

**Charter of the Department of Cognitive and Learning Sciences**  
 March 29, 2004 - Department Name Correction January 22, 2008

**Mission Statement**

The mission of the Department of Cognitive and Learning Sciences is to provide exemplary programs supporting the preparation, professional development and continuing practice of education secondary school teachers, and to promote a solid foundation for understanding human cognition and behavior. This mission will be met through continued assessment of departmental, programmatic, and curricular goals (see Appendix A).

**I. Departmental Governance**

- The operation and governance of the Department is based on mutual respect among Department's administrators, faculty, staff, and students.
- Relationship of faculty and staff to Chair - The Chair has decision making authority that is based on the recognition of the faculty's academic freedom. The Chair's authority rests on the importance of consensus building, consultation, and the opinions and needs of individual faculty members.
- Relationship to the University - If statements, policies, or procedures in this Charter are in conflict with the Universities policies and procedures, the University policies and procedures shall take precedence. The Chair's authority is subject to University and College governance policies.

**A. Department Meetings**

1. Frequency: The Chair will call formal departmental meetings at least twice each semester at times that are convenient for the greatest number of faculty and staff.
2. Notification: Under normal circumstances, notification of a meeting should be given one week in advance. Emergency meetings can be called with shorter notice, so long as faculty and staff are informed of the nature of the emergency as soon as possible.
3. Voting Procedures: If votes are taken during Department meetings they may be by voice or hand. Secret ballots will be used on request.
4. Voting rights: Voting rights will be limited to faculty with at least a 50% appointment in the Education Department, whether tenure-track, temporary, or adjunct, and the Certification Officer.

**B. Committees**

1. Method of Selection: The Chair shall make committee assignments near the beginning of each academic year, after giving faculty and staff the opportunity to volunteer for specific committees. Committee assignments for faculty and staff should be distributed equitably.
2. Membership: Each standing committee shall consist of at least two members, except the Search Committee, which must include three members, and the Promotion and Tenure Committee, the membership of which is detailed below.

### 3. Functions of Standing Committees:

- Assessment Committee: To monitor the department's assessment plan, insure regular implementation of assessment strategies, and recommend modifications to the assessment process.
- Curriculum Committee: Review proposals for new courses and course changes; recommend changes in undergraduate degree requirements and course and lab fees.
- Graduate Committee: Guide the operations of the graduate program, make recommendations on admissions, review graduate course proposals, recommend changes to the graduate program as needed, supervise and direct graduate students.
- Outreach Committee: Oversee and make recommendations on the department's interaction with various constituencies, including education students, area school districts, cooperating teachers, state agencies and officials, and the public.
- Search Committee: When a tenure-track faculty position becomes available, the committee will direct the search process, including recommending the position description, advertising for the position, making arrangements for candidate visits, and making recommendations on which applicant to hire.
- Promotion and Tenure Committee: Review and make recommendations to the Chair regarding tenure of tenure-track faculty, promotions, and initial appointments involving tenure and initial rank higher than Assistant Professor. The committee shall consist of 3 faculty members. Two of the three faculty must be tenured, and the third must be tenure track if not tenured. There must be at least 1 faculty from the Department of Cognitive and Learning Sciences, and one must be external to the Department of Cognitive and Learning Sciences.
- Ad hoc Committees: An ad hoc committee may be formed at any time during the calendar year as needed.

## II. Administrative Structure / Department Chair

- A. Search and Initial Appointment: When a search for a new Chair becomes necessary, the search shall be carried out in accordance with the procedures outlined in Appendix B.
- B. Reappointment: This shall be carried out in accordance with the reappointment procedures attached as Appendix C.
- C. Voting Rights re: Chair Appointment will be limited to any full time tenured or tenure track faculty with at least 50% appointment time, and the Certification Officer.
- D. Responsibilities of the Chair are outlined in Appendix C
- E. Next in Charge: The Chair shall appoint a next in charge. The next in charge will assume the responsibilities of the Chair when the Chair is absent.

