The School of Education & Human Services
The University of Michigan – Flint
Standards and Criteria for Promotion and Tenure

Introduction
The primary mission of the University of Michigan – Flint is to be the leading university in our region by:

- Educating all students in an environment that emphasizes literacy, critical thinking, and humanistic scientific inquiry, while guiding their development into thoughtful and productive citizens and leaders.
- Facilitating student participation in the learning process and promoting individual attention to students through small class size and an involved faculty and staff.
- Assuring that the faculty and staff give all those in our diverse student population the necessary guidance, support, and encouragement to achieve their academic goal.
- Enabling faculty to achieve high quality scholarship in areas of basic and applied research and creative activity.
- Promoting respect and understanding of human and cultural diversity.
- Collaborating with local and regional educational institutions and other public and private organizations to provide access to academic programs; advance economic, cultural, and artistic interest; and enhance health and education in our region.

The primary mission of the School of Education & Human Services is to prepare teachers, administrators, social workers, and other professionals to serve the diverse educational and human service needs of the Greater Flint Metropolitan Region.

To fulfill this mission, the faculty will:

- Design, deliver, and continually improve highly effective programs for educators and human service professionals from baccalaureate through graduate programs,
- Create an atmosphere that welcomes students and other individuals and supports their participation as members of an inclusive learning community,
- Collaborate with K-12 educators, human service professionals, and colleagues across the campus as partners in the mission,
- Promote and be influenced by the reciprocal relationship between quality teaching, scholarship, and practice,
- Provide leadership in teaching, learning, assessment, and professional development for diverse communities within and outside the University.

In all of these endeavors, creativity and excellence of practice is rewarded, the potential of all learners is recognized, and high academic standards, academic integrity, critical inquiry, and reflection are valued.
The role and responsibility of the faculty of the School of Education and Human Services is intended to be consistent with the School and University mission and reflective of the academic and civic mandates of the professorate in an urban, regional university. Our goal has been to develop standards and criteria for promotion, tenure, and merit that recognize the full range of faculty talent and diversity required of a professional school in this environment. In developing these criteria, we have used the elements of scholarship as defined by Boyer (1990) in the Carnegie Foundation’s special report, “Scholarship Reconsidered: Priorities of the Professorate.”

General Criteria for Tenure, Promotion and Merit
The decisions regarding tenure, promotion, and merit are some of the more important decisions the faculty of the School are required to make. The role of the academic department in this process is critical. The department is charged with recruitment, orientation, mentoring, developing, and assessing the growth of the faculty member in terms of the mission of the School and University and these guidelines. In all matters related to tenure and promotion, the department must make the initial recommendation.

The general criteria articulated in the following represent the values of faculty in this professional school. An expanded definition of teaching, scholarship, and service are found in this document under the subheading, Defining (1) Teaching, (2) Service, and (3) Research & Professional Development.

1. Teaching is central to the mission of the University and School. All faculty members must demonstrate a high level of scholarship in the area of teaching as a requirement for tenure and promotion to associate and full professor as well as for consideration for merit and other faculty rewards.
2. Research and professional development are consistent with the mission and tradition of the University as well as the unique needs of the School of Education & Human Services. All faculty members must demonstrate research and professional development for consideration for tenure, promotion, merit, and other faculty rewards.
3. Service benefits the School, University, general society, one’s professional field, and the individual faculty member. All faculty members must demonstrate service activities that benefit, at a minimum, the department, school and the University.

Defining (1) Teaching, (2) Service, and (3) Research & Professional Development
It is the goal of the faculty of the School of Education and Human Services to develop a faculty assessment and reward system that recognizes the mission of the University and School, priorities of the department, the strengths of the individual, and the uniqueness of the disciplines. In these assessment activities, the faculty of the new and developing School of Education and Human Services recognize the unique effort on the part of faculty to develop the School to its full potential. Of special note is the high level of service activities required at this point in time. With that goal as a foundation, it has been determined that the work of the faculty in a professional school encompasses three areas
of activity that are separate, but related. These are: (1) teaching, (2) service, and (3) research and professional development.

