

Department of Special Education

Criteria and Procedures of the Department Personnel Committee



Reappointment, Rehiring, Promotion, Tenure

Approved November 22, 2005

Criteria and Procedures

I. Membership

The membership of the Special Education Department Personnel Committee (hereafter called the Committee) shall consist of all tenured faculty members of the Department of Special Education whose major assignment is in the department. Two-thirds of the tenured members of the Department shall constitute a quorum.

II. Officers

The Committee shall have a chairperson and secretary elected by and from its membership. This election shall be held during the first two weeks of the fall semester of odd numbered years. No person shall succeed him/herself in the same office. Vacancies in either office shall be filled (for the unexpired term) by special election.

III. Responsibilities

The committee shall conduct an annual performance review on all non-tenured faculty and academic staff and a five-year performance review for all tenured faculty. The data obtained as part of the performance review will provide the basis for all Committee recommendations regarding reappointment, rehiring, and tenure.

IV. Procedures

The department member who is scheduled for review must prepare a self-report and present documentation of the items described in the Criteria for Evaluation. The self report must include a summary of quantitative and qualitative data from student course evaluations. The Committee will review and examine that Self Report and any other needed information. The department member may submit any additional data or oral explanation to the Committee that he/she believes has bearing on any decision or performance evaluation. If a department member believes that extenuating circumstances have a bearing on her/his evaluation (e.g., illness, new courses, etc.) this information must be submitted with the Self Report for consideration by the Committee. Tenure track faculty should submit materials related to all areas of "V. Criteria for Evaluation" below (teaching effectiveness and supervision, advising, scholarly activities, service, and interpersonal relationships). Full time academic staff should submit materials related to "V. Criteria for Evaluation" A and E (teaching effectiveness and supervision and interpersonal relationships) and any other categories (advising, scholarship, and service) that are appropriate.

Recommendations made by the Committee regarding reappointment, rehiring, and tenure shall be written and signed by the chairperson and secretary. Copies shall be presented to the faculty member and the Department Chairperson. Recommendations shall indicate the number and division of the votes cast. Motions on questions of personnel shall always be phrased positively, i.e., recommending in favor of the person being considered.

Approval or disapproval of recommendations for reappointment, rehiring, and tenure must receive affirmative ballots of a majority of the membership of the Committee.

One member of the Committee will be designated as the liaison person with the department faculty member to interpret the Personnel Committee's procedures, request a self-report, and verify the student evaluations on teaching performance to the Departmental Personnel Committee. The liaison person also will provide professional advice that will assist the faculty member in becoming a contributing member of the faculty. In the process, the liaison person will share evaluation reports with the faculty member and assist in the member's professional development which will enhance favorable future reappointment, rehiring, promotion and tenure decisions.

The Chairperson of the Department will furnish any information and/or evidence deemed necessary by the Committee in making professional evaluation of staff. Information will be requested of the Department Chairperson by the Chairperson of the Personnel Committee on a need basis.

V. Criteria for Evaluation

Evaluation of staff will encompass the following:

A. Teaching Effectiveness & Supervision

Teaching Effectiveness means the success of the instructor in securing interest, effort, and progress on the part of students. The primary consideration is that students are stimulated to better standards of scholarship, to keener interest in learning, to greater professional understanding, and to more effort toward self-improvement.

A summary of all student evaluations, including at least two semesters preceding the review, will be used. In the case of tenured faculty, all data since the last review will be used. The written evaluation will include the "Instructor and Course Appraisal" form and the "Instructor and Course Evaluation Comments" form. Items scored more than 20% negative on Department approved items will be flagged for comment in the written summary of the performance review. Information on the "Comments" form will be summarized by a member of the Personnel Committee, shared with the staff member and reviewed by the Committee in considering reappointment, rehiring, promotion, and tenure.

Class information sheets, tests, and other teaching materials may be requested by the Committee.

Classroom visitation and/or interviews with students may be included in the review process.

