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College of Education Faculty 03-20-2009
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Department of Middle, Secondary, and K12 Education 03-18-2009
Department of Reading and Elementary Education 03-06-2009
Department of Special Education and Child Development 02-17-2009
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COLLEGE OF EDUCATION CRITERIA FOR GRADUATE FACULTY STATUS

The main responsibilities of the members of the Graduate Faculty are to teach graduate students effectively, to complete scholarly research and creative work of high quality, and to direct and guide the research of graduate students. In the College of Education, standards for faculty performance, including standards and processes for reappointment, promotion, and tenure, post-tenure review, and faculty workload are developed and implemented college-wide. Thus, the following criteria apply to all academic departments (noted above) within the College of Education.

PROCEDURES FOR APPOINTMENT

Eligibility for graduate faculty requires that an applicant hold an advanced degree in the applicant's field. In education fields, this degree is typically the Ph.D. or the Ed.D.

Because all programs of study within the College of Education offer graduate programs, it is expected that tenured/tenure-eligible faculty in the College of Education maintain continuing appointments to the Graduate Faculty. Faculty members in programs with undergraduate offerings may seek exemption from this requirement through a written petition to the Department Chair. Faculty members in exclusively graduate-level programs may not seek this exemption.

Initial Appointment

To initiate the process for the initial appointment to the Graduate Faculty, the Department Chair will notify the faculty member of the department's application date. By that date, the faculty member will provide:

- An updated curriculum vita
- A completed Initial Appointment Form (attached) which indicates teaching and research accomplishments, as well as assignments that show promise of contributions to the graduate-level mission of the College of Education

Continuing Appointment

To initiate the process for continuing appointment to the Graduate Faculty, the Department Chair will notify the faculty member of the department's application date. By that date, the faculty member will provide:

- An updated curriculum vita
- A summary of key scholarly contributions since the last appointment to the Graduate Faculty, using the required (attached) form.
- A summary of key graduate-level instructional and mentoring contributions since the last appointment to the Graduate Faculty, using the required (attached) form.

College of Education Graduate Faculty Criteria

Following the review of the nomination, the Chair of the department must produce a clear and convincing narrative describing how the nominee meets the criteria set forth by the Graduate School. This narrative, along with a curriculum vita which clearly indicates professional achievements required to be appointed a member of the Graduate Faculty, is then submitted to the Dean of the Graduate School for consideration.

CATEGORIES OF MEMBERSHIP ON THE GRADUATE FACULTY

Regular Graduate Faculty Appointments:

All tenured or tenure-track, full-time faculty members holding the academic rank of Professor, Associate Professor, or Assistant Professor and who meet the qualifications established herein are required to hold Regular Graduate Faculty Membership.

Regular Graduate Faculty Membership entitles the faculty member to be eligible to serve on Graduate Council; vote in the College for members of the Graduate Council; vote on amendments to the Bylaws of the Graduate Faculty; chair graduate student thesis, project, or dissertation committees; and fully engage in all graduate matters within the College and the University.

The initial appointment to Regular Graduate Faculty Membership will be for three years. Subsequent to the initial appointment, eligible faculty may be reappointed to a five-year membership by the Dean of the Graduate School.

Associate Graduate Faculty Appointments:

All faculty (including part-time faculty) with the title of lecturer, instructor or clinical assistant professor who meet the qualifications herein, are eligible for Associate Graduate Faculty Membership.

Faculty without the terminal degree, including part-time faculty, may be considered for Associate Graduate Faculty appointments if they demonstrate "outstanding professional expertise and demonstrated contributions to the teaching discipline" as required by the Southern Association of Colleges and Schools Standards (AA-21.) Examples of outstanding expertise and demonstrated contributions to the teaching discipline include but are not limited to: professional licensure such as Licensed Professional Counselor or National Board Certified Teacher; leadership roles such as school superintendent, principal, or department chair; and professional development/ mentoring leadership in schools or closely related agencies. Note: Department Chairs and/or Graduate Coordinators/Directors of Graduate Programs seeking Graduate Faculty Status for faculty who do not hold the specified terminal degree for their field must follow the procedure specified on the Academic Affairs website: "Exceptions to the Criteria for Accreditation of the Commission of the Southern Association of Colleges and Schools" <http://www.provost.uncc.edu/epa/unccforms/aa-21.doc>. This form should be used to justify why a faculty member lacking formal academic preparation should be allowed to teach.