(1) Teaching. Teaching is a scholarly act that involves not only communicating knowledge but transforming and extending it as well. It is a dynamic activity in which both professor and students learn from and instruct one another. At its best, teaching is an intellectual journey engaging the faculty as mentors to their students. Good teaching is scholarship because its foundation is (1) the careful study and research into the body of knowledge that comprises the discipline; (2) the transmittal of that body of knowledge to students and the next generation of scholars; and (3) the assurance that students learn from the teaching activity. Teaching includes, but is not limited to:

A. Quality instruction as measured by:
   - Syllabi
   - Course packs and other prepared handouts
   - Assessment measures
   - Student evaluations
   - Peer evaluations
B. New course development
C. Significant course revision
D. Innovative methods and techniques
E. Interdisciplinary teaching
F. Student mentoring
G. Independent study supervision
H. Supervision of student research (theses, projects, honor’s theses, etc.).

(2) Service. Service refers to those activities that faculty must perform as members of the campus community, professional community, and public communities. It involves numerous activities including campus committee activities, serving on professional and civic committees, etc. This is meritorious work and work that faculty must perform as members of the academic community. It differs from the research and professional development activities in that the service is not always tied to one’s discipline nor is there the rigor or accountability of traditional scholarship associated with this activity. In a professional school such as SEHS, service and research and professional development activities may often occur in the same or similar setting. In order to differentiate between the two, service activities are those activities for which expertise in one’s discipline is not required and/or the rigor and accountability of traditional research and professional development is not expected or required.

Service activities are considered in four areas: (1) Service to the Department, (2) Service to the School, (3) Service to the University, and (4) Service to the Profession/Community. In each area, the type of service activity, the role of the faculty member, and the effort (time and energy) are considered in the assessment process.
Faculty are not expected to make contributions in all four areas. The areas simply reflect a structure to communicate and organize service activities. These activities include:

A. Service to the Department
   a. Committee work
   b. Program development
   c. Work on program review, accreditation reports, etc.
   d. Working with student groups
   e. Student recruitment

B. Service to the School of Education & Human Services
   a. Committee work
   b. Work on school-based initiatives
   c. Special events (honors, etc.)

C. Service to the University of Michigan – Flint
   a. Committee work
   b. Work on university-wide initiatives

D. Service to the Profession/Community
   a. Contributions to national, state, and/or local professional organizations
   b. Providing support to local schools and human services agencies.

Research and Professional Development. Research and professional development refers to the broad range of scholarly activities that are reflective of the breath of activities expected of faculty in the School of Education and Human Services. The following types of research and professional development activities are included:

A. Those creative activities documented as significant contributions to knowledge, works, techniques, and/or principles of the discipline. These scholarly activities occur in media, which are available to critical evaluation within the discipline(s) both in and outside the university; these activities may be interdisciplinary. It generally includes the generation of new knowledge that is critically evaluated and professionally recognized through:
   - Refereed journal articles
   - Monographs
   - Proceedings
   - Preparing grants and receiving resources to support the research
   - Public presentation of findings

B. Those scholarly activities that give meaning to isolated facts, putting them in perspective. These scholarly activities occur at the interface of disciplines, especially where one field of learning connects with another body of knowledge. The resulting interaction provides the setting for new insights and understanding as traditional facts and theories are considered in another part of the universe of learning. New bridges and relationships between and among disciplines are
established. Those activities where knowledge is used to make connections across/within disciplines include:

- Developing new courses and/or programs of study
- Writing textbooks
- Developing audio/video programs and/or computer software
- Developing/sponsoring colloquia, forums, and interdisciplinary seminars

C. A third category of activities are those that use knowledge to address demanding, substantive, human problems including community issues and those challenges facing our K-12 educational community. These activities must be tied directly to one’s special field of knowledge. The scholarly work is serious, demanding work, requiring the rigor and the accountability of all serious scholarship. These activities require the research to use knowledge to address demanding, substantive human problems by:

- Conducting applied research and evaluation
- Providing technical assistance and/or consulting to schools, agencies, etc.
- Developing new products, practices, clinical procedures, etc.
- Performing clinical service
- Preparing grants and securing resources to address these problems
- Promoting experiential learning and professional development

In order to give various types of research and professional development activities the weight they deserve, a standard of review is expected. As legitimate forms of scholarship, the faculty must evaluate all scholarship by a set of standards that captures and acknowledges the core components of any scholarly activities. Those core components include: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. An expanded articulation of these core standards follows:

1. **Clear Goals.** Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic, achievable, and defensible? Does the scholar identify important questions in the field?
2. **Adequate Preparation.** Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his/her work? Does the scholar bring together the resources necessary to carry the project forward?
3. **Appropriate Methods.** Does the scholar use methods appropriate to the goals? Does the scholar effectively apply the methods selected? Does the scholar modify procedures in response to changing circumstances?
4. **Significant Results.** Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar’s work open additional area for further exploration?
5. **Effective Presentation.** Does the scholar use a suitable style and effective organization to present his/her work? Does the scholar use appropriate forums for
communicating work to its intended audiences? Does the scholar present the message with clarity?