### III. Department Functions

- A. Budget Development: Early each academic year, the Department Chair shall prepare a budget for the Department for the coming year and present it to the Department at a departmental meeting for review and input.
- B. Hiring New Faculty and Staff: The Department shall follow University and College guidelines for the hiring of new faculty and staff.
- C. Merit Raises: As based on vitae update and annual Chair review, raises shall be based primarily on performance in teaching and research, with some consideration given to service (see guidelines and indicators in Appendix D).
- D. Promotion and Tenure: The Chair and the Department's Promotion and Tenure Committee shall follow the procedures and guidelines in Appendix A. All recommendations for promotion and tenure require approval of the Provost, President, and Board of Control.
- E. Adjunct Faculty Meetings: The Chair will arrange Adjunct faculty meetings as necessary.

### IV. Grievances

- A. Grievance Procedures. The University has established certain grievance policies that govern grievances (Senate Proposal 23-00). These procedures are intended to provide a suitable mechanism for grievances by members of the Department's faculty, including non-voting faculty. It is expected that most faculty complaints or concerns can be resolved informally through discussion with or action by the department chair. In the event that a concern cannot be resolved satisfactorily, or if involvement by the chair is inappropriate, then a formal grievance may be filed.

A formal grievance must be presented in a timely manner to the department chair in writing. The chair will pass the written materials on to the grievance Committee. University policy determines the timing of events and conditions for appeal. The formal grievance must state the nature of the grievance, the name of the faculty member filing the grievance (the grievant), the date or dates the grievance occurred, and the relief requested by the grievant.

- B. Grievance Committee. The Grievance Committee shall be constituted when a grievance arises. It will consist of three members. The department chair will appoint one faculty member, preferably from within the department, to chair the committee. The grievant shall select the second member. The third member shall be acceptable to both parties in the grievance. Committee members need not be from the Education Department.

The report of the grievance committee will be prepared within 30 work days of the filing of the grievance. This report will state the nature of the grievance, name of the faculty member who filed the grievance, list of members of the grievance committee, date or dates of the incident(s) leading to the grievance, relief requested by the grievant, and committee's decision and, if appropriate, their

recommendation for resolution of the grievance. This report will be given to the grievant, the Chair/Dean, and in the case where the committee disagrees with the Chair/Dean, the University Faculty Review Committee.

## **V. Amendments Procedure**

Amendments to the charter may be proposed by any eligible voting member of the Education Department at any time by the following procedure:

- A.** Written proposals must be given to the Chair in writing. The Chair will appoint an ad hoc charter committee for review of the proposed amendment.
- B.** The committee will review the proposed amendment and report to the faculty/staff. The Committee's report will include comments about the possible ramifications of the proposed change and a recommendation.
- C.** The proposed change will then be discussed at a formal Department Meeting with the support of 2/3rds or more of the eligible voting members is required for approval of the amendment.
- D.** All amendments approved by the Department must also be approved by the Provost and President.

## **VI. Miscellaneous**

- A.** If any provisions of this Charter are in conflict with University policies and procedures, the University policies and procedures shall take precedence.
- B.** All references to preservation of confidentiality will be protected as far as legally possible. Disclosure may be required by law.

## Appendix A

### I. Goals of Teacher Certification Program

The professional education program at MTU is committed to the integration of a strong content preparation with effective pedagogical skills designed to optimize classroom learning for all students. Our commitment to both a strong content knowledge base and effective pedagogy is grounded in the basic notion that quality teacher preparation is the responsibility of the academic disciplines, the Department of Cognitive and Learning Sciences, cooperating schools and in fact the entire University community. At Michigan Tech, teaching teachers is about cooperation. Thus, the undergraduate teacher education certification program is offered in conjunction with a Major and Minor in the student's chosen concentration area. Our education certification program prepares students to become qualified teachers, and to assume the complex role of a teacher in the classrooms of the twenty-first century. The program not only prepares students to teach and share their knowledge and expertise with others, but also teaches them to appreciate what knowledge and learning are all about. Students explore what it means to learn, to teach, to assess, and how to value scholarship and research. Towards that end, the primary goal of the undergraduate teacher education program is to ensure success within the teaching profession by:

