

PERSONNEL DOCUMENT

**Department of Education Reform
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
University of Arkansas**

Approved by the Faculty: May 13, 2020

Personnel Document
On Evaluative Criteria, Procedures and General Standards For Initial Appointment,
Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure

University of Arkansas
College of Education and Health Professions
Department of Education Reform

This document governs the Department of Education Reform in the selection, retention, promotion, granting of tenure to, and evaluation of faculty and in the selection and evaluation of non-classified staff, effective as of the date of the president's approval. It has been approved by the faculty, the College of Education and Health Professions Dean, the Provost, the Chancellor, and the President of the University of Arkansas, as indicated by the signatures below.

These policies are required to be consistent with the policies of the university as set forth in Board of Trustees Policy 405.1 and in two campus policy statements: (1) Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-Tenure Review, Promotion and Tenure, and (2) Guidelines on University and Distinguished Professor Appointments. In case of conflict, the board policy, the campus policy, the school, college, or library policy, and the department policy shall have authority in that order. Copies of these documents are available online, as referenced in the Faculty Handbook, at the University of Arkansas web site <https://provost.uark.edu/faculty-handbook>.

It is the policy of the University of Arkansas, Fayetteville to provide equal employment opportunity to all qualified persons; to prohibit discrimination against any employee or applicant for employment because of race, color, religion, sex, age, national origin, sexual orientation, marital or parental status, veteran's status, or disability, and to promote the full realization of equal employment opportunity through a positive, continuing program of affirmative action.

APPROVALS



05-14-2020

Date



05-15-2020

Dean

Date

Provost

Date

Chancellor

Date

President

Date

Mission Statement

The mission of the Department of Education Reform (EDRE) is to advance education and economic development by focusing on the improvement of academic achievement in elementary and secondary schools. The Department of Education Reform produces unbiased research findings leading to direct intervention programs in public schools. It is committed to providing research that will directly inform policymakers at all levels of government, scholars, parents, teachers, administrators and the general public to positively influence the future of Arkansas and the nation's schools.

Personnel File

The College maintains a personnel file for each member of the staff holding faculty status.

Work Assignments

The faculty workload for tenure-track and tenured faculty includes 20% teaching, 60% research or scholarly activities, and 20% service, subject to revision by the department chair in consultation with the affected faculty. The typical workload for a non-tenure track research faculty is 80% research or scholarly activities and 20% service, subject to revision by the department chair in consultation with the affected faculty.

I. Committees: Responsibilities and Service

The department adopts the procedures as outlined in I.A-C. of APS 1405.11 and COEHP Personnel Document. In the Department of Education Reform, all tenured associate and full professors serve on the Departmental Personnel Committee. Additionally, one non-tenure track faculty member at the associate rank or higher will be elected to serve on the committee when the department has at least two eligible faculty members to serve. This Committee is responsible for making recommendations on applications for promotion and/or tenure.

For the purpose of annual peer reviews, the Department Personnel Committee will serve as the Peer Review Committee and conduct peer reviews for all faculty in department.

II. Initial Appointment

In addition to II.A-E. of APS 1405.11. and COEHP Personnel Document, the department has established the following criteria:

A. Criteria for Initial Appointment at the Rank of Assistant Professor

Tenure-Track Assistant Professor

- Doctoral degree from an accredited university in the area of specialization or related field.

- Evidence of exemplary performance and promise of success in research/scholarship/creative activity.
- Evidence and/or promise of effective teaching.
- Evidence and/or promise of productive service to the department, institution, and profession.
- Potential to meet Associate Professor expectations.

B. Criteria for Initial Appointment at or Above the Rank of Associate Professor

Associate Professor with Tenure

- Doctoral degree from an accredited university in the area of specialization or related field.
- Record of sustained exemplary performance in research/scholarship/creative activity consistent with high national standards.
- Record of highly effective teaching.
- Record of productive service to the department, university, and the profession, including at prior institutions.
- Potential to meet Professor expectations.