Evaluation of student teaching supervision will include ability and willingness to make the required number of visits and additional visits as deemed necessary, provide feedback to student teachers, work with student teachers to improve areas of weakness, and communicate with cooperating teachers.

B. Advising

The purpose of academic advising is to help undergraduate and graduate students in their academic program. The effectiveness of academic advising will be based on the following: availability, knowledge of program requirements, procedures and policies, communication skills, and empathy.

C. Scholarly Activities

Evidence of scholarly activity is necessary for consideration of reappointment, tenure and promotion. The significance, quality, and quantity of the scholarly activity will be considered in the evaluation process. The quality of the work will be evaluated by considering the relative importance to the field, the extent to which the work has been reviewed by peers, and dissemination of the scholarly work. In the Department of Special Education, scholarship and professional development include a wide range of activities including, but not limited to, the following:

- books and chapters in edited books
- journal articles reporting empirical research
- journal articles that integrate or evaluate a body of knowledge
- published proceedings
- presentations at national, state, and local conferences
- public or private grant applications
- internal grant applications
- production of audiovisual materials (e.g., transparencies and videotapes)
- published curriculum materials (e.g., state curriculum guides)
- class-related curriculum materials (e.g., booklets or handouts for classes, desktop publishing, significant curriculum modifications)
- innovative practices
- awards and recognition

Professional development is demonstrated by activities including, but not limited to, the following:

- attendance at conferences (national, state, local, university)
- attendance at workshops
- preparation of a bibliography of professional books and articles read

D. Service

Evidence of "service" is necessary for consideration of reappointment, tenure, and promotion. The significance, quality, and quantity of service will be considered in the evaluation process.

"Service" refers to the help a person provides to others outside of his/her teaching responsibilities. The area of service may include service to the department, the University, the profession, and/or the public. Service to the Department. Service to the department may include serving on departmental committees, representing the department at certain functions, or acting as a departmental representative to School/University committees. Service to the University. Service to the University

may include, but not be limited to serving on committees, advising student groups, working with alumni activities, providing inservice activities, and working with educational outreach activities. Service to the Profession. Service to the profession refers to involvement with an organization that contributes to the enhancement of the worth and well being of the occupational group with which one identifies (e.g., CEC or one of its divisions, technical college or sheltered workshop advisory boards, etc.). Involvement with professional groups may be at the local, state, regional, national, and/or international levels and may be on a continuum from leadership to membership. Service to the Community. Service to the community refers to using one's expertise to enhance an individual's or the University's recognition and prestige in the community, state, or nation.

E. Interpersonal Relationships

This will include evaluation of the ability and willingness to relate, cooperate, and work toward the general goals of the University with departmental colleagues, Chairperson of the Department, other university personnel, and students.

Evaluation Criteria for Salary Recommendations

Under provision of the Faculty Handbook, Revised Edition, August 1987, section 5.29, whatever general policies on salary determination are left to the department should be formulated and approved by the tenured members of the department. These policies should be very broad and perhaps should consist of no more than a list of the criteria to be used in making recommendations on salary. The handbook indicates that the Department Chairperson shall have the responsibility for making salary recommendations based upon the policies and criteria as developed by the tenured members of the department.

The following are the criteria recommended to the Department Chairperson in accordance with those regulations, approved by the Department Personnel Committee February 6, 1996.

- I. Consideration for the Across-the-Board pay raise in the Department of Special Education is based upon the determination that the faculty member does not qualify for a Merit salary increase.
- II. Consideration for a Merit pay raise in the Department of Special Education should be based upon acceptable performance in these six areas:
 - A. Teaching effectiveness
 - B. Advising
 - C. Scholarly activities
 - D. Service
 - E. Interpersonal relationships
 - F. Supervising student teachers
- III. Consideration for an Extra Merit pay raise in the Department of Special Education should be based upon qualification for merit pay and superior performance in one or more of the following ranked criteria:
 - A. Teaching responsibilities
 - B. Student advisement and consultation
 - C. Student evaluations
 - D. Committee contributions
 - E. Coordination of program areas (i.e., EC, CD, ED, LD)
 - F. Development of instructional materials
 - G. Development of courses and programs
 - H. Development of teaching techniques (i.e., instructional strategies)
 - I. Contributions to professional organizations related to special education
 - J. Research, publications, and/or presentations on subjects related to special education
 - K. Community service related to special education
 - L. Other items not necessarily mentioned but seemingly noteworthy merit should be represented by the person involved to the Department of Special Education Chairperson