- A. providing a comprehensive knowledge base that ensures competency in the subject matter and in the processes of education.
- B. linking knowledge, academic theory, and practice through diverse clinically-based experiences.
- C. preparing teachers who effectively carry out their roles through the application of their professional skills, implementation of relevant research findings, and the making of choices consistent with a sense of vocation and personal responsibility.
- D. providing the opportunity to develop sophisticated clinical skills to prepare exemplary educational professionals recognized for the quality and significance of their teaching, research, scholarship, service, outreach, and leadership.
- E. providing leadership in the development of collaborative relationships with schools, organizations, and institutions concerned with improving schools and the processes of teaching and learning.
- F. improving the practice of education through research, innovation in teaching, the processes of learning, the uses of technology, clinical development, leadership, and management.
- G. reflecting current trends in the field of education.
- H. emphasizing excellence in both the theoretical and applied domains.

### II. Goals of Psychology Program:

The Department of Cognitive and Learning Sciences' program in Psychology complements the teacher

education program and provides direct support to other academic departments by providing a substantial course of study in the area of psychology. Through curricular, course, and programmatic assessment the following objectives of the Psychology program will be met:

- A. provide a rigorous, science-based curriculum that focuses on application of research methods and psychological sciences.
- B. encourage critical evaluation of assumptions and evidence about behavior.
- C. foster an understanding of the major content areas of the field and their historical foundations.
- D. encourage an appreciation for the interconnections between different fields of study, scientific knowledge, and the practical issues of human life.
- E. develop effective speaking and writing skills.
- F. foster respect for the complexity and diversity of human experiences.
- G. provide students majoring in the traditional science and engineering programs at MTU with an opportunity for co-curricular emphasis in psychological sciences to enhance their effectiveness in their chosen careers.
- H. provide opportunities for students to practice and extend their knowledge of psychology outside the classroom, including research and applied settings.
- I. prepare students for teaching.

### III. Goals of Professional Development Programs:

The Department of Cognitive and Learning Sciences' Professional Development Programs are designed to meet the needs of teachers who:

- A. want to improve their knowledge and application of science and mathematics in the classroom.
- B. desire to continue their professional development.
- C. wish to seek an advanced degree in an application-based master's program.
- D. strive to accomplish the goals of the Michigan Curriculum Framework and Benchmarks and National Standards.

The programs for in-service secondary mathematics and science teachers promotes:

- A. professional development of secondary teachers within their discipline.
- B. an understanding of the needs of secondary science students and classrooms.
- C. success in the advanced ability to integrate technological literacy and real world application into mathematics and science curricula serving students in grades 7-12.

## **Appendix B Search for Chair**

When the search for a new Chair becomes necessary, the search committee will consult with the Dean of the College of Sciences and Arts, to determine if the search will be restricted to internal candidates or if there will be a nationwide search. The Dean, after consultation with the Provost and department faculty, will make the final decision on this matter. The Search Committee, with input from the Dean of the College and departmental faculty, will formulate a job description, which must be approved by a majority of faculty eligible to vote on a new Chair.

### **I. Interview Process**

The Search Committee, after reviewing vitae, reference letters, and other relevant material, shall produce a short list of candidates to be invited for an interview. The Committee shall make efforts to get independent assessments from references not listed by the candidates, seeking faculty help in identifying appropriate reference persons.

Immediately prior to all interviews, the Search Committee shall provide the candidate's CV to all faculty and staff in the Department, and make the remainder of the candidate's file accessible through Departmental staff. No copies of the letters or other confidential material can be made.

In arranging the interview, the Search committee shall make appointments for the candidate to meet various administrators and other appropriate external personnel. Internally, the Search Committee shall arrange for opportunities for all faculty and staff to interact with the candidate. In addition, the Search Committee shall arrange for each candidate to make two formal presentations: (1) a scholarly presentation in his/her field of specialization, and (2) a presentation in which the candidate discusses administrative philosophy, directions for the Department, resources needed to attain unit goals, and similar matters.