Tenured Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- International and/or national recognition for a substantial and sustained record of distinguished accomplishments in research/scholarship consistent with high national standards.
- Record of sustained highly effective teaching.
- Record of significant productive service to the department, the university, and the profession, including at prior institutions.

C. Criteria for Initial Appointment with Tenure

Criteria for appointments with tenure include national prominence in research and excellence in teaching.

D. Initial Appointments of Non-Tenure-Track Faculty

Non-tenure track faculty are generally on appointments not to exceed one academic year. In some instances, multi-year appointments may be extended to instructors or non-tenure track faculty in professor ranks. Such appointments are generally intended for faculty hired in competitive searches or who have established a notable and consistently strong record of effective performance during their period of service to the University.

Multi-year appointments, to the extent they are utilized, must have satisfied a merit-based review process employing evaluative criteria and procedures established in this personnel document as supplemented in departmental personnel documents. These appointments require the review and recommendation of the departmental personnel committee and the department chair, and the approval of the Dean and the Provost. The first such merit-based appointment would usually be

up to three years. If successfully completed, in accordance with the evaluation procedure set out herein, an initial merit-based term appointment may be considered for renewal for an additional appointment of up to three years. After successful completion of a second three-year term (or after a total of six years of appointment), appointments may be considered for renewal for faculty in professor ranks for periods of up to five years.

Any merit-based term appointment of more than one year shall only be recommended when the candidate demonstrated (or, for initial appointment, shown clear potential for) highly effective teaching and/or, as appropriate to the appointment, a record of highly effective research or service/administration, as well as the ability and willingness to work productively with colleagues.

See APS 1405.111 for detailed procedures.

In addition to criteria stipulated in II.D. of APS 1405.11 and APS 1405.111, the Department of Education Reform has additional criteria:

Research Assistant Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Evidence of exemplary performance and promise of success in research/scholarship activity.
- Evidence and/or potential of productive service to the department, university, and profession.
- Potential to meet Research Associate Professor expectations.

Research Associate Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Record of sustained exemplary performance in research/scholarship activity consistent with high national standards.
- Record of significant productive service to the department, university, and profession, including at prior institutions.
- Potential to meet Research Professor expectations.

Research Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- International and/or national recognition for a substantial and sustained record of distinguished accomplishments in research/scholarship consistent with high national standards.
- Record of significant and continuous productive service to the department, the university, and the profession, including at prior institutions.

Visiting Faculty

The Department of Education Reform may appoint, with the approval of the COEHP Dean, temporary visiting faculty. Visiting faculty appointments offer our students additional coursework options, and allow faculty to invite collaborators on campus for one or two semester

periods to teach and conduct research. Such positions are to be funded through external sources. Visiting faculty offered a multi-year appointment will undergo a merit-based review process for an initial appointment as outlined in APS 1405.111. Annual reappointment for successive years is contingent on the results of the annual review, as described in APS 14045.111. Appointments in visiting faculty positions are not renewable beyond three total years of service.

III. Successive Appointments, Annual Review, Peer review, Third-Year Review, and Post-Tenure Review

A. Successive Appointments for Tenured and Tenure-Track Faculty

The department adopts III.A. of APS 1405.11 and COEHP Personnel Document.

B. Annual Review for All Faculty at the Rank of Assistant Professor and Above

Each EDRE faculty member is evaluated on the basis of achievement in the areas of research or scholarly activities, teaching, and service. The annual review of faculty for merit increase recommendations and related purposes shall begin *on or shortly after January 15th each year and conclude by the end of February*. Each faculty member is to submit a Faculty Annual Report, which includes an annual faculty résumé update. Peer evaluations of these materials will be made by the Peer Review Committee using the criteria set forth in the EDRE and COEHP Personnel Documents. The packet, along with the recommendations by the Peer Review Committee, will be used by the department chair to determine the ratings in the areas of teaching, research or scholarly activities, and service. Each faculty member will be rated based on a scale of 0.0 to 3.0. Each annual evaluation for faculty eligible for promotion must include feedback on their progress towards promotion.

