

**Baylor University**  
**School of Education**  
**Department of Educational Leadership**

**Criteria for Tenure and Promotion**

*Revised and Approved by Department Faculty on November 8, 2019<sup>1</sup>*

*Journal Lists Approved by Department Faculty on November 8, 2019*

*Revisions Approved by the Office of the Provost, August 20, 2020—James Bennighof<sup>2</sup>*

**Promotion and Tenure Policy Preamble**

The promotion and tenure policies of the Department of Educational Leadership contribute to Baylor University's quest for academic excellence as defined in the Academic Strategic Plan, **Illuminate**. Providing faculty with a promotion and tenure document that is equitable, transparent, extensively understood, and founded upon the core principles of **Illuminate** – Christian Environment, Transformational Education, Research and Scholarship, and Arts and Athletics – ensures considerations of academic value will provide a focus for the assessment of one's scholarly contribution. The Department of Educational Leadership supports **Illuminate** and Baylor University's goal of being classified as an R1/Tier 1 institution by establishing academic expectations for faculty that are conscious of the Department's current capacity and resources, while supporting faculty in pursuing the academic productivity characteristic of Ph.D.-granting departments in R1/Tier 1 institutions.

The formal statements contained in our promotion and tenure document honor tenure as the bedrock for academic freedom and are written with the understanding that the development of an exact set of guidelines, impartial to the nuances of each program in our department, is an unsatisfactory and ineffective exercise. Instead, this policy articulates guidelines and benchmarks for the tenured faculty within the Department to engage in the holistic review of their peers' academic contributions.

The following guidelines articulate expectations for faculty in the areas of teaching, research and creative accomplishments, collegiality, and service. Specifically, the document includes guidance on how our Department will assess the productivity of a scholar's academic contributions to the following fields: Higher Education, K-12 Educational Leadership, and Sport Management.

***Department Mission Statement:***

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<sup>1</sup> Initially Approved by Department Faculty on November 2, 2009.

<sup>2</sup> Initially Approved by the Office of the Provost on February 15, 2010 through James Bennighof, Vice Provost for Faculty Affairs.

The mission of the Department of Educational Leadership is to develop leaders in public and private K-12 schools and higher education, an endeavor that exemplifies Baylor University's historic commitment *Pro Texana (For Texas)*. While our commitment to serve Texas remains ever strong, our world beyond Texas currently confronts a critical need for competent, ethical, and value-centered leaders in public and private educational institutions. Baylor University and the Department of Educational Leadership endeavor to prepare the most able leaders of educational institutions to serve Texas, our nation, and our world. Because of its traditional links to church and state (*Pro Ecclesia, Pro Texana*), Baylor is uniquely and strategically positioned to prepare leaders to serve both public and private institutions.

## **I. General Expectations of Tenure Candidates**

*The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community.* Tenure candidates are expected to model the ethical, moral, and spiritual qualities that uphold the mission of the University. In the Department of Educational Leadership, these qualities are demonstrated through the interpersonal relations among faculty, staff, and students and among faculty colleagues. Faculty are expected to foster a collegial and nurturing instructional environment and to serve the University, community, profession, and church in accordance with Baylor's mission and goals. Tenure-track faculty are required to meet with tenured colleagues on a regular basis for feedback/guidance on their progress toward tenure. At these annual meetings, tenure-track faculty are given specific written suggestions tailored to their teaching assignments, research agenda, and service expectations. The quantity and quality of research productivity will be reviewed during these meetings. The suggestions are intended to facilitate the faculty member's journey toward tenure. Tenure candidates are expected to document in their tenure notebook how they support Baylor's stated mission.

## **II. Teaching Expectations for Tenure Candidates**

Outstanding teaching should be a centerpiece in all Schools of Education to prepare teachers and administrators who are committed to improving the instructional process at all levels. Consequently, tenure candidates in the Department of Educational Leadership must demonstrate competence in their academic discipline(s) and in the ability to increase student understanding and application of subject matter content.