### **II. Selection Process**

The Search Committee shall consist of three people. The committee shall begin its selection process only after the interview process for all candidates is complete. For each candidate interviewed, the Search Committee shall discuss the acceptability and strengths and weaknesses of the candidate and any other aspect they consider important. This discussion will take place even if there is only one candidate. The Search Committee will meet with the remaining faculty who are eligible to vote. The faculty will vote on each candidate as acceptable or not acceptable. The vote shall be forwarded to both the search committee and the dean. The Search Committee will then prepare a report to the Dean that may recommend a single candidate or provide a list of acceptable candidates. In either case, the Dean shall also be provided with candidate files. Should the Dean reject a departmental recommendation, the Dean shall personally meet with, first, the

Search Committee and, then, the entire Department to discuss the factors behind such a decision. Departmental Chair appointments require the approval of the Dean, the Provost and the President.

**III. Failure of Initial Search Process**

If no acceptable candidate can be secured, the Department's Search Committee shall take one or more of the following actions:

- A.** Conduct an additional round discussion of candidate acceptability.
- B.** Review applications again and invite an additional candidate or candidate to interview.
- C.** Discuss with the Dean whether the search should be re-opened.
- D.** Recommend to the Dean the appointment of an interim Chair, with a new search the following academic year.

## Appendix C Evaluation of Chair

### I. Informational Step

The department Chair prepares a written report that is distributed to all faculty and staff of the department. This report should include but need not be limited to:

- A. Achievement of the departmental goals for the period of evaluation.  
Responsibilities of the Chair
  1. guide general operation of dept
  2. budget development and control
  3. hiring staff and faculty
  4. evaluating faculty
  5. recommending merit raises
  6. maintaining records on faculty and students
  7. assigning teaching loads and schedules
  8. supervising assessment program
  9. supervising program reviews
  10. representing department within university
  11. liaison and advocacy with administration
  12. guiding program development
- B. Budget and its management.
- C. Growth and quality of academic programs.
- D. Future needs and directions of the department.
- E. The charge given to the department Chair *or* any activities of the department which the Chair thinks are controversial in the department and the effort the Chair has made to address the controversy.
- F. Handling of interpersonal relations.
- G. Handling of departmental reward structure.

The distribution of this report will be followed by a departmental meeting. The purpose of this meeting will be to answer questions and provide clarification about the report.

### II. Evaluation Step

The dean's office will send the following evaluation form to all faculty and staff of the department:

Please comment on the specific questions listed below and add any additional comments you feel are necessary.

1. Does the department Chair have a defined and coherent vision for the department that is consistent with the College and University mission?
2. What are the greatest strengths of this department Chair?
3. In what areas do you feel that the current department Chair needs to improve?
4. What changes should be made to enhance the department's performance?
5. Other comments.

Faculty and staff have one week to return the completed form to the dean's office. Faculty and staff can also meet with the dean in individual meetings.

The completed evaluation forms will not be made public and will not be seen by the department Chair.

### III. Dean's report

The dean's office will prepare a typed transcript as a summary report from the comments. The dean prepares a written statement on the strengths and weakness of the department Chair; including but not limited to the following areas:

- A. Guidance and leadership of the quality and growth of the academic programs within the department.
- B. Guidance and support of research activities within the department
- C. Practice of sound financial management within the department.
- D. Leadership and guidance of personnel within the department.
- E. Definition of goals within the department and progress of the department toward these established goals.

The dean meets with the Chair and discusses the outcome of the evaluation.

### IV. Dissemination of results

The summary report and the (optional) response of the Chair will be available in the dean's office for review by department members. Subsequently the dean also meets with the department for the purpose of dissemination of the evaluation.

- V. Faculty with voting rights will vote on reappointment - yes or no - and the results will be forwarded to the dean.

If 2/3 of the faculty vote supports either reappointment or dismissal and that 2/3 of the vote is greater or equal to 50% of the department voting constituency, then the dean will generally accept the results of the ballot. It is understood, however, that the Dean, Provost, and President must approve all Chair reappointments. In all other cases where the above conditions do not apply, the dean will confer with the Chair and faculty and, considering all relevant information, will be recommend to the Provost a course of action he or she deems appropriate.