The department chair assesses whether each faculty member's performance for the year has been satisfactory. Consistent with APS 1405.11, overall unsatisfactory performance means that the faculty member's performance as a whole is unsatisfactory, taking into consideration the faculty member's assigned workload (teaching/professional practice, scholarship, service) and overall contributions to the academic unit. Before making a determination of overall unsatisfactory performance, the department chair considers evidence of relevant, documented efforts and outcomes within the context of the faculty member's assigned workload, including the faculty member's assigned annual evaluation score. At a minimum, any overall score of less than 1.0 or 0.0 in any substantial area of faculty responsibility would constitute overall unsatisfactory performance and makes the faculty member ineligible for a merit salary increase.

Unsatisfactory performance for a non-tenure track faculty member is addressed in APS 1405.111. Post-tenure review based on overall unsatisfactory performance for tenured faculty is outlined in III.E. of APS 1405.11.

C. Peer Review for All Faculty at the Rank of Assistant Professor and Above

The department adopts III.C. of APS 1405.11 and COEHP Personnel Document.

D. Third Year Review for Tenure Track Faculty

The department adopts III.D. of APS 1405.11 and COEHP Personnel Document.

E. Post –Tenure Review

The department adopts III.E. of APS 1405.11 and COEHP Personnel Document.

F. Criteria for Assessing Faculty Performance for All Faculty at the Rank of Assistant Professor and Above

Not every potential circumstance can be anticipated or included in the ratings for research/scholarly activities, teaching, and service; in all categories, the guidelines are not to be considered all-inclusive. Cases should include documentation highlighting the importance of the work. The goal is to maintain high standards of faculty performance, while maintaining fairness and allowing flexibility in the annual evaluation process. Potential scores are: 0, 0.5, 1.0, 1.5, 2.0, 2.5, or 3.0. The evaluative criteria are based on the standard workload assignment for tenured or tenure-track faculty of 60% research or scholarly, 20% teaching, and 20% service. The department chair will make appropriate adjustments for varying workload assignments and overall contributions to the Department.

Research/Scholarship

Exceeds Expectations (3)

Indicates excellence in research and scholarship. To receive a rating of “3” faculty must do at least two of the following: author or co-author a published book with a respected press; have three or more articles published in peer-reviewed journals, at least one of which should be a “high impact” journal (1.00 or better); receive substantial external grant funds; write three or more book chapters (not in a book one has edited) ; or be cited 30 times or more in SSCI (Social Science Citation Index). In addition, to earn a rating of 3, when judged holistically, the research must make a significant contribution to the field.

Meets Expectations (2)

Indicates strong performance in research and scholarship; essentially the criteria noted above but at lesser levels.

Partially Meets Expectations (1)

Indicates marginal research and scholarship performance, including one or more conference papers, article submissions, manuscripts with revise and resubmit, non-competitive grant submissions, initial work toward later publication, and/or participation in professional development activities related to research.

Does Not Meet Expectations (0)

Indicates unsatisfactory research or scholarship; the faculty member is generally inactive and/or fails to produce an annual resume update, or has committed breaches of professional research ethics, such as plagiarism or falsifying research.

Teaching

All faculty must electronically submit syllabi and course evaluations as part of the Faculty Annual Report Form. Cumulative mean rating on student evaluations is calculated based on the ratings on 3 University Core and 5 College Core items on student evaluation surveys. In addition to student evaluations, faculty must provide at least one additional item of evidence from the list provided in a, b., or c in III.F.1. of APS 1405.11.

Exceeds Expectations (3)

Indicates excellence as evidenced by teaching awards or very high mean student evaluations (4.5-5.0). Peer observations show enthusiastic engagement of students and high effectiveness in conveying course material. Syllabi reflect required components needed to prepare students for publication. In addition, the department will consider such activities as supervising several independent studies which lead to publication; exceptional engagement in mentoring students; chairing dissertation committees; student success as evidenced by student awards and publications, and similar outcomes.

Meets Expectations (2)

Indicates strong performance. Proficient teaching performance as evidenced by student evaluations (3.5-4.4); peer observations show active engagement of students and clear effectiveness in conveying course material; syllabi reflect required components needed to prepare students, and the other criteria noted immediately above but at an average rather than an exceptional level.