Guidelines for Promotion

The Department of Special Education Personnel Committee offers the following guidelines to communicate and clarify Departmental expectations for and promotion to Assistant Professor, Associate Professor, and Full Professor.

Promotion in the Department of Special Education is based on the requirements set forth in the University of Wisconsin- Eau Claire faculty handbook and reflects consideration of the Department's appointment, reappointment, merit, and extra merit criteria which are approved annually by the Department's Personnel Committee and shared with faculty.

Promotion is always based on the premise that candidates continuously perform at a high level in teaching, supervision, advising, scholarly activities, service, and interpersonal relationships. A high level of performance assumes responsible, effective, and continuous involvement that contributes to the preparation of strong entry and/or graduate level teachers.

Candidacy for promotion from Assistant, Associate and Full professor is based on records of promise, emergence, and demonstration of meaningful contributions to the education of learners with disabilities. These records would demonstrate a positive history of continuous performance that contributes to the knowledge base in teacher education while reflecting personal growth, as noted in the faculty member's annual individual professional development plan, in the areas of teaching, supervision, advising, scholarly activities, service, and interpersonal relationships.

These promotion guidelines are offered with the full acknowledgment that each faculty member has unique strengths that must be respected in the valued areas of teaching, supervision, advising, scholarly activities, service, and interpersonal relationships. Therefore, each request for promotion must be viewed individually, with flexibility and with careful consideration to each person's unique profile and individual performance plan.

Promotion decisions must also fully and carefully consider the very real and important demands of teaching, supervising, advising, and participating in faculty governance activities in a teacher education program whose mission is to prepare quality special educators. Within this framework, the following promotional guidelines are offered.

These dates shall be used to allow a promotion decision to be made in accordance with University policy:

- October 1 – faculty member informs, in writing, the Promotion Subcommittee of their intent to be considered for promotion in rank
- November 1 – faculty member submits materials to Promotion Subcommittee to support their request for promotion
- December 1 – Promotion Subcommittee makes its recommendation to the Department Chair
- December 15 – Department Chair makes recommendations to the Dean

Overview of Positions of Rank

The Department Personnel Committee's goal is to foster effective teacher preparation while at the same time supporting faculty growth, research and development, and contributions to the profession and field. The Department's promotion criteria associated with teaching, advising, supervision, service, and interpersonal relationships are based on a common set of high standards of performance that are expected of all faculty for tenure and promotion in rank. The criteria for promotion in rank differentiates most notably between scholarship requirements for Assistant, Associate, and Full Professor. Tenure and promotion are based on applicant's performance in each of these areas. The following benchmarks are intended to provide direction to the applicant and inform Department Personnel Committee and Promotion Committee decisions.

Assistant Professor

Most new tenure-track positions and faculty begin at this level. The Assistant professor learns the expectations of the Department, fulfills all requirements and assignments, develops a teaching style and scholarship activities, and begins to make contributions to the Department.

Associate Professor

Promotion to Associate Professor indicates strength in most areas in the Department Plan. The Associate Professor contributes to the Department, has developed a solid teaching and scholarship record and has established themselves as a consistent, contributing, participating member of the Department.

Full Professor

A person is eligible for promotion to Full Professor if they have made professional contributions over time. Promotion to Full Professor is not a right that comes from being tenured for a certain number of years, but rather it is a recognition by peers of the faculty member's professional achievements. Promotion to Full Professor is an expression of confidence that an individual will continue to demonstrate commitment and a high level of competence in the future. A person who is ready to become a Full Professor is strong in all areas.