## **Appendix D**

### **Guidelines for Promotion and Tenure**

#### **I. General**

These guidelines and criteria for promotion and tenure supplement the basic promotion and tenure regulations of the College of Sciences and Arts and of the university as a whole.

A faculty member may qualify for academic advancement through suitable accomplishments in scholarship, effective teaching, and professional, departmental and university service (see criteria below). Promotion of research faculty is governed by separate guidelines shown below in Section VIII.

#### **II. Committee Function**

The Tenure and Promotion Committee will evaluate the files of applicants and render professional judgment about their suitability for tenure and promotion. The committee will provide the Department Chair and the college with a written recommendation which assesses the scholarly performance of every applicant for tenure and promotion, considering three areas of evaluation: research, teaching and service. The committee will also insure that promotion and tenure files contain all necessary materials in proper format for submission to the College Tenure and Promotion Committee and the Dean.

#### **III. Preparation of Faculty for Tenure**

The Department Chair will arrange annual professional development interviews with untenured faculty members. These interviews should review recent activities and accomplishments of the faculty member, his/her plans and objectives, and the relationship and merit of his/her contributions to department and university activities. Faculty shall provide Chair with an up-dated vitae and a record identifying any additional activities.

#### **IV. Tenure and Promotion Review**

The Promotion and Tenure Committee, along with the Department Chair, will provide adequate notice of the review deadline and clear instructions to candidates on the preparation of files. The Committee, working with the Department Chair, will identify five scholars, external to the University, to review candidates' files for tenure and promotion. The Department Chair will contact the external reviewers. It is expected that the candidate will not contact potential external reviewers during the review process.

#### **V. Role of the Candidate**

1. Candidates for tenure and promotion may suggest external reviewers of their promotion and tenure files. The Committee will develop a list of potential referees. The candidate may eliminate one name from the committee list without explanation. Generally, referees contacted will be drawn from both the candidate and committee lists.
2. In non-mandatory tenure or promotion cases, if the recommendations of either the department committee and the chair are negative, the chair will so inform

the candidate, who shall have the right to withdraw the tenure or promotion application before it is forwarded to the college.

3. Once a promotion or tenure file has been submitted to the College, a candidate may submit additional information, which will also be made available to the chair and the departmental committee.

## **VI. Early Tenure**

1. For an individual whose entire tenure-track career, or the preponderance of that career, has been at Michigan Tech, application for tenure before the mandatory year requires an exceptional record. The record must demonstrate high quality activity in research, teaching, service and program development.
2. For individuals with substantial time in a tenure-track or tenured position at another institution, the candidate's time and record at other institutions will be included in the tenure file and may be taken into consideration. However, the applicant must have a sustained record at Michigan Tech of research and publication, teaching, service, and program development.
3. All candidates for early tenure are urged to discuss the promotion and tenure application with the Department Chair and the Promotion and Tenure Committee.

## **VII. Criteria for Promotion and Tenure**

The granting of tenure and promotion in the Department of Cognitive and Learning Sciences depends upon an assessment and evaluation of the performance of individuals. Both qualitative and quantitative measures will be considered when evaluating scholarship.

### **A. Criteria for Appointment as Assistant Professor**

The candidate must have a terminal degree (typically a doctorate), demonstrate competence as a teacher, maintain active membership in appropriate professional societies, and demonstrate evidence of the ability to initiate a record of research and publication.

### **B. Criteria for Promotion to Associate Professor**

The candidate should:

1. Have a successful and meritorious record as a teacher, as attested to by students and colleagues and as measured by learning accomplished by students. Examples or measures of successful teaching may include, but are not limited to, activities listed in section D below.

2. Maintain a program of scholarly research and publication appropriate to the field, including, but not limited to, examples of activities listed in section D below. The record should demonstrate that scholarly work has moved beyond dissertation research and that scholarly growth and development are show evidence of progress toward national recognition.
3. Contribute to and support program development within the department through such activities as: mentoring of independent study students, guest lecturing, promotion of the program with in the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.
4. Demonstrate active service to his/her profession including, but not limited to, examples listed in section D below.
5. Contribute to the work of the university through service within the department, and on university and/or college activities and committees.

