

V. FACULTY

F. Promotion and tenure

The Indiana University School of Education has one dean, three executive associate deans, and eight campuses. The IPFW School of Education complies with regulations of both Indiana University and the local campus.

FWSD 88-13 (Amended 12/12/1988 and Amended and Approved 1/16 - 1/23/1989) charges each school/division faculty to (1) approve department/program promotion and tenure committee composition and functions (Section 1.1) and (2) establish, with approval by the Senate, school/division promotion and tenure committee composition and functions (Section 1.3). This document is submitted to the Senate pursuant to FWSD 88-13, its provisions are subordinate to it, and revisions to it require senate review.

Any revisions to this document must be approved by the faculty of the IPFW School of Education.

1. Voting privileges

All full-time tenured and tenure-track faculty members have voting privileges on cases of promotion and tenure, including faculty members absent from the campus, regardless of the reason(s) for their absence.

2. The faculty sits as a committee of the whole, chaired by the senior professor of the school.
3. The senior professor reports the vote of the faculty to the executive associate dean, who then makes an independent judgment regarding the case.
4. Nomination and election of faculty representatives for the promotion and tenure panel follow the nomination and election procedures outlined in V.K.

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2. Criteria for promotion and tenure
 - a. Criteria for promotion from instructor to assistant professor

Promotion to assistant professor is based on completion of requirements for the earned doctorate in the faculty member's discipline from an accredited institution.

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- b. Criteria for promotion from assistant professor to associate professor

The bases for promotion are competence in teaching, research, and service and excellence in one of these areas.

I. Teaching

Since the primary mission of the school of education on this campus is to educate persons to develop expertise in teaching, faculty members in this school shall demonstrate mastery of the act that they attempt to develop in others.

Evidence of effective teaching includes most of the following and adherence given to the content in A. is recommended:

A. Instructional evaluations:

1. Representative samples of student evaluations
2. Executive associate dean's annual evaluation reports
3. Evaluations by peers

B. Recognition and awards for teaching

C. Evidence of competence in the area of specialization

D. Contributions to course and curriculum development

1. Introduction of courses
2. Development of new courses
3. Program revision

4. Other

E. Innovation and experiments in teaching involving some of the following:

1. Production of audiovisual materials, i.e. audiotapes, videotapes, slides, filmstrips, motion pictures, and transparencies
2. Design and implementation of unique educational experiences, i.e. off-campus field experiences, use of community resources, school teaching demonstrations, effective use of guest speakers, and field trips
3. Production of written materials, i.e. course manuals, laboratory handbooks, and special units of study. These materials may be included in the research and publications area
4. Unique adaptations of commercially-produced materials. Include a description of material and its application
5. Participation in and contribution to specialized instructional programs, i.e. team or cooperative teaching, integrated courses, and block programs

F. Participation in professional development activities contributing to teaching effectiveness or subject mastery

G. Indication of successful intervention in school settings

H. Evidence of acting upon feedback

I. Learning opportunities that respond to the strengths and weaknesses of individual students

J. Other evidence of teaching competence

II. Research, scholarship and/or creative endeavor

Research, scholarship, and creative activity contribute to individual professional growth as well as effective teaching. Furthermore, they extend the reputation of the university and advance the profession.

Evidence of competence includes some of the following but always includes items from A. and B. Arrangements should be made for evaluations or reviews of research, especially of unpublished materials.

A. Addresses, presentations, and papers at professional meetings, with greatest consideration given to invited addresses or presentations and to refereed papers

B. Articles, essays, book reviews, chapters in edited books, and monographs published or accepted for publication in refereed professional journals

C. Production of books, handbooks, manuals, videotapes, films, and slides

D. Involvement with students in the activity of promoting research resulting in A., B., or C.

E. Studies that deal with IPFW student performance or improvement of education and school services

F. Other evidence of research, scholarship, and/or creative endeavor

III. Service

Service to the school/university allows a faculty member to participate in the governance of the institution. It also provides the faculty member the opportunity to voice positions unique to the school of education.

Service to the community places a faculty member in situations where theory is translated into practice. It compels the faculty member to recognize problems confronting school personnel.

It enhances the reputation of the university and serves as an opportunity to attract students.

Service to the profession extends the reputation of the university, advances the profession, and allows the faculty member to encounter emerging ideas.

Evidence of competence should include some of the following but always includes items from two of the categories. B.1., B.2., B.3., and B.4.

A. Routine activities of university service:

1. Membership on standing university committees
2. Membership on standing school of education committees
3. Advising students

B. Non-routine activities:

1. Service to the university
 - a. Chairing university committees
 - b. Chairing school of education committees
 - c. Membership on ad hoc committees
2. Service to the community
 - a. Conducting programs through continuing education

- b. Consulting
 - c. Conducting inservice programs for a variety of constituencies
 - d. Serving on evaluation teams, i.e. NCA, NCATE, or DOE evaluation
3. Service to the profession
- a. Serving on professional committees
 - b. Serving as an officer of professional organizations
4. Other evidence of service

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