

**Disciplinary Statement for Promotion and Tenure
The University of North Carolina at Pembroke**

College/School School of Education

Department Elementary Education

Discipline* Education

**Departments comprising multiple disciplines may, at their discretion, submit a statement for each discipline.*

The information provided below is intended as a guide for all evaluators who participate in the promotion and tenure review process. This statement reflects general disciplinary orientations and is not intended to limit the appropriate discretion of evaluators or to serve as a binding agreement with candidates. It is understood that no two individual faculty members under review will address these expectations in the same manner. Even so, candidates should be mindful of expectations for their discipline as communicated on this statement, through annual evaluations, and through informal mentoring by colleagues, the department chair, and other administrators.

I. Degree Requirements:

List all acceptable terminal degrees in your discipline(s): (Ex. JD, MFA, PhD in, EdD, DNP, etc.)

A terminal degree in a program area within the department, or a related degree with a concentration/cognate within a program area of the department.

Is a terminal degree required for tenure? Yes __X__ No ___

Is a terminal degree required for promotion? Yes __X__ No ___

If answer is no to either question above, provide a brief rationale:

II. Discipline-Specific Attributes of Faculty Performance:

The Department of Elementary Education supports the mission of the School of Education, attempting to fulfill its mission by creating a diverse community of teacher-scholars engaged in promoting, recognizing, producing, and applying good teaching, service and research. Of these three scholarly activities, providing optimally effective learning environments for students is considered the first priority, followed by service and then research.

The faculty member must provide evidence of performance as a teacher and the versatility to contribute to all levels of the department's instructional program(s). This evidence should include summaries of student evaluations, assessment, and how classes contribute to programmatic and institutional learning outcomes.

With regard to teaching, is there anything unique or unusual regarding how this activity occurs or is evaluated in your discipline?

The Department of Elementary Education supports the mission of the School of Education predominately emphasizing teaching and auxiliary teaching roles for all faculty which could include:

- Advising
- Common core courses shared across program areas requires faculty to teach across specialty areas
- Curriculum updates to reflect licensure standards ongoing
- Experiential learning
- Field based learning
- Formative feedback about student knowledge and skill development
- Hybrid, daytime, evening, online, and face to face courses
- Integrate current policies, laws, standards into coursework regularly updating
- Mentoring of pre-professionals
- Monitoring of student dispositions
- Professional development in assessment of student learning
- Professional development in best practices in teaching and supervision
- Progression through the program
- Service learning
- Supervision of interns on and off campuses (site visits)
- Supporting students and the professional community through summative assessments and licensure exams

With regard to scholarship, is there anything unique or unusual regarding how this activity occurs or is evaluated in your discipline?

The Department of Elementary Education supports the mission of the School of Education through our values and supports scholarship that is connected to both addressing identified regional needs and the faculty member's role within the department. Scholarship activities are expected to follow a trajectory that demonstrates progression in a focused line of inquiry.

Internal and external grant application authorship that enhances the mission of the School of Education is valued. Program evaluation that utilizes data to inform decision making with the academic programs, faculty's research, and grant-funded projects is valued. Scholarship contributes to the profession/area of the faculty member's department and is evidenced by peer-reviewed publications, presentations, action research, and grant activity that enhance the mission of the School of Education.

- Action research
- Consulting
- Editing and editorial board work (nationally recognized entity)
- Grant activity with SOE faculty member as PI: includes contributing to the writing of the grant application, research collection and analysis of grant activities, program evaluation of grant activities. Funded and non-funded activities. Reviewing grants.
- Honors and awards
- Licensure
- Membership in professional association
- Publications: peer reviewed publications, chapters, textbooks, workbooks, videos, newsletters, encyclopedia entries
- Relationship between program and scholarship
- Research focus linked to regional need
- Scholarship of teaching and learning highly valued
- Specialty accreditation reports
- State and regional engagement in profession valuable
- Student research support
- Supervision of theses and student research
- Workshops, symposia

With regard to service, is there anything unique or unusual regarding how this activity occurs or is evaluated in your discipline?

Service should include meaningful engagement, be connected to the expertise of the faculty member, and be related to the profession/area of the department. Service should also support student success within the department and School of Education, advance the mission of the School of Education, contribute to the community of campus life, and demonstrate engagement with the public schools and agencies within the service region.

- Assessment of programs
- Grant projects and presentations
- Leadership roles in relevant professional associations
- Leadership to student organizations on campus and relevant to campus/SOE/dept
- Mentorship of department colleagues
- Professional development leadership
- Service to regional schools and community, state and national agencies
- Supervision of developing professionals

III. Disciplinary Expectations for Tenure and Promotion:

Expectations for Tenure	
Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for tenure attain in order to meet disciplinary expectations?	
Teaching	Evidence of excellence
Scholarship	Evidence of productivity potential
Service	Service to department, SOE, campus, and/or profession
Expectations for Promotion to Associate Professor	
Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for promotion to associate professor attain in order to meet disciplinary expectations?	
Teaching	Evidence of excellence Leadership of curriculum Student mentorship
Scholarship	Evidence of record of scholarship in discipline
Service	Service to department, SOE, campus, and/or profession
Expectations for Promotion to Full Professor	
Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for promotion to full professor attain in order to meet disciplinary expectations?	
Teaching	Evidence of excellence Leadership of curriculum Student mentorship
Scholarship	Evidence of record of scholarship in discipline Demonstrated professional expertise
Service	Service and leadership within department, SOE, campus, and/or profession

IV. Approvals:

Department Chair _____ Date _____

Department Vote Yes 9 No 0 Abstain 0 Date November 17, 2017

Dean _____ Date _____

Provost _____ Date _____

