

Retention and Tenure Policy

Department of Educational Specialties

Department of Teaching and Learning

It is recognized that common sense and flexibility need to be used in the application of criteria. Faculty members truly outstanding in one (1) area but less active or successful in others may well-be contributing more to the wellbeing of the University than someone adequate in all areas but outstanding in none (APSU Policy 5060 p.23). Because of the importance of teaching in the College of Education, however, faculty must demonstrate best practices and be considered by their students and their peers to be effective in the classroom to be retained and/or to earn tenure.

The following guidelines were developed to provide all tenure-track faculty a directory of expectations and requirements necessary to be considered for retention and/or tenure. *These activities do not guarantee retention or tenure but only provide a baseline expectation for consideration.* Tenure in the College requires a highly developed skill in teaching, scholarship, and service to the faculty member's Department, College, University, and the PK-12 education sector. In addition, the faculty member must display the ability to work cooperatively with colleagues to achieve the long-term goals of the Department and College. The Department Chairs will review these guidelines on a regular basis.

I. Orientation to the Department and College

The Department Chairs will assign all tenure-track faculty a mutually agreed upon colleague from tenured faculty who will serve as a mentor and:

- A. be a resource person for the faculty member.
- B. observe the faculty member's teaching and provide constructive feedback for growth and improvement.
- C. ensure that the dossier for retention and/or tenure is in the appropriate format before final review by the Department Chairs. Once the Chairs have reviewed the dossier, it will be presented to the committee.

II. Meeting Department Requirement for Retention/Tenure

The expectation of the Department is that a faculty member will demonstrate excellence in teaching, an active research/scholarly activity agenda, and a commitment of service to both higher education and public education PK-12. The following are guidelines that indicate what a faculty member will establish as professional achievement during his/her retention/tenure period. For a recommendation of tenure or continuation in a probationary appointment, the dossier must show evidence of the following:

Academic Assignment

The dossier must show a demonstrated commitment to improving one's teaching, advising, and course content. The following requirements reflect such a commitment and are required each year.

1. Student evaluations should show consistent average performance of at least 60% (for example; 4.0 on a 1-6 scale and a 3.6 on a 0-6) of the evaluation scale or continuous improvement approaching the level of acceptance within the first two years of employment as determined by the departmental review committee.
2. The dossier should contain two anecdotal reports of classroom observations each review period. The dossier will contain reports or evidence of improvement from separate observations by a tenured colleague and an observation by the Chair or the Chair's designee.
3. Evidence of directing graduate research when appropriate (not required for years one and two).
4. The dossier will contain course material developed by the faculty member in addition to other materials such as sample syllabi, technology integration, and assessment procedures.
5. The dossier shall also include the following materials for each course taught: syllabi (in APSU COE format), samples of graded work; feedback given on work--including high and low grades; grade distributions for each class; changes made in course as a result of reflection, and a samples of a comprehensive tests and/or assessments.
6. The dossier will show evidence of student advising by providing the number of advisees (quantity) and by showing their availability to students and knowledge of core and major requirements (quality). The candidate will not be evaluated on advisement during the first year of the retention review.
7. The dossier will show evidence of effective collaboration with colleagues on academic issues.

Faculty in areas that include non-teaching assignments must submit evidence of effectiveness in the assignment. Evidence includes:

1. Reports/documents showing effectiveness;
2. Evaluations by professionals, off or on campus, who are in a position to judge the faculty's members work;
3. Evidence of instructional effectiveness when applicable; and/or
4. Other evidence as needed.

Research and Scholarly Achievement

The dossier must show a record of continuous professional activity with a minimum of one activity from any of the categories below for each year of probationary appointment.

For a recommendation of tenure, candidates must have a minimum of 4 accomplishments from category A that receive a positive qualitative review. Category B accomplishments are offered as additional ways for a faculty member to demonstrate professional growth.

Category A:

1. The publication of a textbook by a recognized publisher;
2. Inclusion of an article in an international/national/regional or state juried publication recognized in the field;
3. Nationally recognized, peer-reviewed, discipline specific publications (e.g. book chapters or fastbacks);
4. A significant contribution to a professional text or textbook supplement published by a recognized publisher;
5. Obtaining an international, national, regional, or state competitively funded grant;
6. Creation, development or editing of a regularly nationally distributed electronic publication such as on online journal, blog, or podcast;
7. Editing an international, national, regional or state publication; and/or
8. A presentation at an international/national meeting where the selection of presentations is juried.

Category B:

1. A presentation at a regional/state conference;
2. The writing and submission of a grant in a highly selective state-funded grant writing process;
3. Receipt of Tower, TAF, or other local funding for research;
4. Courseware development, which provides the primary resource for a class, for local or regional distribution;
5. Obtaining a grant in a non-competitive process;
6. Participation in an institute where the selection process is competitive;
7. Publication in a non-refereed journal;
8. Creation of electronic media in a non-competitive process for local or regional distribution in the area of learning, scholarship, or public service;

9. A publication in a journal/newsletter or other professional material where the selection criteria is not juried; and/or
10. Published book reviews, prepublication reviews.

Professional/Community Service

Professional and Community Service is an important component of a faculty member's dossier.

The candidate should have at least one activity from each of the categories." Examples of activities that are considered to be service to one's profession or community include, but are not limited to the following:

Category A: Service to University

1. The dossier will show evidence of participation on at least one University, College, or Departmental committee; and/or
2. Service on a University Committee, Faculty Senate or special task forces.

Category B: Service to One's Profession

1. Participation in discipline-related organizations at the state, regional, or national levels. This includes:
 - a. Officer/board member;
 - b. Committee Chair;
 - c. Reviewer of conference proposals; and/or
 - d. Planning chair at national, regional, state conferences.
2. Contributions to the profession:
 - a. Reviewing proposals for publication;
 - b. Reviewing proposals for conference;
 - c. Committee member in a professional organization;
 - d. Presider at conference; and/or
 - e. Serving on an organization's awards-selection committee.

Category C: Service to the Community

1. Consulting with PreK–12 schools (in-service activities, guest speaker, etc.);
2. Discipline specific community activities;
3. Recipient of a community or professional award;

4. Sponsorship of student groups related to the field of education;
5. Academic judging; and or
6. Membership on a PreK-12 school working committee.