

Department of Curriculum, Instruction, and Special Education  
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(Note: faculty at any rank must be approved for Graduate Faculty Status in order to teach graduate level classes). Instruction may include clinical supervision. Consistent with the expectations detailed in the Faculty Handbook, Teaching Professors at any rank will hold the terminal degree in their discipline, be expected to demonstrate excellence in teaching and make substantial contributions to service.

## Teaching

The Department of Curriculum, Instruction, and Special Education recognizes that teaching and the construction of knowledge are central to the mission of the university. All non-tenure track, teaching faculty members seeking promotion are expected to have demonstrated **ex**

individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. We value service-related activities and recognize that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university. **Non-tenure track, Assistant Teaching Professors, Associate Teaching Professors, and Teaching Professors are expected to engage in service-related activities that are tied to clinical activities, curriculum development, quality instruction and student success initiatives and efforts.**

Service activities to the university, college, and/or department may include the service-related activities listed below. This is not an exhaustive list of contributions in the area of service, and individual faculty members are not expected to contribute in all of the areas listed. We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, the outcome of efforts and the ability to work collaboratively with others.

- x Committees
- x Task forces
- x Councils
- x Recruitment
- x Special presentations
- x Academic advisement
- x Sponsoring student groups
- x Coordination of on-campus and off-campus practicum
- x Quality assurance and effectiveness assessment/improvement

Service activities to the profession may include, but are not limited to:

- x Serving as an officer in an association
- x Program planning
- x Committee work
- x Serving as a conference program chair



- x Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- x Personal and academic integrity
- x Volunteering in order to contribute to equity of departmental workload
- x Respect for students
  - o Providing timely feedback
  - o Appropriate interpersonal interactions and awareness of professional boundaries
  - o Attendance at student presentations (particularly as a committee member)
- x Demonstrated interest and involvement in general departmental, college and university welfare
- x Demonstrating professionalism and respect to the department, college and university (for example, maintaining confidentiality as appropriate, advocating for departmental needs)
- x A commitment to the sharing of departmental resources

Examples of negative indicators of collegiality:

- x General unavailability
- x Routine unwillingness to serve on student committees
- x Pattern of non-attendance at
  - o Departmental meetings
  - o College/university meetings
  - o Student committee meetings
- x A pattern of unwillingness to serve on or chair program, department, college, and university committees
- x Inadequate performance as a committee member or chair of a committee
- x Uncooperativeness including an unwillingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise
- x Failure to adhere to ethical academic practice including respect for and adherence to issues of confidentiality.
- x Violations of academic integrity (e.g., misrepresentation of productivity)
- x Academic bullying
- x Repeated incivility

## Special Functions

The department recognizes that faculty members perform additional specialized tasks that cannot be categorized into the traditional categories of teaching and service. These specialized tasks are often essential to meeting the mission of the department and should be recognized as part of the promotion process. It is further recognized that faculty members differ in their contributions to teaching and service and that responsibilities assigned to the faculty member may affect the faculty member's accomplishments in each of these areas. In consultation with the department chair, the guidelines contained in this document may be modified or adjusted to reflect unusual or atypical course loads, clinical assignments, job responsibilities, or other factors affecting the faculty member's productivity.

Documentation of special functions should include a description of the responsibilities, activities, and accomplishments associated with each atypical activity and should be submitted to the department chair for evaluation. The chair will prepare and submit a narrative outlining the ways in which special functions serve the department and meet the requirements for teaching and/or service to the department. This narrative will be included in the promotion dossier for the candidate and submitted at all appropriate levels of review.