The most important factors in promotion and tenure are criteria 1 and 2. It is recognized that there may be substantial variation in the relative strength of candidates, but the department expects faculty to exhibit strength in both research and teaching.

### C. Criteria for Promotion to Professor

The candidate should:

1. Meet all requirements for promotion to the rank of Associate Professor.
2. Have a successful and meritorious record as a teacher, as attested to by students and colleagues and as measured by learning accomplished by students. Examples or measures of successful teaching may include, but are not limited to, activities listed in section D below.
3. Have developed a body of scholarly work recognized nationally by colleagues in his/her field for its quality and significance. This suggests that the individual is acknowledged as an authority who has made important contributions to the field. The candidate should show evidence of continued significant scholarly activities subsequent to promotion to Associate Professor. Examples or measures of scholarly activities may include, but are not limited to, activities listed in section D below.
4. Demonstrate active service to his/her profession. This may include, but is not limited to; serving on journal editorial board; long term, evaluated school input projects; review of books, manuscripts, or proposals for outside agencies, publishers, or organizations; active participation (and, where possible, leadership) in professional societies; and attendance at professional

meetings.

5. Have a record of leadership and/or active contributions to the academic, cultural, and professional programs of the university and the department.
6. Contribute to and support program development within the department through such activities as: mentoring of independent study students, guest lecturing, promotion of the program within the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.

**D.** The following are examples of evidence of Success in the areas of Teaching, Research and Service

Accomplishments in this area shall be evidenced by opinions of colleagues who have particular knowledge of the faculty member's field and of the scholarly or research efforts. For faculty members in academic colleges or schools, examples of appropriate evidence include, but are not limited to:

1. The following are examples of evidence of teaching effectiveness:
  - Student evaluations of teaching, student teaching supervision, and internship supervision.
  - Willingness to accept diverse teaching assignments.
  - Evidence of complexity of teaching assignment.
  - Peer evaluations of teaching.
  - Department Chairperson's annual evaluation.
  - Introduction or revision of courses, curricula, preparation of course materials: syllabi, outlines, examinations, etc.
  - Letters from former students or others who have knowledge of the candidate's teaching performance.
  - Abstracts of graduate theses, projects directed, or student portfolios
  - Evidence of work with students as an advisor.
  - Teaching awards and other outstanding accomplishments in instruction.
  - Master's theses, or independent study supervision.
  - Innovations in teaching designed to improve effectiveness; e.g. in teaching approach, learning activities, technology, course development, or curriculum development.
  - Participation in teaching-related activities of one's discipline, such as activities undertaken to improve teaching (courses, workshops, self-designed projects, etc.).
2. The candidate must contribute by means of Publication, Presentation, and/or Research Grants, examples of which include, but are not limited to:

- a. Publications of:
    - Books
    - Book Chapters
    - Revised edition of book
    - Edited scholarly book
    - Monographs
    - Papers in refereed professional journals
    - Papers in refereed conference proceedings
    - Textbooks
    - Research synopses
    - Instructional software, or videos developed for professional dissemination (must be reviewed by outside experts)
    - Abstracts accepted for publication
    - Other syntheses of knowledge
  - b. Presentations of: papers/posters at appropriate professional meetings, invited addresses at professional meetings, invited addresses at other institutions. The expected is an average of, or progress towards, one presentation per academic year.
  - c. The submission or securing proposals for external funding of research is expected. Formal pursuit of a research grant involves written grant proposals submitted to appropriate potential funding organizations, either internal or external to Michigan Tech.
  - d. Examples of evidence of scholarly activity may include, but are not limited to:
    - Professional recognition by scholars in that field.
    - Professional reputation (both inside and outside the University).
    - Scholarly presentations at conferences as member of panel, respondent, session Chair.
    - Speeches or lectures given in areas of expertise
    - Unpublished research reports
    - Discussion notes accepted by scholarly journal
    - Citations of works in professional publications
    - Long term, evaluated school input projects
    - Review of books, manuscripts, or proposals for outside agencies, publishers, or organizations.
    - Active participation (and, where possible, leadership) in professional societies; and attendance at professional meetings.
3. Examples of Service to the University and public and to one's profession may include, but are not limited to:
- Professional committee and organization involvement.

