 7 peer-reviewed articles depending on the length and number of
26 chapters.

27
28 3. BOOK CHAPTER. A book chapter equals 1 peer-reviewed article if it is published in
29 a bona fide edited book.

30
31 4. EDITED BOOK. An edited book must be a *bona fide* book. An edited book shall
32 receive credit as follows:

- 33
34 • 1 article for editing,
- 35

- 1 article for each authored chapter, including an introduction.

5. ARTICLE IN A TRADE OR POPULAR PUBLICATION = $\frac{1}{4}$ article.

6. CONFERENCE PAPER. A conference paper must be delivered at a recognized regional, national, or international disciplinary association, interdisciplinary “studies” association, professional association, or at a special topics conference, seminar, or colloquium sponsored by a recognized academic or professional organization:

- Conference Panel Discussant = $\frac{1}{2}$ conference paper.
- Conference Roundtable Panelist = $\frac{1}{2}$ conference paper.
- Conference Panel Chair or Moderator = $\frac{1}{4}$ conference paper.

Note: Mere attendance at a scholarly conference or professional meeting shall not carry credit toward annual evaluation, contract renewal, tenure, or promotion.

GALLEY PROOFS. Galley proofs or copy-edited manuscripts from a journal or book publisher is considered sufficient proof of an immanent publication so long as they are received no later than May 15th for purposes of annual evaluation and no later than October 30th of the year that an individual applies for tenure or promotion.

GENERAL POLICIES

1. The Faculty Evaluation Committee and the Department Chair will not give credit to research or writing projects that seem inactive or that have been “in progress” for a long period of time with no observable advancement toward completion or publication. It is incumbent on faculty to clearly and convincingly demonstrate how and why a work/project is continuing for an extended period of time.

2. Newspaper editorials and similar articles will be counted as Public Service.

1 3. Short quotations in the print media that are unrelated to an individual's areas(s) of
2 expertise or professional competence will not be given credit in the evaluation. Interviews
3 or media activities that draw upon or explain research findings or academic expertise will
4 be given credit in the evaluation. Television sound bites will be given credit in the
5 evaluation, but the involvement is judged by the length of appearance and the credibility of
6 the outlet. Any media involvement where the person's scholarship or expertise are not a
7 factor will not be given credit in the evaluation.

8
9 4. It is recognized that major projects and activities may have components that fit into
10 more than one category of evaluation (e.g., research and analysis as scholarship and
11 impact or presentation as public service). Faculty must clearly delineate these boundaries
12 when different components of the same project are counted in more than one category
13 and it must be demonstrated that there is no "double counting" of the activities in more
14 than one category.

15
16 5. In all collaborative research and publication, faculty must specify and document
17 their particular contribution, tasks, or roles in the overall project. For example, simply
18 listing a faculty member's name on a text with two other authors is not sufficient to
19 document genuine co-authorship and certainly cannot be assumed to automatically
20 constitute one-third of the effort in the project.

21
22 6. Participation in research and consultancies through the Social Policy, Education
23 and Curriculum Research Unit (SPEC) of the Center for Policy Analysis are automatically
24 considered legitimate activities under Scholarship/ Professional Activities and/or Public
25 Service. If participation in the SPEC is used toward credit for Teaching
26 Effectiveness/Advising or University Service, the burden of proof is on the faculty member
27 to document this relationship.

28
29 7. All part-time lecturers in DEL will be evaluated on Teaching Effectiveness and
30 Advising for each course taught during the academic year. The teaching evaluation will be
31 a primary factor in the decision to rehire part-time lecturers and in future course
32 assignments. The evaluations are particularly important since some part-time lecturers
33 may apply for full-time and/or tenure- track positions.

8. No faculty member will be given credit in the evaluation for merely attending lectures or seminars, whether at the University of Massachusetts Dartmouth, another institution of higher education, or a scholarly conference.

9. Lectures or seminars delivered at UMass Dartmouth are considered University Service and will not be given credit in the evaluation as Scholarship/Professional Activities or as Public Service.

CHANGE OF STANDARDS

The standards and criteria of evaluation may be periodically updated, revised, or amended, but an individual applying for tenure or promotion will be evaluated on the basis of those standards and criteria in force six years prior to his or her application unless the individual agrees in writing to be evaluated on the basis of more recent standards.

ADOPTION OF STANDARDS

Every faculty member in DEL shall be required to sign a statement indicating that they have read and understood the standards of annual evaluation, contract renewal, tenure, and promotion.

DEL unanimously adopted these standards and criteria for annual faculty evaluation, contract renewal, tenure, and promotion on March 2012.