Use of Rubric

The Guidelines for Promotion Rubric is intended to provide guidance to individuals seeking promotion and to committees reviewing promotion applications. Every bulleted item for promotion to associate professor must be met. Promotion to full professor assumes that all the criteria for associate professor are met and that many of the bulleted criteria for full professor have also been met. Candidates for promotion to full professor should demonstrate strong performance in all areas and exceptional performance in some areas. It is up to the candidate for promotion to full professor to provide evidence that he or she has engaged in activities consistently over time, that the activities are significant, and that he or she has provided leadership to the department. Activities described in the individual's Individual Professional Development Plan (IPDP) can be used to provide evidence of contributions. Reviewers are encouraged to employ the rubric as a guide in the decision-making process with full recognition that each faculty member will evidence contributions in ways reflecting their individual strengths. Candidates are encouraged to include their annual Individual Professional Development Plans (IPDP) in their portfolio and to reflect on their accomplishments. These reflections can be used to provide evidence about the effort, extent, importance, and value of an individual's activities in the area of teaching, advising, scholarship, and service.

Guidelines for Promotion Rubric

	Assistant Professor	Associate Professor	Full Professor
University Handbook Requirement	Earned Doctorate, or Master's degree plus 30 additional credits plus 5 years of teaching experience. (Faculty handbook, 5.18)	Earned terminal degree. A minimum of 5 years of full-time equivalency in teaching and/or professional experience and including no less than 3 years of full-time college teaching (Faculty handbook, 5.18)	Earned terminal degree, as specified by the professional teaching societies representing the discipline. A minimum of 12 years of full-time equivalency in teaching and/or professional experience and including no less than 5 years of full-time college teaching (Faculty handbook, 5.18)
Teaching	<ul style="list-style-type: none"> • Follows department, School, and University guidelines regarding course scheduling, meeting times, exams, grading, course evaluations, etc. • Provides accurate and up-to-date information on topics that fulfill course objectives • Seeks ways to improve course and course instruction • Considers constructive feedback from students, faculty mentor, or Chair • Implements actions to correct any areas of concern 	<ul style="list-style-type: none"> • Follows department, School, and University guidelines regarding course scheduling, meeting times, exams, grading, course evaluations, etc. • Provides accurate and up-to-date information on topics that fulfill course objectives and reflect effective practice • Modifies course and course instruction to reflect effective practice • Considers constructive feedback from students, faculty mentor, or Chair • Implements actions to correct any areas of concern • Regularly meets or exceeds Department criteria in teaching evaluations • Course content reflects awareness of standards for teacher education and research-based instruction 	<ul style="list-style-type: none"> • Regularly meets or exceeds Department criteria in teaching evaluations • Receives recognition of teaching skill through awards or honors • Regularly updates courses to reflect best practices in the field • Designs curriculum and supplementary materials for courses that reflect effective practice and keeps them up-to-date • Contributes to department curriculum issues • Collaborates with others through co-teaching, mentoring, or other measures • Receives funding for innovative or effective instructional practices • Develops workshops or presentations on teaching • Other as noted in faculty member's IPDP

