

Tenure expectations - College of Education Studies (updated 2-23-2021)

TEACHING: The College expects candidates to demonstrate commitment to and excellence in their teaching. Candidates should demonstrate success in teaching a variety of course types within the College that include both core and specialized classes. Course materials (e.g., syllabi, assignments) should display thoughtful and stimulating design appropriate to the level and type of the course. Candidates' teaching evaluations and other evidence of teaching performance should show strong indications of effective teaching. Their statement on teaching should include evidence of reflective practice and describe any steps taken to address any significant student concerns, should there be any. The teaching statement should also highlight evidence of the candidate's sustained commitment to continuous improvement. Finally, candidates should demonstrate success in the advising and mentoring of students. Evidence of success may include elements such as the supervision of student theses, research tutorials, and number of students advised in the major/minor.

SCHOLARSHIP: Candidates standing for tenure in the College of Education Studies will have completed a substantial body of scholarly work that makes a significant contribution to the study of education. Candidates for tenure may present scholarly work that is primarily located within a discipline, or may present work that in whole or in part contributes to Education Studies as an interdisciplinary field. Contributions receiving the greatest weight will include published scholarly articles in refereed journals or collections, a book or something comparable in scope that was refereed before publication, or some combination of these or other recognized forms of scholarly production which may vary depending on the extent to which the candidate works across multiple disciplinary fields. The College also values and takes into account the impact of public and nontraditional scholarship; however, for the tenure evaluation, it places greater weight on peer-reviewed forms of scholarly production. Our review of the candidate will evaluate the quality of the work submitted, whether the overall program of research makes a significant contribution to scholarship, and whether the candidate shows clear evidence of an ongoing research program with continuing promise. In addition, it is important that the candidate demonstrate evidence of scholarly productivity at Wesleyan. While collaborative work is valued, it is also important that candidates be able to demonstrate their own distinct voice within the field. We also expect that candidates will have participated in professional discussions appropriate to their field, in the form of conferences, symposia, invited lectures, and/or other venues of scholarly dissemination and/or translation of ideas. We recommend that the candidates be in regular communication with their mentors regarding quantity and quality of the scholarly record.

COLLEAGUESHIP: Candidates standing for tenure in the College of Education Studies will have participated fully in the College's cultural and intellectual life as well as its administrative processes. We expect that candidates will have been good citizens of the University through active participation in the intellectual life of the College and the University. Candidates are expected to have demonstrated their interest in fulfilling the duties incumbent upon members of the College and the University faculty, and evidence of service to the professional field through participation in organizations, evaluation of manuscripts, and other such activities. The College also recognizes that service and intellectual contributions beyond the academy can be valuable contributions in this category of evaluation.