

## **Department of Educational Specialties Personnel Policy**

### **Retention/Tenure**

It should also be 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 well being 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 or earn tenure.

The following guidelines were developed to provide all tenure track faculty a list 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 Department of Education Specialties requires potential for excellence in teaching, scholarship, and service to the Department, College, University, and the PK-12 education sector, as well as the ability to work cooperatively with colleagues to achieve the long-term goals of the Department and College. The Department of Education Specialties Tenure Committee will review these guidelines on a regular basis.

#### **I. Orientation to the Department and College**

The Chair of the Department of Education Specialties will assign all tenure-track faculty a mutually agreed upon colleague from tenured faculty who will:

- A. be a resource person for the faculty member.
- B. observe the faculty member's teaching and write an anecdotal report for inclusion in the faculty member's retention and/or tenure dossier.
- C. insure that the dossier for retention and/or tenure is in appropriate format before final review by the Chair of the Department of Education Specialties. Once the Chair of the Department of Education Specialties has reviewed the dossier, it will be presented to the committee.

#### **II. Meeting the Department of Education Specialties Requirement for Retention/Tenure**

The expectation of the Department of Education Specialties 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 K-12. The following are guidelines that explicitly indicate what a faculty member should establish as professional goals during his/her retention/tenure period. For a recommendation of tenure or continuation in a probationary appointment, the dossier must minimally 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 three anecdotal reports of classroom observations. The dossier will contain reports or evidence of improvement from separate observations by the mentor, and a peer, an additional observation by the Chair or the Chair's designee.
3. Evidence of directing graduate research (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. Once a year during a faculty member's first two years at APSU, a committee of tenured faculty shall review a presentation of a course syllabus and course materials for purposes of suggesting and supporting tenure track faculty. A reaction by the tenure track faculty member and the review itself must be added to the dossier when up for retention/tenure.
6. The dossier will show evidence of student advising by not only providing the number of advisees (quantity) but also 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 retention review.

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
4. Other evidence as needed.

### **Research and Scholarly Achievement**

The dossier must show a record of continuous professional activity with a minimum of at least 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

activities from at least two of the areas listed in categories A and/or B which receive a positive qualitative review, as measured by a rubric to be developed by the Department of Education Specialties faculty. The additional categories and activities 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 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 internationally/nationally funded grant.
6. Creation, development or editing of a regularly nationally distributed electronic publication such as an online journal, blog, or podcast.
7. Editing an international, national, regional or state publication

Category B:

1. Inclusion of an article in a state juried publication recognized in the field.
2. A presentation at an international/national meeting where the selection of presentations is juried.
3. Obtaining a state/regionally funded grant.

Category C:

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.

Category D:

1. Obtaining a grant in a non-competitive process.
2. Participation in an institute where the selection process is competitive.

3. Publication in a non-refereed journal.
4. Creation of electronic media in a non-competitive process for local or regional distribution in the area of learning, scholarship, or public service.
5. A publication in a journal/newsletter or other professional material where the selection criteria is not juried.
6. 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 three activities from two 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
2. Service on Faculty Senate or special task forces

#### Category B: Service to One's Profession

1. Membership in discipline-related organizations at the state, regional, or national levels.
2. Leadership 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.
  - d. Planning chair at national, regional, state conferences
3. 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
8. Serving on 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. Serving as facilitator/chair/member of SACS/School Improvement Committees or other Accrediting Agencies.
6. Academic judging

**Approved by Department – February 2011**  
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