

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

College/School   School of Education  \_\_\_\_\_

Department:   Educational Specialties  \_\_\_\_\_

Discipline\*   Birth-Kindergarten, Reading, and Special 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.)

Ph. D. and Ed. D. in a program area within the department, or a related degree with a concentration/cognate within a program area of the department. Also, a licensure(s) within the department is required.

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

*Faculty members must provide evidence of at least a proficient level of performance as an instructor and the versatility and willingness to contribute to all levels of the department's instructional programming. This evidence should include summaries of student evaluations, assessments, and how classes contribute*

*to programmatic and institutional learning outcomes. Faculty members also must demonstrate a continued progression of an active research agenda as well as ongoing service at the community/regional and state/national levels.*

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

#### **Teaching and Instruction**

- Experiential learning
- Field based learning
- Service learning
- Integrate current policies, laws, standards into coursework and regularly updating them
- Supervision of interns on and off campuses (site visits)
- Monitoring of student disposition across coursework
- Gatekeeping and the development of individualized student plans, as needed
- Sound knowledge and expertise in teaching areas
- Maintaining up-to-date syllabi reflective of current standards and student learning outcomes
- Courses are in the following formats: Hybrid, online, and face to face
- Supervision of interns on and off campuses (site visits)
- Common core courses shared across program areas requires faculty to teach across specialty areas

#### **Auxiliary Teaching Activities**

- Mentoring of pre-professionals
- Mentoring of student dispositions
- Supporting students through summative assessments and licensure exams
- Utilizing summative assessment to inform curriculum changes
- Academic advising
- Continuous review and update of curriculum to reflect alignment with state and national standards (i.e., licensure and credentialing)
- Adapting curriculum based on formative feedback about student knowledge and skill development
- Professional development in assessment of student learning
- Professional development in best practices in teaching and supervision
- Obtaining and maintaining licensure and credentials in respective professions
- Active membership in professional associations
- Integrate current policies, laws, standards into coursework regularly updating

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

The Department of Educational Specialties values, supports, and encourages scholarship that is connected to both addressing identified regional needs and the faculty member's role in the preparation of birth-kindergarten, special education and/or graduate reading

professionals. Scholarship activities are expected to follow a trajectory that demonstrates progression in a focused line of inquiry within the faculty member's respective field/profession (i.e., birth-kindergarten, special education, reading). Internal and external grant application authorship that enhances the mission of the School of Education is valued. Scholarship, including original research and that of a conceptual nature also is highly valued. In these efforts, faculty members should exert energy that clearly contributes or advances knowledge in their respective professions. Noteworthy scholarship is evidenced by publications in reputable national and international peer-reviewed journals, a variety of regional, state, and national/international presentations, sound action research that addresses a local need, and grant activity that enhances the mission of the School of Education. Program evaluation that utilizes data to inform curriculum decisions within academic programs is a shared venture and highly valued in the department, however, should not monopolize faculty members' time to the extent that it impedes their efforts for productivity in the area of scholarship.

- *Scholarship related to teaching and learning is highly valued*
- *Student research mentoring and support*
- *Action research to address a local/regional need*
- *Research focus linked to a regional need*
- *A clear relationship between the faculty member's program and her/his scholarship must be evident*
- *Publications: peer reviewed publications, book chapters, textbooks, workbooks, videos, newsletters, encyclopedia entries, and other non-peer reviewed publications (e.g., newspaper editorial/column)*
- *Funded grant activity with the department 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. Non-funded grant activities demonstrate effort and are acknowledged. Reviewing grant applications or other contributions with the intent to support department/SOE efforts as well as to enhance professional skill set for future grant work is valued.*
- *Collaborative efforts on grants that align with the mission of the SOE in which the faculty member plays a role in key aspects of the grant initiative.*
- *Editing and editorial board work (formally recognized entity)*
- *Specialty accreditation reports and other state/national reports*
- *Honors and awards*
- *Supervision of student research including dissemination*
- *Delivery of workshops, symposia, or educational sessions at regional, state, and national/international conferences.*
- *Supervision of theses*

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 and professionally relevant engagement in community, state, or national/international initiatives. Valued service is connected to the expertise of the faculty member, and is related to faculty members' respective licensure(s) and program(s) in the ES department. Service also should support student success within the department and School of Education, advance the mission of the School of Education, contribute to the university community/campus life, and demonstrate engagement with the public schools and agencies within the service region.*

- *State and regional engagement in the profession*
- *Assessment or evaluation of university, school or community programs*
- *Consultation*
- *Delivery of clinical services on sliding scale/reduced cost/volunteer basis*
- *Service on accreditation, licensure, or credentialing boards*
- *Serving in program/department specific leadership roles (e.g., program director)*
- *Assisting in program/university accreditation processes*
- *Licensure support presentations*
- *Grant project presentations*
- *Service to regional schools and community agencies*
- *Leadership roles in relevant professional associations*
- *Professional development offered to campus colleagues*
- *Mentorship of department colleagues including international faculty*
- *Supervision of developing professionals*
- *Service on university committees*
- *Leadership to student organizations on campus and relevant to SOE/dept*

III. Disciplinary Expectations for Tenure and Promotion:

<b>Expectations for Tenure</b>	
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	<i>Evidence of excellence in all aspects of teaching including instructional delivery, curriculum and standard alignment, and academic advising.</i>
Scholarship	<i>Strong evidence of discipline-specific effort in research, grants, and scholarly presentations and publication</i>
Service	<i>Broad and meaningful service to department, SOE, campus, community, K-12 schools and/or the profession</i>
<b>Expectations for Promotion to Associate Professor</b>	

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	<i>Evidence of excellence in all aspects of teaching including leadership in curriculum and instruction, involvement in program assessment and evaluation of student learning outcomes, and student mentoring and engagement</i>
Scholarship	<i>Evidence of ongoing record of discipline-specific scholarship that supports the mission of the SOE. Demonstration of focused line of inquiry and expertise.</i>
Service	<i>Broad and meaningful service to department, SOE, campus, community, K-12 schools and/or the profession</i>
<b>Expectations for Promotion to Full Professor</b>	
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	<i>Distinguished ongoing and continuous evidence of excellence in all aspects of teaching including leadership in curriculum and instruction, involvement in program assessment and evaluation of student learning outcomes, and student mentoring and engagement.</i>
Scholarship	<i>Significant evidence of ongoing record of discipline-specific scholarship that supports the mission of the SOE. Demonstration of focused line of inquiry and expertise</i>
Service	<i>Leadership through service within department, SOE, campus, community, K-12 schools and/or the profession</i>

IV. Approvals:

Department Chair Marisa D Roach Scott

Date 12/1/2017

\*Department Vote Yes 6 No      Abstain      Date 12/1/2017

Dean \_\_\_\_\_

Date \_\_\_\_\_

Provost \_\_\_\_\_

Date \_\_\_\_\_