Associate Graduate Faculty Membership permits the faculty member to provide graduate instructional service and to serve on thesis, masters project, or dissertation committees; however, it does not allow Associate Faculty to chair thesis, masters project, or dissertation committees.

The initial appointment to Associate Graduate Faculty Membership will be up to three years. Subsequent appointments are for three years and are renewable.

CRITERIA FOR MEMBERSHIP TO GRADUATE FACULTY: REGULAR

A. Education

Members of the regular Graduate Faculty must hold a terminal degree (Ph.D. or Ed.D.) in education, counseling, school leadership or a related discipline.

B. Professional Development/Scholarly Activity

Except for exceptional circumstances, the minimum requirement for the departmental recommendation for appointment to Regular Graduate Faculty Membership is as follows:

Five scholarly products are expected within a five-year period. These are to be evidenced by dissemination, most commonly publication or presentation in peer reviewed professional venues. Some publications are expected.

Acceptable outlets for books and book chapters include university presses and other prestigious and reputable presses.

Acceptable outlets for journal articles include but are not limited to:

- Peer-reviewed journals published by academic publishers (for example: Taylor & Francis, John Wiley & Sons, Springer, and Sage Publications)
- Non-U.S. venues of significance
- Specialized Professional Associations and their subdivisions, which reflect the disciplines found within the College of Education. Examples include, but are not limited to:

American Association of Colleges of Teacher Education

American Association for Teaching and Curriculum

American Association of School Administrators

American Counseling Association

American Council on the Teaching of Foreign Languages

American Educational Research Association

American Evaluation Association

American Psychological Association

Association for Childhood Education International

Association of Literacy Educators and Researchers

Association for Play Therapy

Association for Supervision and Curriculum Development

Council for Exceptional Children

Educational Leadership Constituent Council

International Reading Association

*International Technology Education Association/ Council on Technology
Teacher Education*

National Association for the Education of Young Children

National Association for Multicultural Education

National Council of Teachers of English

National Council on Measurement in Education

National Association for Gifted Children

National Council for Teachers of Mathematics

National Middle School Association

National Science Teachers Association

National Council for the Social Studies

College of Education Graduate Faculty Criteria

Society for Research in Child Development *Teachers of English to Speakers of Other Languages*

Peer reviewed publications carry the highest weight for appointment as Regular Graduate Faculty, but these are not the only data considered. Another category of weighted evidence is grant preparation. In addition, secondary activities such as international and national presentations; invited presentations in college, university, or scholarly organizations; adjudication of scholarly work for professional presentations and grants; and/or holding leadership responsibilities in a national professional organization are also valuable to this unit's mission.

In press books, book chapters, and/or articles may be submitted as part of this record, when accompanied by documentation from the journal or publisher about the publication status. Publications may be submitted only once for a Graduate Faculty review; thus, if an *in press* article is included for the Graduate Faculty review, that same article may not be used in the next appointment cycle.

By definition, peer-reviewed scholarly work makes a substantive contribution to advancing knowledge within the candidate's discipline. Individuals should be able to demonstrate the substantive nature of scholarly works that are not peer reviewed, and the candidate must demonstrate a leadership role in some of the accomplishments submitted for the Graduate Faculty review. (Reporting forms follow at the end of this document.)

Initial appointment of new faculty members to Regular Graduate Faculty Membership can be based on the potential for significant accomplishment in this area.

C. Teaching

A member of the Graduate Faculty must have been actively involved in graduate education since the last review. At minimum, to maintain Regular Graduate Faculty appointment the faculty member must:

- Have taught at least one graduate level course
- Demonstrated effective mentoring/ support of graduate students
- Served as academic advisor to graduate students and/or have been a committee member on at least one thesis, masters project, or dissertation

Initial appointments to the Graduate Faculty will not require this evidence of teaching performance, but evidence from previous institutions may be used in support of initial appointments if available.

CRITERIA FOR MEMBERSHIP TO GRADUATE FACULTY: ASSOCIATE

A. Education

Associate Graduate Faculty members must hold a graduate degree, with the terminal degree (Ph.D., Ed.D.) in education, counseling, school leadership, or a related discipline desired. Faculty without the terminal degree, including part-time faculty, may be considered for Associate Graduate Faculty appointments if they demonstrate "outstanding professional expertise and demonstrated contributions to the teaching

discipline” as required by the Southern Association of Colleges and Schools Standards (AA-21.) Associate Graduate Faculty members must hold the appropriate professional license for the teaching assignment and must have a minimum of three years’ experience in the professional discipline.