When applicable, tenure-track faculty are expected to educate both graduate and undergraduate students in the theory and practice of the profession. Faculty are expected to use a variety of teaching methodologies in their interactions with students, including, but not limited to, traditional lecture settings, seminars, practica, mentoring, off-campus field trips, team teaching, and interactive technologies. In all cases, teaching practices will be based on current research and best practices in the field. All faculty are expected to advise and mentor students. Tenure-track faculty are expected to incorporate their research findings in course content, demonstrate

sensitivity and responsiveness to diversity and equity, and foster creative thinking and problem solving among their students through innovative teaching strategies that engage students intellectually, emotionally, experientially, and spiritually.

Tenure candidates are expected to mentor and guide graduate students. Candidates can comply with this expectation through service on dissertation and thesis committees, collaboration with students on professional presentations or co-authorship of publications, joint research agendas, and assistance with employment or graduate school applications.

Finally, tenure candidates must demonstrate a commitment to the continuous and lifelong learning process central to the work of a scholar. Faculty are expected to stay current with best practices and trends in their specific disciplines, and use this information in course development, regular syllabus revision, program development, and classroom instruction.

Tenure candidates may demonstrate their teaching skills through student evaluations, peer reviews (see Section VII – Peer Review of Teaching), letters of commendation and evaluation, testimonials, teaching awards and honors, course syllabi, publications, professional presentations, and commendations/recognitions from professional organizations and colleagues.

### **III. Scholarship Expectations**

Scholarship has been defined as “a formal, on-going process of developing and sharing work with peers who evaluate the merits of the contribution.” (Mitchell, M. 1999, “Scholarship as Process,” *Journal of Teacher Education*, 50 (4), 267-277; quoted in *A Faculty Guide for Scholarship in the School of Education*, Baylor University, 2000). Although there are a variety of creditable forms of scholarship, the single most important element in assessing academic research is peer review. Consequently, peer-reviewed journal articles are a common and respected form of research in the academy. The Department of Educational Leadership also values and recognizes the publication of books in one’s discipline or related fields as evidence of scholarly endeavor, as well as book chapters, peer-reviewed conference presentations at national/international conferences, and externally funded grant proposals.

The most highly valued forms of scholarship within the Department are journal articles, books, book chapters, successful externally funded grant proposals (particularly from a national agency), and awards/other professional recognitions based upon the scholarly reputation and productivity of the faculty member (examples include book awards, scholarship awards, and journal editorships). All contributions are expected to be peer-reviewed.

The Department expects each tenure-track faculty member to produce a consistent record of peer-reviewed scholarship that makes a lasting contribution to the specialized field for which it is written. The Department highly values collaboration in scholarship and research. Tenure candidates often produce a combination of single-

authored and co-authored works. Single-authored works and first-author works are considered equal in value. The Department also places high value on works co-authored with graduate students. Similarly, the department especially values successful grant projects on which the tenure candidate serves as principal investigator or co-principal investigator (or director or co-director, when those titles are used). Tenure candidates are encouraged to go beyond the minimum requirements to make a compelling case for the awarding of tenure.

**Educational Leadership Research Productivity Rubric: Promotion from Assistant Professor to Associate Professor**

**12-18 peer-reviewed articles (2-3 per year)**

- Majority of research published in journals with good impact scores or other common external rating
- Priority consideration granted to first-author publications
- The quality of the journals is more important than the quantity of articles
- Publication with graduate students will be considered first-author publications for the mentoring faculty member. Assistant professors should not, however, prioritize mentoring/supervising graduate student papers at the expense of their own lines of research. Tenure will not likely be granted to anyone who counts these types of student-as-first-author publications as half or more of his or her first-author publications.

**6-12 peer-reviewed conference presentations at national/international conferences (1-2 per year)**

**Books and book chapters**

- Considered but not prioritized

**Grants**

- Sustained pattern of seeking external funding

For a list of professional journals recommended by the Department faculty as publication sources, see the Department of Educational Leadership's list of Recommended Key Journals (Appendix A).