	Assistant Professor	Associate Professor	Full Professor
Advising	<ul style="list-style-type: none"> • Follows department guidelines by maintaining adequate office hours and being available for student advising • Provides accurate information to students • Seeks out assistance when unsure of specifics • Communicates with advisees and contact personnel in a professional and supportive manner 	<ul style="list-style-type: none"> • Meets with students and is cordial and welcoming • Provides students with correct information to help them plan their program • Directs students to offices on campus as appropriate • Asks questions when unsure of specifics 	<ul style="list-style-type: none"> • Provides leadership on advising issues • Develops or provides materials for students or department on advising • Receives acknowledgement from students or others regarding advising role • Assists with advising transfer students or meets with parents and high school students • Supports advising in other ways documented in portfolio or IPDP
Supervision	<ul style="list-style-type: none"> • Follows department and School of Education guidelines regarding supervision by: meeting with student teachers early in the semester to explain requirements, conducting initial contact before first visit, making at least the minimal number of on-site visits, documenting visits, filing paperwork correctly, and completing grades in an accurate and timely manner • Indicates willingness to address concerns from student teacher or cooperating teacher by making additional visits or clarifying issues through other means • Communicates unresolved issues or concerns with Chair of the Department of Special Education in a timely fashion 	<ul style="list-style-type: none"> • Follows department and School of Education guidelines regarding supervision by: meeting with student teachers early in the semester to explain requirements, conducting initial contact before first visit, making at least the minimal number of on-site visits, documenting visits, filing paperwork correctly, and completing grades in an accurate and timely manner • Indicates willingness to address concerns from student teacher or cooperating teacher by making additional visits or clarifying issues through other means • Communicates unresolved issues or concerns with Chair of the Department of Special Education in a timely fashion 	<ul style="list-style-type: none"> • Assists students in the professional development through appropriate feedback and advice on portfolio and exit Professional Development Plan (PDP) • Mentors junior faculty on supervision issues • Enhances supervisory role through materials or methods that provide sufficient feedback to students • Receives acknowledgment from students or cooperating teachers regarding supervision skills • Receives funding for innovative or effective supervision practices • Receives additional training on supervision issues and skills • Other as noted in faculty member's IPDP

	Assistant Professor	Associate Professor	Full Professor
Scholarly Activities	Evidence of scholarly potential including research, development, and service activities prior to appointment. This may be demonstrated through applications, letters of recommendation, samples of products and pre-employment and employment interview procedures or other means.	<ul style="list-style-type: none"> • Author on at least 3 peer-reviewed manuscripts in national journals OR Author on at least 2 funded substantial grants OR a combination thereof (<u>at least one of these must be first author</u>)* <p>AND</p> <ul style="list-style-type: none"> • At least 3 professional presentations at national conferences OR any combination of: <ul style="list-style-type: none"> - At least 5 professional presentations at state conferences OR - At least 5 other approved scholarly activities as noted in IPDP <p>* If not first or second author, provide evidence that you made a substantial contribution to the publication.</p>	<p>1. Publications</p> <ul style="list-style-type: none"> • Record of publication is consistent over time* • Author of at least 5 peer-reviewed manuscripts in national journals (i.e., 2 additional) OR author of at least 3 “substantial” funded grants OR a combination thereof (at least two of these must be first author)* <p>AND</p> <ul style="list-style-type: none"> • At least 5 professional presentations at national conferences OR any combination of: <ul style="list-style-type: none"> - At least 7 professional presentations at state conferences OR - At least 7 other approved scholarly activities as noted in IPDP • Scholarly activity reflects areas of interest <p>2. Professional Development</p> <ul style="list-style-type: none"> • Stays up-to-date with current issues through professional development <p>* If not first or second author, provide evidence that you made a substantial contribution to the publication.</p>

	Assistant Professor	Associate Professor	Full Professor
Service	<ul style="list-style-type: none"> • Participates in committees or other service activities at the Department, School, College, University, and/or community level, including activity in professional organizations • Fulfills responsibilities associated with service activities 	<ul style="list-style-type: none"> • Participates in Faculty governance at the department and school level • Demonstrates record of contributions on some Department, College, or University committees • Participates in community groups and/or professional organizations • Actively participates in curriculum development, evaluation, and modification • Facilitates student interest in research/service with undergraduate or graduate students 	<ul style="list-style-type: none"> • Demonstrates record of consistent contributions to the work of committees at the Department, School, College, and/or University level • Coordinates Department program • Holds active positions in professional organizations at the local, state, or national level • Provides assistance, through consultation or committee or independent work, to school districts or private or public agencies or organizations such as a grant reviewer, program reviewer, textbook reviewer, manuscript reviewer, position on editorial board, independent evaluator, etc. • Facilitates student interest in research with undergraduate or graduate students • Actively participates in curriculum development, evaluation, and modification • Other as noted in faculty member's performance plan • Provides leadership on department issues • Other as noted in faculty member's IPDP
Interpersonal Relationships	<ul style="list-style-type: none"> • Maintains respectful and collegial relationships with students, colleagues, and classified staff • Conducts oneself professionally during on site supervision visits and during other situations off campus when representing the Department of Special Education • Follows and respects established lines of authority with issues or concerns • Maintains confidentiality regarding sensitive issues 	<ul style="list-style-type: none"> • Maintains respectful and collegial relationships with students, colleagues, and classified staff • Conducts oneself professionally during on site supervision visits and during other situations off campus when representing the Department of Special Education • Follows and respects established lines of authority with issues or concerns • Maintains confidentiality regarding sensitive issues 	<ul style="list-style-type: none"> • Maintains respectful and collegial relationships with students, colleagues, and classified staff • Conducts oneself professionally during on site supervision visits and during other situations off campus when representing the Department of Special Education • Follows and respects established lines of authority with issues or concerns • Maintains confidentiality regarding sensitive issues