6. **Reflective Critique.** Does the scholar critically evaluate his/her work? Does the scholar bring an appropriate breadth of evidence to the critique? Does the scholar use evaluation to improve the quality of future work?

**Documentation of Meeting Criteria – The Professional Profile**

To clearly document that each faculty member has fulfilled the requirements for promotion and/or tenure, each faculty member must prepare a *Professional Profile*. The Professional Profile is a dossier of relevant material that the faculty member prepares in support of promotion and/or tenure and includes the following components:

**Statement of Responsibilities** – This section of the Professional Profile outlines for the period under review, expectations set personally by the faculty member and the University. This should define what the faculty member has hoped or agreed to accomplish. This statement establishes a basis for judging the faculty member’s work.

It is essential in faculty evaluation to weigh carefully the commitments that the faculty member has made and that have been approved by the institution. If, for instance, the faculty member has a heavy teaching and clinical responsibility, the institution cannot expect him or her to have accomplished as much in research & professional development or service as those who teach fewer hours, teach significantly fewer numbers of students, and/or have fewer number of students to advise.

This statement might conclude with the faculty member’s reflection on the overall pattern of his/her work and future plans. How do the teaching activities and other activities fit together and what does the faculty member hope to accomplish within the next three to five years? How does the faculty member’s work help meet institutional and departmental needs?

**The Vita or Biographical Sketch** – Evidence of accomplishment commensurate with one’s responsibilities come next in the Professional Profile. This section depicts the scope and productivity of a faculty member’s activities in a quantitative sense of the term. This section, properly structured, enables the faculty member to present a detailed picture of his/her professional work and how that work has evolved and grown over the professional career.

**Teaching Portfolio** – We believe that within a college with a professional and clinical mission, where the preparation of skilled practitioners is a primary function, the demonstration of effective teaching and continuing improvement of teaching through curriculum and program development are critical elements for tenure, promotion, and merit. In the evaluation of faculty for tenure and/or promotion to the rank of associate professor, strong evidence of scholarship in the area of teaching is essential. In consideration for promotion to the rank of professor, a continuing commitment to the scholarship of teaching is essential.
Teaching effectiveness must be demonstrated through a combination of sources that are organized under the faculty member’s “Teaching Portfolio.” This portfolio may include but is not limited to the following components:

1. Statement of teaching responsibilities, including specific courses, and a brief description of the way each course was taught.
2. A statement by the faculty member reflecting personal teaching philosophies and goals.
3. A statement of how the faculty member’s teaching goals relate to the department program philosophy and the recommendation of professional societies and accreditation agencies.
4. Representative course syllabi which detail course content and objectives, teaching methods, readings, assignments, student evaluation procedures as well as a reflective statement as to how and why the course was so constructed.
5. Description of steps taken to evaluate and improve one’s teaching.
6. Description of curricular revisions, including new courses, projects, materials, assignments, or other related activities.
7. Description of the faculty member’s involvement in independent studies and the supervision of student research as represented through projects, theses, etc.
8. Self-evaluation by the faculty member. This would include not only a personal assessment of teaching-related activities but also an explanation of any contradictory or unclear documents or materials in the teaching portfolio.
9. A statement on advising responsibilities including number of advisees and the way in which the advising responsibilities were carried out.
10. Other supporting documentation: peer evaluation of teaching, peer assessment of classroom materials, syllabi, etc., information from students on effectiveness as a teacher and/or advisor, etc.

Service – This section enables the faculty member to demonstrate the effective contributions that have been made to the department, the school, the University, and the profession/community. The focus should be on effective contributions, not just membership on a list of committees or similar bodies.

Research and Professional Development – This section enables the faculty member to present the range of activities that have been defined as Research and Professional Development. This would begin with a short reflective essay that introduces the scholarly activities, goals, preparation, method, and results and how these activities relate to the goals that the faculty member set for the period in review. The faculty member may either present all of the scholarly works or selected samples. This would depend on the period under review and the number of scholarly works completed during the period.