- Editor or referee services for academic journals, or serving on an editorial board.
- Efforts on behalf of University-related projects.
- Consulting.
- Using professional abilities for the community's benefit.
- Community activities that benefit the University.
- Administrative or other assigned responsibilities within the University.
- Holding office in national, regional, or local academic organization
- Organizing an academic conference
- Reviewing book or journal manuscripts for publishers
- Collaborating with P-12 school personnel on school
- Chairing or serving on University, College, or Department committees
- Leadership or substantive contribution to special projects or activities of the university, college, or department
- Serving as a mentor for new faculty colleagues
- Holding administrative positions in the university
- Holding office in service groups related to the discipline
- Giving speeches or workshops to community groups
- Providing technical assistance to community groups
- Peer evaluations
- Outreach programs
- Refereeing professional conference papers
- Reviewing for granting agencies
- Serving on professional conference organizational committees
- Consulting for government, business, or professional organizations

### **VIII. Promotion of Research Faculty**

#### **A. Committee Function**

The Tenure and Promotion Committee will evaluate the files of applicants and render professional judgment about their suitability for tenure and promotion. The committee will provide the Department Chair with a written recommendation which assesses the scholarly performance of the applicant in the area of research. Where teaching and service activity are relevant to the research faculty member's appoint, those areas will also be evaluated .

#### **B. Tenure and Promotion Review**

The Promotion and Tenure Committee, working with the Department Chair, will identify five scholars, at least two of whom are external to the University, to review candidates' files for promotion. The Department Chair will contact the reviewers. It is expected that the candidate will not contact potential reviewers during the review process.

#### **C. Role of the Candidate**

1. Candidates for promotion may suggest names of reviewers of their promotion file. The Committee will develop a list of potential referees. The candidate

may eliminate one name from the committee list without explanation. Generally, referees contacted will be drawn from both the candidate and committee lists.

#### **D. Criteria for Promotion of Research Faculty**

Promotion in the Department of Cognitive and Learning Sciences depends upon an assessment and evaluation of the performance of individuals. Both qualitative and quantitative measures will be considered when evaluating scholarship.

##### **1. Criteria for Appointment as Assistant Professor**

The candidate should have a terminal degree (typically a doctorate), maintain active membership in appropriate professional societies, and demonstrate evidence of the ability to initiate a record of research and publication.

##### **2. Criteria for Promotion to Associate Professor**

The candidate should:

- a. Maintain active participation in scholarly research appropriate to the field. The record should demonstrate that scholarly work is beginning to move beyond dissertation research and that scholarly growth and development are likely to continue beyond promotion.
- b. Depending upon the nature of the appointment, contribute to and support program development within the department through such activities as: mentoring of undergraduate or graduate students, promotion of the program within the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.
- c. Demonstrate active service to his/her profession including. \*\*\*

##### **3. Criteria for Promotion to Professor**

The candidate should:

- a. Meet all requirements for promotion to the rank of Associate Professor.
- b. Have developed a body of scholarly work recognized nationally by colleagues in his/her field for its quality and significance. This suggests that the individual is acknowledged as an authority who has made important contributions to the field. The candidate should show evidence of continued significant scholarly activities subsequent to promotion to Associate Professor.
4. Demonstrate active service to his/her profession. This may include, but is not limited to; serving on journal editorial board; long term, evaluated school input projects; review of books, manuscripts, or proposals for outside agencies, publishers, or organizations; active participation (and,

where possible, leadership) in professional societies; and attendance at professional meetings.

5. Have a record of leadership and/or active contributions to the academic, cultural, and professional programs of the university and the department.
6. Depending upon the nature of the appointment, contribute to and support program development within the department through such activities as: mentoring of undergraduate or graduate students, promotion of the program within the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.