**IV. Service**

Candidates seeking tenure and promotion to Associate Professor must document active involvement in promoting the mission and goals of the Department and School of Education through service to the University, profession, community, and church. Candidates are expected to participate in department governance through committee service, advisement and mentoring of students, collaboration with colleagues, and support of community activities. Active engagement with professional organizations

at all levels is expected. Service to the profession, school, University, community, and church can be rendered in a variety of ways, depending on the interests and personal agenda of the individual candidate. Tenure-track faculty are expected to provide evidence of their commitment to Baylor's distinctive Christian mission, and as such must be active members of local churches.

## **V. Collegiality**

Faculty are expected to treat their colleagues and students with respect and exhibit interest in and support of the work of their peers, the department, the school, and the University. In their personal activities and relationships, faculty members should maintain a level of ethical and moral behavior supportive of and consistent with the Christian mission of Baylor University.

## **VI. Process for External Review for Educational Leadership Candidates for Tenure**

- a. The candidate shall submit to the Department Chair a current curriculum vitae, representative publications, and a list of four names (including telephone numbers, addresses, nature of professional relationship, and brief professional profile) of potential external reviewers by August 1 prior to the academic year in which he or she will be reviewed for tenure or promotion. By that date, the candidate will also submit a cover letter that places this work in the context of her or his overall research agenda for the benefit of the external reviewers. Outside evaluators must hold a rank at least equal to the rank that the candidate is seeking in the course of tenure review or have comparable professional standing in a non-academic setting. The ideal evaluators should come from highly reputable programs at respected universities. Also, except in rare cases, external evaluators should not include individuals for whom a close academic or personal connection with the candidate (e.g., dissertation advisors, former professors, graduate school colleagues, co-authors, fellow faculty, personal friends, former students of the candidate, etc.) might compromise their ability to evaluate the candidate's work objectively. Finally, it should be noted that letters from co-authors regarding the contributions of a candidate to co-authored work can in some circumstances provide useful information regarding the record of a tenure candidate, and thus departments may choose to submit letters of this nature as an additional part of the tenure review process. In no circumstance, however, shall a letter from a co-author be considered an "external review letter" with respect to the other recommendations in this report (see Tenure Procedures at Baylor University, Section II.B.1.e).
- b. The Chair, upon consultation with the tenured faculty, will add two names to the Candidate's list. The Candidate's list, along with the names added by the Chair, will be forwarded to tenured faculty within the department. The tenured faculty will meet and rank-order the potential reviewers and forward the list of names to the Chair. Reviewers will be recognized for their scholarly

contributions to the Candidate's field of academic endeavor and should ordinarily be employed in a higher education setting comparable to Baylor University. Every effort will be made to minimize biases for or against the candidate when selecting qualified reviewers.

- c. The Chair will subsequently write to at least three reviewers requesting a confidential, written assessment of the Candidate's scholarly activity. A copy of the Candidate's curriculum vitae, representative publications, and Baylor University's guidelines for tenure/promotion will be included. The external reviewers' letters of assessment will be included as part of the Candidate's professional portfolio at all levels of university consideration.

## **VII. Peer Review of Teaching -- Guidelines and Procedures**

In accordance with Baylor University tenure policy requiring submission of peer reviews of teaching over a period of at least three years as part of the tenure packet, the Department of Educational Leadership utilizes the following guidelines for peer reviews:

- a. Once every two years, each tenure-track faculty member will invite either the chair or another tenured faculty member to observe him or her teaching a course. Courses may be Graduate or Undergraduate, but a combination of both, if possible, is best.
- b. At a minimum, the observing faculty member will complete the School of Education's Peer Observation Form, which is on file with the Dean's office.
- c. Each observation will be followed by a conversation between the observer and the tenure-track faculty member, during which the two will discuss the strengths and weaknesses each observed during the class.
- d. Copies of all peer-completed Peer Observation Forms and any related material from the peer observation should be shared with the tenure candidate. All completed Peer Observation forms and any related material from either the observer or the tenure-track faculty member will be kept on file by the Educational Leadership Department Chair as well as included in the tenure candidate's tenure notebook. Tenure-track faculty members should have the opportunity to respond, in writing, to any and all comments made by the observer on the Peer Observation Form or any related documents. Like the completed peer observation form, a copy of the tenure candidate's written comments, if any, should be kept on file by the Educational Leadership Department Chair as well as included in the tenure candidate's notebook.
- e. Data obtained during peer observations will be considered during annual performance reviews.

