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June 21, 2017

Dr. Catherine Rosemary  
Dept. of Education and School Psychology  
John Carroll University

Dear Dr. Rosemary,

I have received the department's Tenure and Promotion Policies revised December 2016, and submitted February 2017, and I am in agreement with Dr. Margaret Farrar that the department has responded carefully to the issues of concern.

I hereby approve the Department of Education and School Psychology's Tenure and Promotion Policies as submitted in February 2017 (copy attached.) They will be in effect for any faculty members hired after this date.

Thank you for your careful attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Nicholas R. Santilli".

Nicholas Santilli, Ph.D.  
Interim Provost and Academic Vice President

Attachment

cc: Dr. Margaret Farrar  
Dr. Al Miciak  
Dr. James Krukones

John Carroll University Department of  
Education and School Psychology

Tenure and Promotion Policies

Approved by Department of Education & School Psychology December 2016  
Submitted to Dean February 2017

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John Carroll University  
Department of Education and School Psychology

**Criteria for Tenure and Promotion**

The John Carroll University Mission states: “As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.” As part of its core values, John Carroll University seeks to recruit, tenure and promote faculty who create and support “an environment of inquiry,” “a rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values,” and a “culture of service and excellence” that permeate their work.

Nested within this University-wide mission, the mission of the Department of Education and School Psychology (DESP) is to “provide educational leaders for a more just society in schools and community agencies.”

**Tenure**

In the context of tenure, the John Carroll University Faculty Handbook states: “The intrinsic criterion for granting tenure is some suitable combination of excellence in teaching, the scholarship it entails, and service to the University, with primary emphasis placed on teaching and scholarship.” Appendix J of the Faculty Handbook outlines the University’s tenure procedures and guidelines and timetable.

Consistent with the University and the DESP missions, as well as the John Carroll University Faculty Handbook the following DESP document is designed to elaborate on the categories of excellence associated with granting tenure within the DESP. To further guide tenure candidates, the Tenure Criteria (p 6) lists some examples of evidence for the various categories described herein under teaching, scholarship and service.

**Teaching**

As a Department of Education and School Psychology committed to *preparing educational leaders for a more just society in schools and community agencies*, excellence in teaching is essential to accomplishing its mission. The Department places a major emphasis on teaching, including all the various components and activities that lead to the development and growth of both undergraduate and graduate students. It is expected that excellence in teaching will be a priority of each candidate for tenure and/or promotion.

Given the diverse nature of the Department in its preparation of education professionals and the function of external accreditation requirements, faculty have both freedom and constraints in the development, implementation, and assessment of courses. What is essential is that teaching is rigorous in its standards and expectations, and relevant to the students and the professions for which they are being prepared. To this end, candidates for tenure in the Department of Education and School Psychology must demonstrate their excellence in teaching in the following areas:



- Teaching

Candidates for tenure are expected to structure their courses to align with standards of requisite professional organizations, promote the Institutional Academic Learning Goals and the Department's Learning Outcomes, and meet the individual learning needs of their students. Teaching excellence also entails faculty maintaining a current knowledge base in their discipline as well as current knowledge of the realities of practice in the field. The methods used to convey course content and encourage active student engagement, the materials and resources introduced, and the ways in which students' knowledge, skills and dispositions are assessed all contribute to teaching excellence. Systematic analysis of colleague and student teaching evaluations provides important information for self-reflection and self-critique.

- Professional Development

As continued professional growth and development are essential for teaching excellence, tenure candidates are expected to maintain an on-going professional development plan based on feedback from colleagues and students, as well as the changing needs of their students, their disciplines and the professions. Tenure candidates should create and maintain an action plan to address areas targeted for development, to document efforts to implement the plan, and to collect evidence of the effectiveness of the plan.

- Academic Advising

Candidates for tenure are expected to be accessible to students in their role as advisor and be knowledgeable about the Department's programs, the policies and procedures of the University, various University services that are available to students, and licensure/certification requirements. In some instances, faculty also may serve as a professional mentor or advisor.

## **Scholarship**

The Department of Education and School Psychology recognizes the importance of scholarship as a criterion for granting tenure as referenced in the University's Faculty Handbook and cited in the beginning of this document. As a multidisciplinary academic unit, the Department recognizes the diversity of possible topics of study, research methodologies, and outlets for disseminating scholarly work.

Candidates for tenure are expected to remain current within their academic discipline while developing an active and coherent research agenda that strives to make meaningful contributions to their field of study. Candidates are responsible for demonstrating this coherent research agenda and for presenting evidence of the quality and significance of their work in fulfilling their agenda.

The following categories represent the Department's expectations related to scholarship. Candidates for tenure are expected to concentrate scholarly work within the first category,

and to use, for all categories, evidence as suggested in the Tenure Criteria Evidence (p.6).

- Publications

Publishing articles in refereed journals and authoring scholarly books or book chapters are considered the strongest types of publication. Other forms of publication such as book reviews, editorials, edited works, grant reports that have received external review, and digital formats may also be considered in this category. Such products, however, need to be peer-reviewed as well as fully explained and thoroughly defended by a tenure candidate. The reputation of the journal or other outlet is an important factor when considering accomplishments in this category.

