



## **Post-Tenure Review**

College of Education and Human Development

Department of Curriculum & Instruction

Last revised: Spring 2025

As a tenured associate or full professor, leadership in the department, college, and University is expected. A tenured faculty member shall exhibit a strong performance in their work assignment, a history of leadership, cooperation at multiple levels, and a likelihood of continuing excellence and achievement in the profession. Emphasis will continue to be placed on teaching, scholarship/research, and service.

### **A. Teaching**

It is expected that a tenured faculty member will have student evaluation scores that demonstrate good or excellent scores as indicated by student evaluation data. Faculty should strive for consistent or improved performance over time. Other activities/materials which are valued, but are not limited to, include:

1. Sustained evidence of teaching development and incorporation of new materials and technology where appropriate;
2. Evidence of involvement in the students' academic lives through informal mentoring, serving on thesis/capstone/dissertation committees or encouraging/supervising other student research projects;
3. Sustained record of participation in curriculum planning and development;
4. New courses developed;
5. Assuming coordination of various coursework within the school;
6. Written documentation supporting the faculty member's contributions to a student(s) academic development, such as a letter from the Office of Student Life where graduates acknowledge the faculty who have a particularly important impact on their education, or faculty evaluation forms; and
7. Mentoring other faculty members, undergraduate and/or graduate students.

### **B. Research and Scholarly Activity**

The Department of C&I tenured faculty members are expected to show a consistent level of scholarly activity. Activities/materials which are valued, but are not limited to, include:

1. Record of sustained scholarly activity as evidenced by activities such as publication of articles in peer-reviewed journals, publication of books, editorships, awards, or writing/receipt of grants/contracts;
2. Participation in professional organizations as evidenced by presentation of papers or other peer-reviewed scholarly activity;
3. An established agenda of research;
4. A leadership role in research and scholarly activity; and
5. Mentoring other faculty members, undergraduate and/or graduate students in research and scholarship.

### **C. Professional Service**

Tenured faculty members are expected to participate and assume roles of leadership in professional service. Activities/materials which are valued, but not limited to, include:

1. A sustained record of continuing service to the school, college, university, and profession;
2. Sustained leadership in service to the school and programs;
3. Assuming roles of leadership in professional international, national, regional, and/or state organizations;
4. Contributing to the profession by such activities as peer reviewing articles and/or conference proposals, leading research teams, organizing professional seminars and symposia, and mentoring junior faculty;
5. Serving as a committee member on doctoral student dissertations;
6. Serving as a committee member on master's thesis and/or capstone presentations;
7. Assisting with the recruitment and retention of students for programs;
8. Working actively in Academic Community Engagement courses; and
9. Working in a professional capacity or as a representative in the community.