Partially Meets Expectations (1)

Indicates minimal performance. A faculty member who completes assigned teaching responsibilities but who does not meet criteria for a rating of “Meets Expectations” typically will be rated as “Partially Meets Expectations.” Peer observations show partial engagement of students and moderate effectiveness in conveying course material. Teaching activity is irregular and is not part of continuous output. Below average teaching performance as evidenced by student evaluations (2.5-3.4); syllabi may minimally reflect required components needed to prepare students.

Does Not Meet Expectations (0)

Indicates unsatisfactory teaching performance as evidenced by student evaluations of ≤ 2.4 ; peer observations show poor engagement of students and ineffectiveness in conveying course material; the faculty member is generally inactive or fails to produce an annual resume update;

syllabi do not reflect required components needed by students; the faculty member fails to treat students with professionalism and respect; does not have or does not implement reasonable criteria for grades; is unavailable for student consultation, skips class without adequate provision for learning, etc.

Service

Exceeds Expectations (3)

Indicates excellence in service to include “meets expectations” and a leadership role in or exceptional service that distinguishes the faculty member from colleagues such as election to a national office, editing a journal, winning a national service award, or a University or College service award.

Meets Expectations (2)

Indicates strong service to the department, college, university and/or academy. Service at this level includes a combination of the following: Participation on two or more committees and some service contributions at the local, state, national, and/or international level. Additional examples may include conducting at least 3 reviews per year for peer-reviewed journals or funding agencies.

Partially Meets Expectations (1)

Indicates minimal and unacceptable service at the department level. Little or no meaningful service at the college, university, community, or the profession level. The term *meaningful* suggests that, while the faculty member may have served on a committee, his/her contributions were not deemed satisfactory.

Does Not Meet Expectations (0)

Indicates no evidence of service is presented, no evidence of service exists or a faculty member refuses to submit such evidence or to carry out assigned duties or demonstrates an unwillingness to serve; no service at all to the department, college, university, community, or the profession.

IV. Promotion for All Faculty at the Rank of Assistant Professor and Above

A. Criteria for Promotion

In addition to criteria specified in IV.A. of APS 1405.11, the department has established the following criteria:

Promotion to Associate Professor with Tenure

- Doctoral degree from an accredited university in the area of specialization or related field.
- Record of sustained exemplary performance in research/scholarship/creative activity consistent with high national standards.
- Record of highly effective teaching.
- Record of sustained productive service to the department, institution, and profession.

- Potential to meet Professor expectations.

Promotion to Tenured Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- International and/or national recognition for a substantial and sustained record of excellence in research/scholarship consistent with high national standards.
- Record of sustained highly effective teaching.
- Record of significant and continuous productive service to the department, the institution, and the profession.

Promotion to Research Associate Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Record of sustained exemplary performance in research/scholarship activity consistent with high national standards.
- Record of significant productive service to the department, institution, and profession.
- Potential to meet Research Professor expectations.

Promotion to Research Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- International and/or national recognition for a substantial and sustained record of distinguished accomplishments in research/scholarship consistent with high national standards.
- Record of significant and continuous productive service to the department, the institution, and the profession.

B. Procedures for Promotion

The department adopts the procedures outlined in IV.B. of APS 1405.11 and the COEHP Personnel Document.

Each endowed chair holder in the Department of Education Reform is reviewed for reappointment as chair every five years following the COEHP Personnel Document guidelines. The review includes the evaluation by external reviewers, the department chair, and the dean.

V. Tenure

The department adopts criteria and procedures specified under V. of APS 1405.11. In the Department of Education Reform, criteria for tenure include national prominence in research and excellence in teaching.

VI. Dismissal of Tenure-Track and Tenured Faculty

The department adopts procedures specified under VI. of APS 1405.11.

VII. Dismissal of Multi-Year Appointed Non-Tenure-Track Faculty

The department adopts procedures specified under VII. of APS 1405.11.