- Presentations

Conference presentations which have been accepted following peer review are considered a meaningful type of scholarship. The reputation of the conference/ professional organization and the level of the meeting (e.g. national, state) are important factors when considering accomplishments in this category.

- Competitive Research Endeavors

Candidates for tenure are encouraged to establish a record of seeking support for research through peer reviewed, internal and external sources.

## **Service**

The performance of service is integral to the mission of the University and the Department. Service may be directed towards the department, the university, professional organizations, and the broader community. Active involvement in the work of the department is an expectation for tenure candidates. However, given that the Faculty Handbook clearly emphasizes the greater importance of teaching and scholarship as tenure criteria, tenure candidates may defer some types of service until later in their careers.

- Service to the Department and the University

Candidates are expected to participate in meetings and committee work and assume leadership roles, as appropriate. Program development, work towards accreditation of Department programs, and work with professional licensing bodies on behalf of Department programs are all important aspects of service. Service to the University may also include participation in faculty learning communities and in domestic and international immersion experiences.

- Service to the Profession

Active membership and leadership in professional organizations, including

reviewing manuscripts or proposals for funding, serving as editor of a publication, or planning conferences are examples of professional service.

- Service to the Community

Volunteer or remunerated service to the broader community may include giving talks and interviews, conducting workshops, and providing consultation.



## **Tenure Criteria Evidence for Candidate's Dossier**

These Criteria list some suggested examples of evidence for the various categories described under teaching, scholarship and service in the Criteria for Tenure. The candidate applying for Tenure and Promotion to Associate Professor is advised to provide a) information and evidence related to each category below to the fullest extent possible and relevant, as well as b) any explanations and evidence pertinent to exceptions and/or additions to these categories that the candidate deems relevant to his/her case.

### **Teaching**

1. Statement of Candidate's Philosophy of Teaching
2. Course Syllabi (most recent, if previously taught)
  - Mission/conceptual framework/ desired outcomes/standards
  - Performance-based assessments
  - Knowledge base and references
3. Teaching Methods/Materials
4. Evidence of Impact on Student Learning
  - Course goal(s) and means used to assess candidates' progress towards goal(s)
  - Data that demonstrate achievement or change relating to the course goal(s).
5. Analysis of Teaching Evaluations from Students and Colleagues  
(Student evaluations should be conducted every semester, for every course. Each year the tenured faculty will designate at least one tenured faculty member as classroom observer for each untenured faculty candidate. In addition, the candidate may invite other tenured colleagues to evaluate her or his teaching of a class. Other tenured faculty may ask to attend a class to conduct an evaluation)
  - Quantitative analysis of student evaluations for each course taught
  - Qualitative analysis of patterns found in evaluations
6. Professional Development Plan
7. Efforts to Stay Current in One's Field
8. Philosophy of Advising and Information about Advisement Efforts
9. Awards Won for Outstanding Teaching



## **Scholarship**

1. Statement of Candidate's Philosophy of Scholarship
2. Scholarship Agenda/Scholarly Map/Scholarship Timeline
  - Statement of research interests, goals and research agenda. Explanation of how completed, active and planned scholarly works connect to research goals.
  - Scholarship map indicating the relationship between conference presentations and publications and their connection with the research agenda.
  - Yearly updates during the probationary period as to the focus of the scholarly agenda, the timeline for achieving goals and progress made.
3. Information/Evidence to Support the Quality and Significance of Candidate's Published and Presented Research
  - A copy of each publication
  - A copy of each conference presentation
  - Information about and documentation of review process to establish the degree of rigor involved
  - Acceptance rates and readership/circulation and/or information about the professional organization/conference to establish the importance/significance of candidate's work to the profession
  - External letters of support solicited by the candidate from professionals who are in a position to judge the quality and significance of the candidate's scholarly work
  - Explanation of the role played by candidate if there are multiple authors/presenters
  - For both planned and published work, the ability to discuss and support the design and research methodology
  - Citations of candidate's published works
  - Awards won for outstanding research
4. Information/Evidence to Support Funding/Grants
  - Information/documentation about the funding source, the review process, and the acceptance rates
  - Copies of reports/results of grant

## **Service**

1. Statement of Candidate's Philosophy of Service
2. Informative description of service provided, including authoritative verification and assessment of the particular service provided (when possible).
3. Awards won for outstanding service

### **Promotion to Associate Professor**

The intrinsic criterion for granting promotion to Associate Professor is some suitable combination of excellence in teaching, the scholarship it entails, and service to the university, **with primary emphasis on teaching and scholarship**. This is the same set of criteria as that for granting tenure. Similarly, the procedures for applying for promotion to Associate Professor are essentially the same as those for applying for tenure.

The promotion evaluation process should aid candidates in maintaining continued professional development. The promotion process should be open and candid at all times.

The general qualifications for each faculty rank are stated in the Faculty Handbook. Specific performance criteria and indicators for Teaching, Scholarship and Service are the same as those listed in the Department's Tenure Policy. A favorable tenure decision is a prerequisite to recommendation for promotion to Associate Professor.

