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Department of Educational Psychology
Guidelines for Reappointment, Promotion, and Tenure

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This document is intended to provide additional departmental information regarding the evaluation of teaching, scholarship, and service activities for the purpose of reappointment, promotion, and tenure (RPT). Any information here is secondary to College of Education and UNT policies.

Teaching

Reappointment or Promotion to Associate Professor with Tenure

The evaluation of quality teaching is inherently complex, and should be assessed from multiple perspectives. Evidence of teaching may include an articulated teaching philosophy; peer and Department Chair evaluation; artifacts of instruction such as syllabi, class assignments, videos, and student work; student evaluations (formal and informal); and evidence of reflection and growth in teaching through curriculum and instructional development, student learning outcomes, and professional development. Evidence of mentoring students and progress toward chairing dissertations is expected. Demonstration of candidate growth is also evidenced by the candidate's use of assessment in modifying course curricula and delivery. Evidence of teaching quality must include a systematic assessment of student evaluations as required by University policy. The evaluation of relevant materials will be holistic, but emphasize depth of quality and positive impacts.

Promotion to Professor

The candidate for professor is expected to have a strong record of teaching in the Department. The artifacts of teaching excellence are largely the same as above, but the record should reflect a recognizable pattern of growth and development in the breadth, depth, and significance of teaching. Leadership, such as mentoring of other faculty in courses or professional development, is expected. Candidates should provide evidence of leadership in course and curriculum development with evidence of leadership in Concentration and Department curricular planning. Mentoring graduate students is expected, including successfully-chaired dissertations and evidence of mentoring graduate students as future teachers and researchers. Evidence of teaching quality must include a systematic assessment of student evaluations as required by University policy. The evaluation of relevant materials will be holistic, but emphasize breadth, depth, and significance of teaching and mentoring.

Scholarship

Reappointment or Promotion to Associate Professor with Tenure

Regarding evaluation of scholarship, a faculty member should be able to demonstrate (a) a clear research agenda or thread that ties her/his research together in a meaningful way, (b) leadership and primary influence in the development of the agenda, (c) breadth and depth of impact on the field, and (d) leadership in the dissemination of research outcomes. The research agenda and

leadership are primarily assessed via examination of the content of the research and authorship influence/order considerations (or PI status for grants). Breadth and depth of impact are assessed via quantity and quality of research products, including quality of journal outlets in which faculty work is published.

Promotion to Professor

The candidate for professor is expected to have a well-established leadership record that reflects a recognizable pattern of growth and development in breadth, depth, and significance of an identifiable research agenda. Scholarship contributions should clearly establish the candidate as a well-recognized scholar with a national reputation and demonstrate leadership in the research agenda. Research contributions should be disseminated through well-recognized, quality outlets, and can also be evidenced in authored or edited books published as part of well-recognized book series or publishers.

For promotion to both Associate Professor and Professor, grant leadership is assessed via PI or co-PI status relative to the contribution percentages of primary personnel. Grant impact is evaluated according to the nature and relevance of the funding agency, total monetary value of the grant, contribution to the sustainability of the Department, and relevance of the grant to candidate's research or Concentration agenda.

Evaluation of Journal Quality and Article Impact

Overall journal quality and article impact is ultimately evaluated via holistic review using multiple indices and markers of quality. However, as a baseline the Department considers strong journals to be those that meet one the following criteria.

1. The journal must be indexed in either Scopus or Journal Citation Reports (JCR) databases, and as such have a CiteScore (Scopus) or Impact Factor (JCR) published. The CiteScore or Impact Factor for the journal must be at the 50th percentile or higher in any category in which the journal is ranked at the time of article publication.

OR

2. The journal is a flagship journal associated with a national or international professional organization appropriate to the candidate's area of research.

If neither of these criteria apply, the candidate has the option of providing a brief rationale regarding the quality of the journal for the consideration of those conducting internal reviews. Examples of other pieces of evidence may include:

1. Lower acceptance rates (e.g., 30%). Indicate if from Cabell's Directory, editor, or other.
2. High circulation rates. This refers to national or international circulation, not state or local. Indicate source of information.
3. Major professional organization journal affiliation, if not a flagship journal.

Journals that are indexed in either Scopus or JCR, but which do not meet the criteria noted above, may be considered good journals as compared to journals which are not indexed.

Finally, a high citation rate for a specific article is a marker of impact, irrespective of journal outlet. Google Scholar should be used to report citation rates, and the date of search must be indicated.

Across the publication record, candidates should have substantial lead authorships to demonstrate leadership within a research agenda.

Service

Reappointment or Promotion to Associate Professor with Tenure

Service expectations for Assistant Professors will be relatively modest because their focus should be on developing a scholarly agenda and excellence in teaching to sustain their careers for the long-term. Evaluation of service is a holistic review with emphasis on service to the Concentration, Department, and profession. Stronger service contributions should result in an established reputation locally for being prepared, contributing substantively to the work of the Concentration and Department, willingness to take on tasks, timeliness with completion, and being supportive of student success. There should be sufficient service involvement that faculty have established for themselves and their colleagues a sense of belonging and ownership of the Department curriculum and College mission. Professional service opportunities help establish Assistant Professors within their academic field networks and are markers of emerging national reputation. Priority is given for substantive service contributions within the Department.

Promotion to Professor

Service expectations for Associate Professors are substantial, and these faculty should be highly productive in this area. Promotion to this level involves a steep and significant increase in obligations to the practical work of the Concentration, Department, College, University, and one's profession. Highly productive professional service for a candidate for promotion to professor is characterized by activity that manifests itself in a wide variety of important and significant professional leadership contributions, which receive attention and recognition across the College or University, in professional organizations, and the communities beyond the University. The candidate for professor is expected to have a well-established leadership record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong leadership record should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations, special projects, and initiatives; administrative positions; national organizations; and professional associations. Priority is given for major service and leadership contributions at the Departmental level as these are absolutely necessary at this career stage. However, a record that reflects exclusively Departmental service typically will not have sufficient impact to achieve the professional service expectations for the rank of professor.