Procedures for Periodic Review of Tenured Faculty

1. Every tenured member of the Department of Special Education faculty is evaluated by the Department Personnel Committee every five (5) years.
2. During the Fall Semester of the year of evaluation a member of the Department of Special Education's Personnel Committee (DPC) is assigned as liaison. The liaison must notify the faculty member at least 20 days prior to the date the self-report is due and prepare a summary report of the individual faculty member's performance.
3. This report always contains a summary of the students' ratings of the instructor performance on the Department's Instructor and Course Appraisal Instrument and "comments" form for every course that the individual has taught over the previous five year period, including summer assignments. The report also contains a self report prepared by the person being evaluated which contains a list of all teaching, advising and supervision responsibilities; program coordination responsibilities; department, school, college, and university committee work; professional presentations and publications; and public-professional service organizations.
4. The liaison presents a report to the DPC. The DPC reviews the data and evaluates the person's performance in relation to the Evaluation Criteria for Salary Recommendations approved by the DPC and distributed to the entire faculty during September of the year in which the review is conducted (see attachment B for Evaluation Criteria for Salary).
5. The liaison prepares a summary report for the faculty member which summarizes the DPC review. The report often contains suggestions to assist the faculty member in his/her professional growth and development. This report must be approved by the DPC.
6. The report is given to the faculty member being reviewed and a copy, along with supporting data, is filed with the DPC records.

Tenure Decision

The Department of Special Education adheres to and follows the directives from the faculty and academic staff handbook:

The maximum probationary period in a full-time position is seven years. Therefore, a tenure decision is made no later than the sixth year of full-time service to the University. The procedure to be followed is that used in periodic review of teaching effectiveness, advising, scholarly activities, and service to the University, profession, public, and department. In reviewing teaching, the department must consider, among other factors, student evaluations.

If the decision is to grant tenure, it will become effective at the beginning of the academic year following the decision. If a decision not to grant tenure is made in the sixth year of service, the faculty member's service will be terminated at the completion of the seventh year. An appeal process is available.

The Department Personnel Committee will be expected to inform the probationary faculty member of the necessity of the Doctorate or terminal degree if this is an expectation for tenure.

Granting tenure and promotion in rank result from separate recommendations. An individual may be promoted before obtaining tenure and may be granted tenure without promotion in rank.

Granting tenure shall result from an affirmative recommendation of the Department and approval by the administration. Such recommendation shall proceed in the same manner as a recommendation for reappointment. (5.17 Faculty Handbook)

Recommendations concerning granting of tenure and promotion in rank follow the same schedule.

- October 1 – faculty member informs, in writing, the DPC Chair of their intent to be considered for tenure OR DPC informs faculty member of the tenure timeline by October 15
- November 1 – faculty member submits materials to DPC Chair to support their tenure decision
- December 1 – DPC makes its recommendation to the Department Chair
- December 15 – Department Chair makes recommendations to the Dean

Specific Guidelines for Tenure in the Department of Special Education:

The guidelines for granting tenure in the Department of Special Education will be the same as those established for granting promotion in rank (see pp. 8-11 in this document).