## Promotion to Rank of Full Professor

The Department's Promotion Policy, aligned with the University's policies delineated in The Faculty Handbook, establishes criteria to be met by demonstrating exemplary performance in Teaching, Scholarship and Service for promotion from Associate to Professor rank.

The DESP understands that the reputation of a university is largely determined by the performance of its senior faculty. In attracting and retaining high quality students, employing new faculty with strong potential for academic leadership, securing outside funding from granting agencies, and serving as a resource to the larger community, the university's credibility rests on the standard of quality set by its tenured senior faculty members.

The criteria for awarding full professor status must therefore be carefully determined with regard to evidence of exceptional productivity in each of the three performance areas: instruction, scholarship, and service. These criteria must exceed those applied to lower levels of promotion by demonstrating not only higher quality, but also greater outreach to the professional and civic constituencies beyond the university.

*In general, the professorship is reserved for those persons who have attained the stature of leaders in the academic community and whose presence on the Faculty adds to the prestige of the University. It presupposes normally a minimum of five years' experience as an associate professor at this University (The Faculty Handbook, p. 9).*

The university's policy and procedures can be found in The Faculty Handbook, Appendix K (pp. 74 – 75).

These guidelines are effective upon the date of the Provost's Office approval through the end of the next review cycle. Current tenured Associate level faculty who apply for Professor Rank may opt to follow these 2016 guidelines or the former 2009 guidelines, which we note as a "grandfather" clause. This grandfather clause will apply to subsequent guidelines revisions as approved by the Provost's Office.



## **Criteria for Promotion to Professor Rank**

The DESP holds that the following criteria in Teaching, Scholarship and Service be met with exemplary performance for promotion from Associate to Professor rank.

### **Teaching**

- Exhibiting instructional leadership through the creation and refinement of curricular and course materials at the programmatic and departmental levels
- Improving the intellectual quality of the university through teaching efforts
- Taking a leadership role in planning, implementing, and evaluating educational programs
- Contributing significantly to the department's accreditation and assessment systems
- Mentoring adjunct and other faculty in teaching development
- Demonstrating leadership and high quality in advising
- Demonstrating outstanding accomplishments in teaching

Indicators may include but not be limited to:

\*Demonstrates a current knowledge base of the discipline as indicated by:

- course topics and content that reflect state of the art
- comprehensive knowledge base of field, reflecting rich and varied perspectives
- course(s) integration within overall curriculum, program, and goals

\*Demonstrates current knowledge of practice as indicated by:

- course tasks and learning activities that reflect a thorough & deep understanding of the realities of practice
- course tasks and learning activities that draw on recent and substantial experience in practice settings

\*Assessment of student knowledge, skills and dispositions as indicated by:

- development and use of formative and summative assessments
- assessment that reflects reliable, valid and transparent qualities
- assessment that includes opportunities for student self-assessment
- assessment data that are used to improve both student performance and program(s)

\*Advising of individual students and cohort(s) as indicated by:

- sustained participation in university cohort advising
- leading efforts to improve student advising and support, such as addressing student concerns, overseeing field and clinical experiences over time, conducting independent studies, involving students in research

\*Ongoing professional development as indicated by:



- clear record of regular and substantive professional development
- activities that are discipline-related & of high quality

## **Scholarship**

- Demonstrating a focal area or areas of expertise by producing in-depth work, over time, on a topic or topics
- Publishing in high level outlets in a specific discipline
- Demonstrating leadership through competitive research endeavors
- Demonstrating outstanding accomplishments in scholarship

Indicators may include but not be limited to:

\*Published articles in refereed journals as indicated by:

- published regularly in high level journals of the discipline in which the candidate is teaching

\* Published chapters as indicated by:

- chapters published in edited books by high level publishers and/or edited by well-known and respected scholars in the field and geared to the discipline in which the candidate is teaching

\*Published books as indicated by:

- one or more books in area (s) of expertise published by a high level publisher
- book reviews and/or edited volumes published by a high level publisher

\*Competitive research endeavors as indicated by:

- efforts to seek grants or research fellowships
- writing proposals for research fellowships or grants
- reviewing research fellowship or grant proposals
- receiving research fellowships or grants

\*Research presentations as indicated by:

- being an invited speaker or a discussant
- multiple presentations at national or international research conferences

## **Service**

- Serving in a leadership role or roles in the department, university, and professional organizations
- Consulting in academic area(s) of expertise
- Demonstrating outstanding accomplishments in service in the department, university, profession or community

Indicators may include but not be limited to:

\* Participation in department-level work, university level work, and the profession as indicated by:

- coordinating academic program(s) over time
- leading work groups or committees over time
- participating in efforts that contribute to and advance the profession over time
- serving on university-wide committees
- serving on editorial boards of high level publication outlets
- reviewing manuscripts for peer-reviewed journals and/or conference proposals
- serving as editor/co-editor of an academic journal
- serving in elected/appointed position in a professional organization
- performing outreach service in the community