## **VIII. Expectations for Promotion from Associate Professor to Professor**

### **a. Teaching Expectations**

Faculty members seeking promotion to Professor must supply evidence of effective teaching and mentorship of undergraduate and/or graduate students. Evidence of mentorship includes:

1. Mentorship. A consistent and on-going pattern of graduate student mentorship of master's theses and dissertations is required for promotion to Professor. In addition to chairing thesis and dissertation committees, candidates for promotion to this rank are expected to serve as readers on thesis and dissertation committees and to have a consistent record of publishing with graduate students.
2. Candidates may present a significant history or discipline-wide mentorship of graduate students and faculty in their case for promotion.
3. Candidates for promotion to Professor must present evidence of effective teaching. Such material includes teaching evaluations, teaching awards, and documentation of mentorship of students.

### **b. Scholarship Expectations**

Faculty seeking promotion to Professor must demonstrate a research program of quality sufficient to generate recognition as a national or international expert in their field of expertise. Evidence of such standing is best demonstrated by many of the following achievements:

1. A consistent and ongoing record of publication in high quality journals.
2. A body of work indicative of the candidate's contribution to the field, such as a monograph or a highly cohesive set of research articles.
3. A history of seeking and obtaining external funding.
4. Recognition of significant achievement and contribution by experts in the field. This is documented by external single blind reviews and a record of citation commensurate with the rank of Professor. This assessment is a major factor in deciding whom to promote. Letters from external referees will be solicited. Referees will be senior scholars in the field who have both a national and international reputation. Referees may not have served as advisors to the candidate. The candidate will be invited to nominate

potential referees. The chair plus the full Professors in the department, with the approval of the dean, will have final say on the list of referees.

5. Referees will be asked to assess the candidate for promotion based on the following criteria:
  - a. The contributions of the candidate to the field;
  - b. Which publications of the candidate are the most significant and why;
  - c. The quality of journals and book presses in or with which the candidate has published; and
  - d. The candidate's development as a scholar.

**Educational Leadership Research Productivity Rubric: Associate Professor to Professor**

**18-36 peer-reviewed research articles**

- Majority of research published in journals with good impact scores or other common external rating
- Priority consideration awarded to first author publications
- Publication with graduate students will be considered first author publications for the mentoring faculty member.
- The quality of the journals is more important than the quantity of articles

**1-2 peer-reviewed conference presentations annually at national/international conferences**

**Grants - Sustained pattern of seeking external funding; some evidence of success in receiving external funding.**

**In certain disciplines, book(s) in reputable academic or trade presses**

**Book chapters in reputable academic or trade presses**

**Evidence of national stature in field (e.g., awards, journal editor roles, leadership in national organizations)**

**c. Service Expectations**

Faculty who are seeking promotion to Professor must have a record of, and potential for, providing outstanding service to the department and university. Evidence of such standing is best demonstrated by:

1. Departmental leadership through chairing committees, serving as an academic program coordinator, UPD, or GPD, or organizing



other valuable service activities that are necessary for the mission of the department.

2. Service on core college and university committees and task forces.
3. Service to the discipline and academia. Examples of this type of service include serving on editorial boards, program chair, professional organization council boards and advisory councils of major research organizations.

**d. Collegiality**

Faculty are expected to treat their colleagues and students with respect and exhibit interest in and support of the work of their peers, the department, the school, and the University. In their personal activities and relationships, faculty members should maintain a level of ethical and moral behavior supportive of and consistent with the Christian mission of Baylor University.