B. Professional Development/Scholarly Activity

Except for exceptional circumstances, the minimum requirement for the departmental recommendation for appointment to Associate Graduate Faculty Membership includes:

Evidence of scholarly activity within the preceding three-year period, such as:

- One scholarly product such as a book, a book chapter, or an invited or peer reviewed article published during the preceding three-year period, OR
- Examples of alternative scholarly activities such as non-peer reviewed articles, technical reports, peer-reviewed conference presentations, and/or the development of practitioner-oriented materials, OR
- Significant and on-going contributions to the faculty member’s field that demonstrate outstanding professional expertise through leadership in such things as National Board Certification; school leadership; professional development; significant contributions to state and local education agencies; and/or in-depth continuing education in one’s field, such as that required by the State Board for Licensed Professional Counselors.

The professional accomplishments must make a substantive contribution to advancing knowledge or applying knowledge within the faculty member’s field. Alternative scholarly contributions must demonstrate the synthesis or integration of knowledge or the application of research to the work of practitioners.

C. Teaching

Associate members of the Graduate Faculty must have been actively involved in graduate education since their last review. At minimum, to maintain Associate Graduate Faculty appointment, the faculty member must:

- Have taught at least one graduate level course
- Demonstrated effective mentoring/ support of graduate students

Initial appointments to the Graduate Faculty will not require evidence of teaching performance, but evidence from previous institutions, schools, or appropriate professional experiences related to the teaching assignment may be used in support of initial appointments if available.

Initial Appointment to the Graduate Faculty

Form to be completed by faculty candidate and submitted to the Department Chair

Category of Appointment

Regular Graduate Faculty

Associate Graduate Faculty

A. Name

B. Education

- *List highest graduate degree, date, institution*
- *For faculty members without the terminal degree, list additional licenses and/or other evidences of professional leadership*

C. Professional Development/ Scholarly Activity

- *Briefly state current research/ scholarship emphasis.*

- *Provide two examples of scholarship that relate to your current research agenda. Examples might include the dissertation study, publications, and /or conference presentations. For Associate Graduate Faculty Appointments, examples might also include professional development presentations and the development of practitioner-oriented materials.*

D. Teaching

- *List current graduate-level teaching assignment(s) OR proposed future graduate-level teaching assignments (indicate semester of assignment).*

- *Describe (if applicable) graduate-level advising assignments.*

Continuing Appointment to the Regular Graduate Faculty

Form to be completed by faculty candidate and submitted to the Department Chair

A. Name

B. Professional Development/ Scholarly Activity

Brief Summary of Five Key Accomplishments in Scholarship since the Last Review

Citation or Accomplishment	Is the work peer reviewed? (Yes or No)	Description of contribution to the field if the work is not peer reviewed	Description of candidate's contribution to the accomplishment if the work is co-authored

Additional evidence of scholarship (optional):

C. Teaching

- *Provide one or more examples of graduate-level teaching assignments (course number/title/semester) since last review.*

- *Summarize service on masters thesis/masters project/doctoral committees since the last review, including number of degree completers.*

- *Describe (if applicable) program advising assignments for graduate programs.*

- *Provide description of your additional support of graduate students*

Continuing Appointment to the Associate Graduate Faculty

Form to be completed by faculty candidate and submitted to the Department Chair

A. Name

B. Education

List highest graduate degree, date, institution

C. Professional Development/ Scholarly Activity

Evidence of Scholarly Activity within the Preceding Three-Year Period

(may be a single category or a combination of accomplishments and contributions as predetermined by the candidate and Department Chair)

- One scholarly product such as a book, a book chapter, an invited or peer reviewed article published during the preceding three-year period, OR
- Three examples of alternative scholarly activities such as non-peer reviewed articles, technical reports, peer-reviewed conference presentations, and/or the development of practitioner-oriented materials, OR
- Significant and on-going contributions to the faculty member's field that demonstrate outstanding professional expertise through leadership in such things as National Board Certification; school leadership; professional development; significant contributions to state and local education agencies; and/or in-depth continuing education in one's field, such as that required by the State Board for Licensed Professional Counselors.

D. Teaching

- *Provide one or more examples of graduate-level teaching assignments (course number/title/semester) since your last review.*
- *Summarize (if applicable) service on masters thesis/masters project/doctoral committees since the last review, including number of degree completers.*
- *Describe (if applicable) program advising assignments for graduate programs.*
- *Provide (if applicable) description of additional support of graduate students.*